

UNIV OF HAWAII
UH BUDGET OFFICE

'07 JUN 25 P1:54

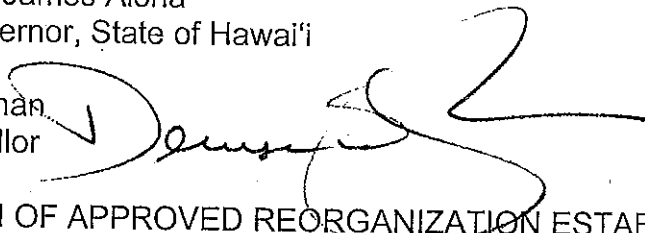
UNIVERSITY OF HAWAII AT MĀNOA

DENISE EBY KONAN
INTERIM CHANCELLOR

June 19, 2007

MEMORANDUM

TO: The Honorable James Aiona
Lieutenant Governor, State of Hawai'i

FROM: Denise Eby Konan
Interim Chancellor 

SUBJECT: NOTIFICATION OF APPROVED REORGANIZATION ESTABLISHING
THE HAWAI'INUIĀKEA SCHOOL OF HAWAIIAN KNOWLEDGE,
UNIVERSITY OF HAWAII AT MĀNOA

Enclosed for your files is a copy of the reorganization that was approved by the University establishing Hawai'inuiākea School of Hawaiian Knowledge. The purpose of the reorganization is explained in the accompanying executive summary.

If there are any questions regarding this matter, please call me at 956-7651.

Enclosure

c: The Honorable Georgina Kawamura
Director, Department of Budget and Finance
The Honorable Marie Laderta
Director, Department of Human Resources Development
University Office of Human Resources
University Budget Office (without enclosure)

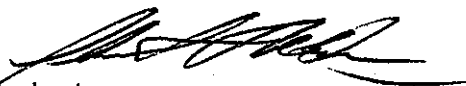
UNIVERSITY OF HAWAII

UNIVERSITY BUDGET OFFICE

June 15, 2007

MEMORANDUM

TO: Dr. Myrtle Yamada
Interim Executive Assistant to the Chancellor

FROM: Glenn K. Nakamura 
Interim Director of Budget

SUBJECT: COPY OF APPROVED REORGANIZATION ESTABLISHING THE
HAWAII'INUIĀKEA SCHOOL OF HAWAIIAN KNOWLEDGE (HSHK)

Enclosed for your files is a stamped copy of the Hawai'inuiākea School of Hawaiian Knowledge reorganization approved by the Board of Regents on May 16, 2007. Please ensure that copies of this approved reorganization are provided to agencies specified in Administrative Procedure A3.101, University of Hawai'i Organizational and Functional Changes.

Attachment

c: Vice President for Academic Planning & Policy Linda Johnsrud (w/attachment)

UNIVERSITY OF HAWAII

UNIVERSITY BUDGET OFFICE

May 3, 2007

MEMORANDUM

TO: Howard Todo
Vice President for Budget & Finance/Chief Financial Officer

FROM: Glenn K. Nakamura
Interim Director of Budget

SUBJECT: REVIEW OF PROPOSED REORGANIZATION TO ESTABLISH THE
HAWAII'INUIĀKEA SCHOOL OF HAWAIIAN KNOWLEDGE (HSHK),
UNIVERSITY OF HAWAII AT MĀNOA (UHM)

As requested, we have reviewed the proposal to establish the HSHK under the Vice Chancellor for Academic Affairs at the University of Hawai'i at Mānoa. This reorganization proposal is essentially the same as the two earlier drafts of this proposal that we reviewed in February and March of this year.

In general, this proposal reassigns existing UHM programs to the HSHK. These consist of the Center for Hawaiian Studies from the School of Hawaiian, Asian and Pacific Studies, and the Hawaiian Language Program from the Department of Hawaiian and Indo-Pacific Languages and Literature in the College of Languages, Linguistics and Literature. A new HSHK Dean's Office (5.00 FTE) is also proposed for the HSHK. Of these five positions, two are existing positions and three are new positions that are included in the 2007-09 biennium budget request. Also, the position count for the secretary's position in item three below will be provided by UHM.

UH Mānoa estimates the total additional cost for this reorganization at \$368,000. These costs as itemized in the proposal narrative consist of the following:

| | | |
|----|--|---------------|
| 1. | Three new positions for the Dean, Dean's Secretary, and Fiscal/Administrative Officer | \$230,000 |
| 2. | Dean's Office Operating Budget | 73,000 |
| 3. | One new secretarial position for the Center for Hawaiian Language | 45,000 |
| 4. | Center for Hawaiian Language Director's Stipend | <u>20,000</u> |
| | TOTAL | \$368,000 |

Vice President Howard Todo
May 3, 2007
Page 2

As stated in Interim Chancellor Konan's April 30, 2007 memorandum to Board Chair Lagareta, funding for \$303,000 of the above costs is provided for in the biennium budget request and \$65,000 will be funded internally by UHM.

As mentioned to you earlier, there is a discrepancy in a position number (77592) identified in the second to the last line on page 16 of the proposal narrative. This position number should be 83520 and is correctly listed in Table 5 on page 17. Further, the proposed organizational chart for the HSHK Dean's office reflecting both of these positions is correct. We also note that an executive summary is not provided. Both of these discrepancies have been discussed with Interim Executive Assistant Myrtle Yamada and we were informed that the executive summary will be included in the proposal.

Concerning another matter, Executive Assistant Yamada has recently informed us that per the Legal Counsel's instructions, further revisions must be made to the proposal to address Section 5-1, Instructional and Research Programs of the Board of Regents' Policies.

To summarize, we have not found any significant changes compared with prior versions of this reorganization proposal.

Please contact me if there are any questions regarding this matter.

UNIVERSITY OF HAWAII AT MĀNOA

Mānoa Faculty Senate

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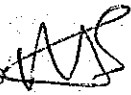
May 7, 2007

'07 MAY -9 A10 :03

MEMORANDUM

MANOA CHANCELLOR'S
OFFICE

To: Denise Konan
Chancellor, University of Hawai'i at Mānoa

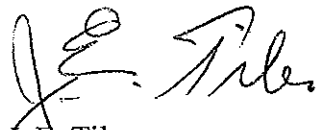
Via: Neal Smatresk
Vice Chancellor for Academic Affairs 

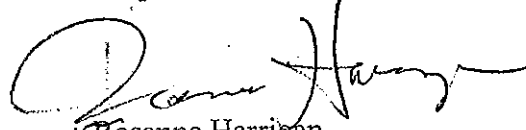
From: Mānoa Faculty Senate

Subject: 1) Resolution to Direct Faculty Athletics Representative (FAR) to Report Annually to the Committee on Athletics
2) Motion to Approve Proposal to Establish the Hawaiinuiakea School of Hawaiian Knowledge

The attached Resolution to Direct Faculty Athletics Representative to Report Annually to the Committee on Athletics and the motion to approve the proposal to establish the Hawaiinuiakea School of Hawaiian Knowledge was passed by the Senate at the May 2, 2007 meeting.

Respectfully submitted,


J. E. Tiles
Chair, Mānoa Faculty Senate


Rosanne Harrigan
Secretary, Mānoa Faculty Senate

attach

c: BOR w/attach
D. McClain, President w/attach



UNIVERSITY OF HAWAI'I AT MĀNOA

DENISE EBY KONAN
INTERIM CHANCELLOR

March 12, 2007

Dr. J.N. Musto
Executive Director
University of Hawai'i Professional Assembly
1017 Palm Drive
Honolulu, HI 96814

Dear Dr. Musto:

Enclosed for your information and comment is a proposal to create a new school, Hawai'inuiākea School of Hawaiian Knowledge, at the University of Hawai'i at Mānoa. Hawai'inuiākea will be created by the merger of two existing UH Mānoa units, Kamakakūokalani Center for Hawaiian Studies, currently in the School of Hawaiian, Asian, and Pacific Studies, and the Hawaiian Language Program, currently in the Department of Hawaiian and Indo-Pacific Languages in the College of Languages, Linguistics, and Literature.

The creation of the school will require the establishment of a Dean's office to provide administrative leadership. This will require the creation of three new positions (Dean, Dean's secretary, and a fiscal/administrative officer). In addition, an administrative support position will be needed for the Hawaiian language program. Upon approval of the proposed reorganization, position descriptions will be submitted to the University Office of Human Resources. Final classifications are contingent upon the appropriate classification reviews.

Should you have any comments, please submit them by March 30, 2007. If we do not hear from you by that date, we will assume that you have no comments and we will proceed with the reorganization.

If there are any questions regarding this matter, please contact Dr. Myrtle Yamada, at 956-4568.

Sincerely,

A handwritten signature in black ink, appearing to read "Denise Eby Konan".
Denise Eby Konan
Interim Chancellor

Encl.



UNIVERSITY OF HAWAII AT MĀNOA

DENISE EBY KONAN
INTERIM CHANCELLOR

March 12, 2007

Mr. Russell Okata
Executive Director
Hawai'i Government Employees Association
888 Mililani Street, Suite 601
Honolulu, HI 96813-2991

Dear Mr. Okata:

Enclosed for your information and comment is a proposal to create a new school, Hawai'inuiākea School of Hawaiian Knowledge, at the University of Hawai'i at Mānoa. Hawai'inuiākea will be created by the merger of two existing UH Mānoa units, Kamakakūokalani Center for Hawaiian Studies, currently in the School of Hawaiian, Asian, and Pacific Studies, and the Hawaiian Language Program, currently in the Department of Hawaiian and Indo-Pacific Languages in the College of Languages, Linguistics, and Literature.

The creation of the school will require the establishment of a Dean's office to provide administrative leadership. This will require the creation of three new positions (Dean, Dean's secretary, and a fiscal/administrative officer). In addition, an administrative support position will be needed for the Hawaiian language program. Upon approval of the proposed reorganization, position descriptions will be submitted to the University Office of Human Resources. Final classifications are contingent upon the appropriate classification reviews.

Should you have any comments, please submit them by March 30, 2007. If we do not hear from you by that date, we will assume that you have no comments and we will proceed with the reorganization.

If there are any questions regarding this matter, please contact Dr. Myrtle Yamada, at 956-4568.

Sincerely,

A handwritten signature in black ink, appearing to read "Denise Eby Konan".

Denise Eby Konan
Interim Chancellor

Encl.



Working Together for Hawaii

888 Mililani Street, Suite 601
Honolulu, Hawaii 96813-2991
www.hgea.org

Telephone: 808.536.2351
Facsimile: 808.528.4059

Hawaii Government Employees Association
AFSCME Local 152, AFL-CIO

RECEIVED

'07 APR 17 P4:08

MANOA CHANCELLOR'S
OFFICE

April 13, 2007

Denise Eby Konan
Interim Chancellor
University of Hawaii At Manoa
2500 Campus Road
Honolulu, Hawaii 96822

Dear Chancellor Konan:

Subject: UH Consultation Regarding the Proposal to create a new
school, Hawaiiinuiakea School of Hawaiian Knowledge at
the University of Hawaii At Manoa

This serves to confirm our receipt of the proposal to create a new school, Hawaiiinuiakea School of Hawaiian Knowledge at the University of Hawaii. The HGEA reviewed the proposed reorganization and in accordance with the Executive Summary we reiterate the following highlights of the proposal.

1. It creates a new school at the University of Hawaii at Manoa.
2. The new school will result in the merger of Kamakakuokalani Center for Hawaii Studies currently in the School of Hawaiian, Asian, and Pacific Studies and the Hawaiian Language Program, currently in the Department of Hawaiian and Indo-Pacific Languages and Literature (HIPLL) in the College of Languages, Linguistics and Literature.
3. Faculty, staff and resources currently housed within the three units will be transferred into the new school.
4. The units will continue to offer their courses, degree programs and services.
5. This merger will provide a more effective infrastructure, increase efficiency and presumably be an improvement for the students.
6. The creation of the school will require the establishment of the Dean's Office and as a result, three new positions will be established (Dean, Secretary and fiscal/administrative officer).
7. Additionally an administrative assistant/secretary position will also be needed for Kawaihelani.
8. The total additional cost for this proposal is \$368,000 and 4 FTE.
9. The UH Manoa 2007-2009 biennium budget request includes the position count and funding (\$303,000) for operating expenses and 3.00 FTE to staff the Dean's

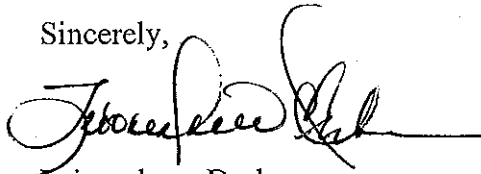
office; UH Manoa will provide the funds and position count for the balance of the cost.

10. Position descriptions will be submitted to OHR upon approval of this proposal.

Finally, it is our understanding that this proposed reorganization will not adversely impact current personnel in the three units.

The HGEA apologizes for our tardy response to this proposal, however we request a written acknowledgement of our response. Once approved, we request a copy of the organization charts and function statements. If you have any questions please feel free to call me at 543-0050.

Sincerely,

A handwritten signature in black ink, appearing to read 'Leiomalama Desha', with a long horizontal flourish extending to the right.

Leiomalama Desha
Field Services Officer

| | A | B | C | D | E | F | G | H | I | J | K |
|----|--|--|---|--------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 1 | Academic Program Cost and RevenuesTemplate | | | | | | | | | | |
| 2 | | | | | | | | | | | |
| 3 | ENTER VALUES IN HIGHLIGHTED CELLS ONLY | | | | | | | | | | |
| 4 | CAMPUS/Program | | | Manoa/School of Hawaiian Knowl | | | | | | | |
| 5 | | | | | | | | | | | |
| 6 | | | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 |
| 7 | ENTER ACADEMIC YEAR (i.e., 2004-05) | | | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| 8 | Students & SSH | | | | | | | | | | |
| 9 | | A. Headcount enrollment (Fall) | | 158 | 158 | 158 | 158 | 158 | 158 | 158 | 158 |
| 10 | | B. Annual SSH | | 14,895 | 14,895 | 14,895 | 14,895 | 14,895 | 14,895 | 14,895 | 14,895 |
| 11 | | | | | | | | | | | |
| 12 | Direct and Incremental Program Costs | | | | | | | | | | |
| 13 | | C. Instructional Cost without Fringe | | 1,994,653 | 1,994,653 | 1,994,653 | 1,994,653 | 1,994,653 | 1,994,653 | 1,994,653 | 1,994,653 |
| 14 | | C1. Number (FTE) of FT Faculty/Lecturers | | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 |
| 15 | | C2. Number (FTE) of PT Lecturers | | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 16 | | D. Other Personnel Costs | | \$ 861,045 | \$ 861,045 | \$ 861,045 | \$ 861,045 | \$ 861,045 | \$ 861,045 | \$ 861,045 | \$ 861,045 |
| 17 | | E. Unique Program Costs | | | | | | | | | |
| 18 | | F. Total Direct and Incremental Costs | | \$ 2,855,698 | \$ 2,855,698 | \$ 2,855,698 | \$ 2,855,698 | \$ 2,855,698 | \$ 2,855,698 | \$ 2,855,698 | \$ 2,855,698 |
| 19 | | | | | | | | | | | |
| 20 | Revenue | | | | | | | | | | |
| 21 | | G. Tuition | | \$ 2,706,804 | \$ 2,706,804 | \$ 2,706,804 | \$ 2,706,804 | \$ 2,706,804 | \$ 2,706,804 | \$ 2,706,804 | \$ 2,706,804 |
| 22 | | Tuition rate per credit | | 134/243 | 134/243 | 134/243 | 134/243 | 134/243 | 134/243 | 134/243 | 134/243 |
| 23 | | H. Other | | \$ 2,886,168 | \$ 2,886,168 | \$ 2,886,168 | \$ 2,886,168 | \$ 2,886,168 | \$ 2,886,168 | \$ 2,886,168 | \$ 2,886,168 |
| 24 | | I. Total Revenue | | \$ 5,592,972 | \$ 5,592,972 | \$ 5,592,972 | \$ 5,592,972 | \$ 5,592,972 | \$ 5,592,972 | \$ 5,592,972 | \$ 5,592,972 |
| 25 | | | | | | | | | | | |
| 26 | J. Net Cost (Revenue) | | | -2,737,274 | -2,737,274 | -2,737,274 | -2,737,274 | -2,737,274 | -2,737,274 | -2,737,274 | -2,737,274 |
| 27 | | | | | | | | | | | |
| 28 | | | | | | | | | | | |
| 29 | Comparable Cost per SSH | | | | | | | | | | |
| 30 | Program Cost per SSH | | | | | | | | | | |
| 31 | | K. Instructional Cost with Fringe/SSH | | \$ 181 | \$ 181 | \$ 181 | \$ 181 | \$ 181 | \$ 181 | \$ 181 | \$ 181 |
| 32 | | K1. Total Salary FT Faculty/Lecturers | | \$ 1,987,639 | \$ 1,987,639 | \$ 1,987,639 | \$ 1,987,639 | \$ 1,987,639 | \$ 1,987,639 | \$ 1,987,639 | \$ 1,987,639 |
| 33 | | K2. Cost Including Fringe of K1 | | \$ 2,683,313 | \$ 2,683,313 | \$ 2,683,313 | \$ 2,683,313 | \$ 2,683,313 | \$ 2,683,313 | \$ 2,683,313 | \$ 2,683,313 |
| 34 | | K3. Total Salary PT Lecturers | | \$ 7,014 | \$ 7,014 | \$ 7,014 | \$ 7,014 | \$ 7,014 | \$ 7,014 | \$ 7,014 | \$ 7,014 |
| 35 | | K4. Cost Including fringe of K3 | | \$ 7,365 | \$ 7,365 | \$ 7,365 | \$ 7,365 | \$ 7,365 | \$ 7,365 | \$ 7,365 | \$ 7,365 |
| 36 | | L. Support Cost/SSH | | \$ 278 | \$ 278 | \$ 278 | \$ 278 | \$ 278 | \$ 278 | \$ 278 | \$ 278 |
| 37 | | Non-Instructional Exp/SSH | | \$ 335 | \$ 335 | \$ 335 | \$ 335 | \$ 335 | \$ 335 | \$ 335 | \$ 335 |
| 38 | | System-wide Support/SSH | | \$ 53 | \$ 53 | \$ 53 | \$ 53 | \$ 53 | \$ 53 | \$ 53 | \$ 53 |
| 39 | | Organized Research/SSH | | \$ 110 | \$ 110 | \$ 110 | \$ 110 | \$ 110 | \$ 110 | \$ 110 | \$ 110 |
| 40 | | M. Total Program Cost/SSH | | \$ 459 | \$ 459 | \$ 459 | \$ 459 | \$ 459 | \$ 459 | \$ 459 | \$ 4,685,789 |
| 41 | | N. Total Campus Expenditure/SSH | | \$ 600 | \$ 600 | \$ 600 | \$ 600 | \$ 600 | \$ 600 | \$ 600 | \$ 600 |
| 42 | | | | | | | | | | | |
| 43 | Instruction Cost with Fringe per SSH | | | | | | | | | | |
| 44 | | K. Instructional Cost/SSH | | \$ 181 | \$ 181 | \$ 181 | \$ 181 | \$ 181 | \$ 181 | \$ 181 | \$ 181 |
| 45 | | O. Comparable Cost/SSH | | \$ 333 | \$ 333 | \$ 333 | \$ 333 | \$ 333 | \$ 333 | \$ 333 | \$ 333 |
| 46 | | Program used for comparison: | | Sch of Hawn, Asian, & Pac Stds | | | | | | | |
| 47 | | | | | | | | | | | |

| | A | B | C | D | E | F | G | H | I | J | K |
|----|---|---|--|--------|---|---|---|---|---|---|---|
| 48 | Reviewed by campus VC for Administrative Affairs: | | | (date) | | | | | | | |
| 49 | Instructions | | | | | | | | | | |
| 50 | Please include an explanation of this template in your narrative. | | | | | | | | | | |
| 51 | A. | Headcount Enrollment: Headcount enrollment of majors each Fall semester. Located at url: http://www.iro.hawaii.edu/maps/mltitles.asp | | | | | | | | | |
| 52 | B. | Annual SSH: Course Registration Report located at http://www.iro.hawaii.edu/maps/mltitles.asp . Add the SSH for the Fall and Spring reports to obtain the annual SSH. This is all SSH | | | | | | | | | |
| 53 | C. | Instructional Cost without Fringe: Direct salary cost for all faculty teaching in the program. Add negotiated collective bargaining increases and keep salary flat thereafter. | | | | | | | | | |
| 54 | | C1. Number of full time faculty and lecturers who are $\geq .5$ FTE. | | | | | | | | | |
| 55 | | C2. Number of part time lecturers who are $< .5$ FTE. | | | | | | | | | |
| 56 | D. | Other Personnel Cost: Salary cost (part or full time) for personnel supporting the program (APT, clerical lab support, advisor, etc.) This includes personnel providing necessary support for the program who may not be directly employed by the program and may include partial FTEs. | | | | | | | | | |
| 57 | E. | Unique Program Cost: Costs specific to the program for equipment, supplies, insurance, etc. For provisional years, this would be actual cost. For established years, this would be projected costs using amortization for equipment. | | | | | | | | | |
| 58 | F. | Total Direct and Incremental Cost: C + D + E | | | | | | | | | |
| 59 | G. | Tuition : Annual SSH X resident tuition rate/credit | | | | | | | | | |
| 60 | H. | Other: Other sources of revenue including grants, program fees, etc. This should not include in-kind contributions unless the services or goods contributed are recorded in the financial records of the campus and included in Direct and Incremental Costs in this template. | | | | | | | | | |
| 61 | I. | Total Revenue: G + H | | | | | | | | | |
| 62 | J. | Net Cost: F - I This is the net incremental cost of the program to the campus. A negative number here represents net revenue (i.e., revenue in excess of cost.) If there is a net cost, | | | | | | | | | |
| 63 | K. | Instructional Costs with Fringe/SSH: (K2 + K4) / B | | | | | | | | | |
| 64 | | K1. Salaries without Fringe of Full Time Faculty and Lecturers who are $\geq .5$ FTE | | | | | | | | | |
| 65 | | K2. K1 X 1.35 | | | | | | | | | |
| 66 | | K3. Salaries without Fringe for Lecturers who are $< .5$ FTE | | | | | | | | | |
| 67 | | K4. K3 X 1.05 | | | | | | | | | |
| 68 | L. | Support Cost/SSH: The campus' non instructional expenditure/ssh + systemwide support – organized research (UHM only) as provided by UH Expenditure Report (http://drue.its.hawaii.edu/uhexpend/) | | | | | | | | | |
| 69 | | | | | | | | | | | |
| 70 | | For example, from the 2003-04 UH Expenditure Report, the support expenditure/ssh per campus is: | | | | | | | | | |
| 71 | | | | | | | | | | | |
| 72 | | UHM | \$335.00 + \$53 - \$110 for organized research = \$278 | | | | | | | | |
| 73 | | UHH | \$227.00 + \$35 = \$262 | | | | | | | | |
| 74 | | UHWO | \$132.00 + \$26 = \$158 | | | | | | | | |
| 75 | | Haw CC | \$89.00 + \$33 = \$122 | | | | | | | | |
| 76 | | Hon CC | \$136.00 + \$40 = \$176 | | | | | | | | |
| 77 | | Kap CC | \$93.00 + \$29 = \$122 | | | | | | | | |
| 78 | | Kau CC | \$269.00 + \$63 = \$332 | | | | | | | | |
| 79 | | Lee CC | \$91.00 + \$27 = \$118 | | | | | | | | |
| 80 | | Maui CC | \$137.00 + \$36 = \$173 | | | | | | | | |
| 81 | | Win CC | \$195.00 + \$40 = \$235 | | | | | | | | |
| 82 | | | | | | | | | | | |
| 83 | M. | Total Program Cost/SSH: K + L | | | | | | | | | |
| 84 | N. | Total Campus Expenditure/SSH: Taken from UH Expenditures Report For example, for 2003-2004: UHM = \$710-110 (organized research) = \$600, UHH = \$471, UHWO = \$352, HawCC = \$293, HonCC = \$353, KapCC = \$259, KauCC = \$554, LeeCC = \$241, Maui CC = \$318, WinCC = \$349 | | | | | | | | | |
| 85 | O. | Comparable Program/Division Instructional Cost/SSH: Taken from UH Expenditures Report or campus data, as available. Please note in the space provided, the program used for the comparison. | | | | | | | | | |
| 86 | | | | | | | | | | | |
| 87 | | | | | | | | | | | |
| 88 | Final 5 03/21/07 | | | | | | | | | | |


UNIVERSITY OF HAWAII

Office of Human Resources

MEMORANDUM

February 13, 2007

TO: Denise Eby Konan
Interim Chancellor

FROM: Edward Yuen 
System Director of Human Resources

SUBJECT: **REORGANIZATION TO CREATE THE SCHOOL OF HAWAIIAN KNOWLEDGE**

This is in response to your memorandum dated February 1, 2007 regarding the proposal to create the new School of Hawaiian Knowledge at the University of Hawai'i at Mānoa. The proposal will merge the existing Kamakakuokalani Center for Hawaiian Studies in the School of Hawaiian, Asian, and Pacific Studies and the Hawaiian Language Program, in the Department of Hawaiian and Indo-Pacific Languages and Literature in the College of Languages, Linguistics and Literature. It is our understanding that the new School of Hawaiian Knowledge will consist of three (3) sub-units: Kamakakuokalani Center for Hawaiian Studies, Kawaihuelani Center for Hawaiian Language and Kapapaloiokeanewai Hawaiian Cultural Garden. Our comments and concerns are as follows:

- Proposed Chart III, Kamakakuokalani Center for Hawaiian Studies – We could not determine where faculty position numbers 85092 and 84995 came from.
- Proposed Chart IV, Kawaihuelani Center for Hawaiian Language – The director of this unit will be appointed from one of the faculty instructional staff. We recommend that the title "Administrative Assistant/Secretary" be replaced with "New position." Since classification action has not been taken, it would be premature to identify the new position as an administrative assistant/secretary.
- Proposed Chart V, Kapapaloiokeanewai Hawaiian Cultural Garden – The director of this unit will be appointed from eligible APT positions. Please explain how this will be accomplished? Which APT position will be appointed as director and how will the selection be determined? If one of the 3.5 FTE subordinates APT positions will be selected for the position of Director, what will be the guidelines and procedures used in making this selection? How will the compensation of the individual be determined?

Thank you for the opportunity to review and comment on your reorganization proposal. Should you have any questions concerning our comments, please call Jimmy Oshiro at 956-6626.

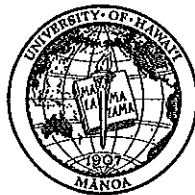
c: ✓ UH Budget Office

RECEIVED

7261

ORIG

'07 MAY -4 A9:55

UNIVERSITY OF HAWAII
PRESIDENT'S OFFICE

UNIVERSITY OF HAWAII AT MĀNOA

UNIVERSITY OF HAWAII
BOARD OF REGENTS

'07 MAY -8 A10:56

DENISE EBY KONAN
INTERIM CHANCELLOR

May 3, 2007

MEMORANDUM

TO: Kitty Lagareta
Chairperson, Board of Regents

VIA: David McClain
President

FROM: Denise Eby Konan
Interim Chancellor

SUBJECT: Creation of Hawai'i inuiākea School of Hawaiian Knowledge, University of Hawai'i at Mānoa

SPECIFIC ACTION REQUESTED:

I request that the Board of Regents approve the proposal to create a new school at the University of Hawai'i at Mānoa: Hawai'i inuiākea School of Hawaiian Knowledge. With the creation of the new school, I also request that the School of Hawaiian, Asian, and Pacific Studies be renamed the School of Pacific and Asian Studies and the Department of Hawaiian and Indo-Pacific Languages and Literature be renamed the Department of Indo-Pacific Languages and Literature.

ADDITIONAL COSTS:

It is projected that the total additional annual cost for the reorganization will be \$368,000 and 4.00 FTE. The UH Mānoa 2007-2009 biennium budget request includes the position count and funding (\$303,000) for operating expenses and 3.00 FTE to staff the Dean's office; UH Mānoa will provide the funds (\$65,000) and position count (1.00 FTE) for the balance of the costs. The biennium request for funding for the school was recently approved by the Ways & Means and Finance Conference Committees.

RECOMMENDED EFFECTIVE DATE:

July 1, 2007

PURPOSE:

To create a new school at the University of Hawai'i at Mānoa dedicated to the study of Hawaiian language and culture.

BACKGROUND INFORMATION:

Board of Regents Policy Section 3-1 authorizes the Board to establish or abolish organizational units upon the recommendation of the President. Further, Board of Regents Policy Section 5-1 notes that "the Board approves the establishment . . . of all instructional and research programs under the recommendation of the President. This includes new centers, schools, and grouping of courses or academic units towards a credentialed objective."

This reorganization proposes the creation of a new school at the University of Hawai'i at Mānoa: Hawai'i inuiākea School of Hawaiian Knowledge. The new school will be created by the merger of Kamakakūokalani Center for Hawaiian Studies, currently in the School of Hawaiian, Asian, and Pacific Studies (SHAPS), and the Hawaiian Language Program, currently in the Department of Hawaiian and Indo-Pacific Languages and Literature (HIPLL) in the College of Languages, Linguistics and Literature.

Hawai'i inuiākea will consist of three units: Kamakakūokalani Center for Hawaiian Studies, Kawaihuelani Hawaiian Language Program, and Ka Papa Lo'i o Kānewai. Under the proposed reorganization, Ka Papa Lo'i o Kānewai which is currently located administratively within Kamakakūokalani Center for Hawaiian Studies will become a separate unit and report directly to the Dean of the new school. Faculty, staff, and resources currently housed within the three units will be transferred into the new School. The units will continue to offer their courses, degree programs, and services. Academic requirements for the existing degree programs—BA in Hawaiian, BA in Hawaiian Studies, MA in Hawaiian, and MA in Hawaiian Studies—will not be changed by this reorganization.

The mission of Hawai'i inuiākea School of Hawaiian Knowledge will be to pursue, perpetuate, research, and revitalize all areas and forms of Hawaiian knowledge, including its language, origins, history, arts, sciences, literature, religion, education, law and society, political, medicinal, and cultural practices, as well as all other forms of knowledge. The creation of the new school will bring together two academic programs—Hawaiian language and literature and Hawaiian Studies—that are currently located in two separate colleges. In recent years, faculty, as well as theorists in language studies and cultural studies, have epistemologically questioned the separation.

In November 2002, the Board of Regents approved the strategic plan for UH Mānoa, *Defining Our Destiny*. Multiple imperatives in the strategic plan support teaching, research, and scholarship on Hawaiian language and culture. *Defining Our Destiny* envisioned UH Mānoa as a "Hawaiian place of learning." The creation of Hawai'i inuiākea School of Hawaiian Knowledge will be a major step towards fulfilling that vision. The new school will strengthen the "Hawaiian place of learning" by 1) providing a natural gateway for Native Hawaiian students and for the professional development of Native Hawaiians in the faculty; 2) providing a foundation for studying and refining Hawaiian knowledge; and 3) serving as a conduit for diffusing Hawaiian knowledge throughout the University and the wider community.

The creation of the new school will provide a more effective infrastructure to support the Hawaiian language and culture imperatives in the Mānoa strategic plan. It will promote more interaction and synergy among the faculty in research, curriculum development, and pedagogy; raise the visibility of both programs and increase opportunities to acquire extramural funding from state, federal, and private sources. It will increase efficiency in recruiting and retaining students, articulating courses with the community colleges, and easing the transfer of students to Mānoa from the community colleges. Students will find it easier to complete their academic programs in a more timely manner as the units in the new school will coordinate scheduling, new course development, and program requirements under a single school. Creating a "one stop shop" will make it simpler for the community to access Hawaiian knowledge and cultural expertise.

IMPACT ON RESOURCES AND STAFFING:

The creation of Hawai'i inuiākea School of Hawaiian Knowledge will require the establishment of a dean's office to provide administrative leadership to the new school. This will require the creation of three new positions (dean, dean's secretary, and a fiscal/administrative officer) and an operating budget for the dean's office. In addition, an administrative assistant/secretary position will be needed for Kawaihuelani Hawaiian Language Program as the existing secretary position in HIPLL will remain with the department. An administrative appointment for the new director for Kawaihuelani Hawaiian Language Program will also be required. It is projected that the total additional annual cost for the reorganization will be \$368,000 and 4.00 FTE. The UH Mānoa 2007–2009 biennium budget request included the position counts and \$230,000 in funding for the dean's position, the dean's secretary, and a fiscal/administrative officer for the School and \$73,000 for an operating budget for the dean's office. This request was recently approved by the Ways and Means and Finance Conference Committee. UH Mānoa will provide funding (\$65,000) and a position count (1.00 FTE) for the balance of the costs.

The reorganization will result in the reassignment of 5.5 positions. Since the Lo'i will be moving from a unit within Kamakakūokalani Center for Hawaiian Studies to a unit reporting directly to the new dean of Hawai'i inuiākea School of Hawaiian Knowledge, the 3.50 APT positions assigned to the Lo'i will be moved with the unit. In addition, a vacant faculty position will be moved from Kamakakūokalani Center for Hawaiian Studies to the new dean's office. That position will serve as the advisor for Native Hawaiian student services. Finally, an APT position will be reassigned from the SHAPS dean's office to the new dean's office. This position provides administrative support to the Kualii and Pukoa Councils.

CONSULTATION:

The proposal has been reviewed by the University Budget Office and the Office of Human Resources. The University of Hawaii Professional Assembly (UHPA) and the Hawaii Government Employees Association (HGEA) were contacted about the proposed reorganization in March 2007. Neither has indicated any objections to the proposal. On April 20, 2007, the proposal was recommended for approval by the Arts & Sciences Faculty Senate Executive Committee. On May 2, 2007, a resolution recommending approval of this reorganization was unanimously passed by the Mānoa Faculty Senate.

Chairperson Kitty Lagareta
May 3, 2007
Page 4

ACTION RECOMMENDED:

I recommend that the Board of Regents approve the creation of Hawai'i inuiākea School of Hawaiian Knowledge and the renaming of the School of Hawaiian, Asian, and Pacific Studies to the School of Pacific and Asian Studies and the Department of Hawaiian and Indo-Pacific Languages and Literature to the Department of Indo-Pacific Languages and Literature at the University of Hawai'i at Mānoa to be effective on July 1, 2007.

Attachment

c: Interim Secretary of the Board Presley Pang
Chancellor-designate Virginia Hinshaw
Vice Chancellor Neal Smatresk
Vice Chancellor Kathy Cutshaw

April 26, 2007

HAWAI'INUIĀKEA
School of Hawaiian Knowledge
Reorganization Proposal

EXECUTIVE SUMMARY

HAWAI'INUIĀKEA SCHOOL OF HAWAIIAN KNOWLEDGE UNIVERSITY OF HAWAI'I AT MĀNOA

This reorganization proposes the creation of a new school at the University of Hawai'i at Mānoa: Hawai'inuiākea School of Hawaiian Knowledge. The new school will be created by the merger of Kamakakūokalani Center for Hawaiian Studies, currently in the School of Hawaiian, Asian, and Pacific Studies, and the Hawaiian Language Program, currently in the Department of Hawaiian and Indo-Pacific Languages and Literature (HIPLL) in the College of Languages, Linguistics and Literature. Hawai'inuiākea will consist of three units: Kamakakūokalani, Kawaihuelani Hawaiian Language Program, and Ka Papa Lo'i o Kānewai. Under the proposed reorganization, Ka Papa Lo'i o Kānewai which is currently located administratively within Kamakakūokalani Center for Hawaiian Studies will become a separate unit and report directly to the Dean of the new school. Faculty, staff, and resources currently housed within the three units will be transferred into the new School. The units will continue to offer their courses, degree programs, and services.

Upon approval of the reorganization, the School of Hawaiian, Asian, and Pacific Studies will be renamed the School of Pacific and Asian Studies. The Department of Hawaiian and Indo-Pacific Languages and Literature will be renamed the Department of Indo-Pacific Languages and Literature.

The creation of the new school will provide a more effective infrastructure to support the Hawaiian language and culture imperatives in the Mānoa strategic plan, *Defining Our Destiny*. It will promote more interaction and synergy among the faculty in research, curriculum development, and pedagogy; raise the visibility of both programs and increase opportunities to acquire extramural funding from state, federal, and private sources. It will increase efficiency in recruiting and retaining students, articulating courses with the community colleges, and easing the transfer of students to Mānoa from the community colleges. Students will find it easier to complete their academic programs in a more timely manner as the units in the new school will coordinate scheduling, new course development, and program requirements under a single school. Creating a "one stop shop" will make it simpler for the community to access Hawaiian knowledge and cultural expertise.

The creation of Hawai'inuiākea will require the establishment of a Dean's office to provide administrative leadership to the new school. This will require the creation of three new positions (Dean, Dean's secretary, and a fiscal/administrative officer) and an operating budget for the

Dean's Office. In addition, an administrative assistant/secretary position will be needed for Kawaihuelani as the existing secretary position in HIPLL will remain with the department. An administrative appointment for the new director for Kawaihuelani will also be required. It is projected that the total additional cost for the reorganization will be \$368,000 and 4.00 FTE. The UH Mānoa 2007–2009 biennium budget request includes the position count and funding (\$303,000) for operating expenses and 3.00 FTE to staff the Dean's office; UH Mānoa will provide the funds and position count for the balance of the costs.

Hawai‘inuiākea School of Hawaiian Knowledge Reorganization Proposal

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Attachments

Present Functional Statements

 Kamakakūokalani Center for Hawaiian Studies
 College of Languages, Linguistics, and Literature
 Department of Hawaiian and Indo-Pacific Languages and Literatures

Proposed Functional Statements

 Hawai‘inuiākea School of Hawaiian Knowledge and Dean’s Office
 Hawai‘inuiākea ‘Aha Kuhina
 Kamakakūokalani Center for Hawaiian Studies
 Kawaihuelani Center for Hawaiian Language
 Ka Papa Lo‘i o Kānewai Cultural Garden
 School of Pacific and Asian Studies
 College of Languages, Linguistics, and Literature
 Department of Indo-Pacific Languages and Literatures

Present Organization Charts

 School of Hawaiian, Asian and Pacific Studies
 School of Hawaiian, Asian and Pacific Studies Dean's Office (Chart II)
 Kamakakūokalani Center for Hawaiian Studies (Chart IV)
 College of Languages, Linguistics and Literature (Chart I)
 Department of Hawaiian and Indo-Pacific Languages and Literatures (Chart VII)

Proposed Organization Charts

 Hawai‘inuiākea School of Hawaiian Knowledge (Chart I)
 Hawai‘inuiākea School of Hawaiian Knowledge Dean’s Office (Chart II)
 Kamakakūokalani Center for Hawaiian Studies (Chart III)
 Kawaihuelani Center for Hawaiian Language (Chart IV)
 Ka Papa Lo‘i o Kānewai Cultural Garden (Chart V)
 School of Pacific and Asian Studies (Chart VI)
 School of Pacific and Asian Studies Dean’s Office (Chart II)
 Department of Indo-Pacific Languages and Literatures (Chart VII)

5a) Present Organization

The two major academic units at the University of Hawai'i at Mānoa responsible for Hawaiian programs are currently housed in two separate schools. Kamakakūokalani Center for Hawaiian Studies is one of ten centers within the School of Hawaiian, Asian, and Pacific Studies (SHAPS). The Hawaiian Language Program is one of 15 language programs housed within the Department of Hawaiian and Indo-Pacific Languages and Literatures, a part of the College of Languages, Linguistics, and Literature, a college within Arts and Sciences. Both are approved academic units that run undergraduate and graduate degree programs. Currently, Ka Papa Lo'i o Kānewai Cultural Garden is a program housed within Kamakakūokalani, but as a part of this reorganization, Kānewai is requesting to become its own service unit. What follows are brief explanations of the present organization of each unit.*

Kamakakūokalani Center for Hawaiian Studies—Present Organization

Established in 1977, the Kamakakūokalani Hawaiian Studies Program received permanent status in 1985, and in 1987 it became the Center for Hawaiian Studies in the School of Hawaiian, Asian and Pacific Studies. Since 1997, the center has been housed in its own facilities on Dole Street. In 2001, the program and its plant were formally named Kamakakūokalani Center for Hawaiian Studies in honor of Gladys Kamakakūokalani 'Ainoa Brandt.

MISSION

To achieve and maintain excellence in the pursuit of knowledge concerning the Native people of Hawai'i, their origin, history, language, literature, religion, arts and sciences, interactions with their oceanic environment and other peoples; and to reveal, disseminate and apply this knowledge for the betterment of all peoples.

Kamakakūokalani is also committed to Native Hawaiian self-determination and honoring the thousands of Hawaiians who one hundred years ago signed the Kū'ē petitions opposing annexation by the United States. The mandate of these kūpuna to their descendants is to forever retain Hawaiian national identity and seek reclamation of Hawaiian sovereignty. Kamakakūokalani provides "Education for the Nation," empowering students' identities and preparing them to lead Hawai'i into a sustainable future.

To accomplish its mission, Kamakakūokalani brings into the university knowledge from the Hawaiian perspective. Thus, most of the center's courses are taught nowhere else in the world and originality is a hallmark of the curriculum. Along with holding academic credentials, the members of Kamakakūokalani's faculty are actively engaged in Hawaiian cultural practices and literate in the Hawaiian language. The courses they develop incorporate primary sources written in Hawaiian, knowledge gained by hands-on experience, by interaction with kūpuna, cultural experts and other practitioners, and reflect familiarity with many aspects of Hawaiian culture.

* As a part of the proposed reorganization, the current Hawaiian Language Program will be renamed Kawaihuelani Center for Hawaiian Language. However, in an attempt to maintain clarity and consistency throughout this document, the current Hawaiian Language Program as well as the future Center for Hawaiian Language will both be referred to as Kawaihuelani, even though this name will not be officially adopted until the reorganization proposal has also been approved.

ACADEMIC PROGRAMS

Kamakakūokalani offers a Bachelor of Arts degree and a Master of Arts degree. In 2002, the BA program's areas of concentration were realigned to correspond with areas of concentration in the planned MA program. The five areas of concentration encompass the breadth of Hawaiian knowledge and experience, from politics and history, to literature, visual arts, music, natural resource management and Hawai'i's relationship with the rest of Polynesia.

- I. KŪKULU AUPUNI: Envisioning the Nation
- II. MO'OLELO KAHIKO: Native History and Literature
- III. MĀLAMA 'ĀINA: Living in Harmony with the Land; Resource Management
- IV. HĀLAU O LAKA: Academy for Visual and Performing Arts
- V. KUMU KAHIKI: Comparative Polynesian and Indigenous Studies

Currently, 37 undergraduate courses are offered and five more are in development. In Fall 2006, there were 114 undergraduate majors. Between 1998 and 2006, 207 baccalaureate degrees were awarded.

The Master of Arts program, which began in Fall 2005, currently offers eight graduate courses and 30 candidates are enrolled.

FACULTY AND STAFF

Kamakakūokalani has a total of 22.5 FTE positions. Fourteen are faculty positions, of which one is a librarian and two are specialists. Six-and-half positions are Administrative Professional Technical, one is Civil Service, and two are permanent Graduate Assistants (0.50 FTE per position). Also employed in temporary positions are ten Graduate Teaching Assistants, thirteen Graduate Research Assistants, one lecturer, and eight student assistants.

MANAGEMENT AND GOVERNANCE

Management of Kamakakūokalani is based on a collegial model of governance. The director is responsible for the day-to-day administration of the program. The faculty meets monthly to assist the director in decision making and is actively involved in standing committees. Staff, lecturers, instructors and graduate assistants are consulted at monthly meetings, and kept abreast of initiatives and policies.

GROWTH THROUGH INCREASED SUPPORT FROM THE UH ADMINISTRATION AND EXTRAMURAL FUNDING

In its 1997 self-review, Kamakakūokalani stated that to continue meeting program objectives, it needed additional faculty, a larger staff and increased funding from the university, as well as from extramural sources. Because of the successful lobbying, grant writing and fundraising efforts by Lilikalā Kame'eleihiwa, director from 1998 to 2004, the center has increased its capacity. It now offers more courses, teaches more students, has added an MA program, provides teaching and research opportunities for the next generation of Hawaiian scholars, has developed partnerships that benefit students at Mānoa, as well as other UH campuses, and better serves the community than ever before.

Since 1997, Kamakakūokalani's annual budget has increased from \$350,000 to \$2,010,000 in combined general and extramural funding.

In 2002, Hawaiian Studies 107: Hawai'i at the Center of the Pacific, was designated a Hawaiian, Asian and Pacific Issues course. To enable Kamakakūokalani to teach more sections of HWST 107, the administration initiated an annual allocation of \$150,000 for hiring Graduate Teaching Assistants.

The center now offers 33 sections of Hawaiian Studies 107, reaching more than 1,100 students each semester. It is said to be the most popular Focus course at Mānoa and 50

sections may be offered in the near future. This HAPs focus course provides students the Native point-of-view of Hawai'i and the Pacific and has recently become the most highly enrolled course at UH Mānoa.

The HAP allocation for teaching assistants has allowed Kamakakūokalani to provide teaching experience and tuition waivers to promising young academics. The teaching assistants have been required to take an intensive workshop on the course's materials. The training will be bolstered this year and possibly require a seminar course.

Through extramural grants, Kamakakūokalani has formed partnerships with the Office of Hawaiian Affairs (OHA), the National Oceanic and Atmospheric Administration (NOAA), the National Science Foundation (NSF), Siemens Building Technologies Inc., the Pacific Alliance, and the Papakōlea and Maunalaha communities.

Funding from OHA has supported the Kia'i 'Āina Ceded Lands Research Project. Kia'i 'Āina is conducting the first comprehensive survey of Hawaiian crown and government lands, directly benefiting the state and Native Hawaiians. The project employs ten graduate research assistants and trains them to conduct land title, historical, legal, genealogical, environmental and income-stream research. An upper-division undergraduate course on ceded lands has been developed in tandem with the project.

OHA funding also has allowed the center to create and fund faculty and staff positions until they are supported by general funds.

With funding from NOAA, Kia'i Kai-Guardians of the Sea helped determine what are appropriate cultural uses and activities in the Northwestern Hawaiian Islands Coral Reef Ecosystem Reserve while developing interdisciplinary curriculum about the islands, as well as an upper-division undergraduate course. The Kia'i Kai project employed two graduate students.

The partnership with NSF, Siemens and Pacific Alliance brought computers to Kamakakūokalani for students' use, and helped build a bridge for Hawaiian students to UH College of Engineering.

Supported by funds from an initiative of the UH president's office encouraging innovative programs, Kamakakūokalani has collaborated with UH Botany Department and UH Marine Biology Program to establish the Hui Hoa'āina Program. The program aspires to unify the best elements of Hawaiian knowledge and practices with appropriate scientific methods to train students in natural resource stewardship.

With funding from the administration, Kamakakūokalani has provided support for the formation of Mānoa's Kūali'i Native Hawaiian Advisory Council and Pūko'a the UH System Native Hawaiian Advisory Council. Through both councils, Kamakakūokalani and Hawaiian-serving programs throughout the university work to benefit students and Hawaiian education.

Until the Native Hawaiian Leadership Program (NHLP) dissolved in 2006, it was housed at Kamakakūokalani, a central location that made it easier for students to access the program's services. Among its other activities, NHLP provided financial support, counseling and mentoring to students with the aim of developing community leadership.

INTERACTIONS WITH COMMUNITY GROUPS

When Kamakakūokalani opened its facility in 1997, the faculty and staff decided to make available to Hawaiian community groups its classrooms, seminar rooms and auditoriums. The consensus was that the center should bring Hawaiians to the Mānoa campus who otherwise felt excluded from the university and to provide a venue for cultural practices, debate, discourse and the dissemination of information.

Kamakakūokalani adopted the motto -- *He hale kēia no kākou* – *This is a house for all of us*– and in the typical year, at least 45 groups use the center's facilities for meetings, courses, workshops, lectures, conferences, forums and concerts. These events, along with those of Kamakakūokalani, bring more than 20,000 people to the center annually.

Several groups regularly use the facilities. The highly accomplished hālau hula of Kumu John Lake, Kumu Manu Boyd, Kumu Snowbird Bento and Kumu Jared Souza rehearse weekly in Hālau o Haumea, Kamakakūokalani's hālau (open-air auditorium). Kumu Lake also teaches oli here every week. Ka Hālau Hanakeaka, Haili'ōpua and Kaliko Baker's Hawaiian language theater group, also rehearsed their production of *Kamapua'a* at the center when the production was not touring.

Educational groups that have regularly used the center include the state Department of Education's Hawaiian Studies Kūpuna Program, Kai Makana Ocean Awareness Program, Hālau Kū Mana, 'Aha Pūnana Leo, and the Hawai'i Charter School Association. Among the groups who have used the center for informational meetings are the Association of Hawaiian Civic Clubs, Alu Like Inc., Office of Hawaiian Affairs, Native Hawaiian Education Association, World Indigenous Nations Higher Education Consortium, Queen Lili'uokalani Children's Center, Hale Kū'ai, Papa Ola Lōkahi and Safe Zone Hawai'i. The sovereignty groups Ka Lāhui and Kingdom of Hawai'i also met here regularly.

Kamakakūokalani is a venue for many cultural and literary events. The American Indian PowWow Association holds its annual flute and storytelling concert here every October. In 2002, the Pacific Writers Connection held a poetry reading by W.S. Merwin, Robert Pyle and Pualani Kanāhele as part of the Language of the Land program. In 2001 and 2005, Kumu hula Hōkūlani Holt-Padilla and her hālau gave a presentation on the story of Kawelo. Other events include Hybolyics Inc.: Poetry to Da Max; Hālau Hanakeaka: Ka Mo'olelo o Māui and Keali'i Reichel: Haku Kōle.

Kamakakūokalani hosts forums and debates on contemporary issues, and not all are Hawaiian issues. Steven Druker spoke on the dangers of genetically modified foods, Rāpata Wiri and Michael Walker have spoken about Māori issues, the Committee for a Free Palestine held a panel on the Middle East Crisis, and DMZ Hawai'i held a concert to raise awareness about the US military's exploitation of minority and Native youth. Groups that have held events on Hawaiian and Indigenous sovereignty include the American Friends Service Committee, Ahupua'a Action Alliance, and Hawai'i Institute for Human Rights.

Kamakakūokalani has strong ties to the Polynesian Voyaging Society (PVS) and to other hui with sailing canoes. Nainoa Thompson of PVS helped develop the center's navigation courses, while our faculty and students have been crewmembers on many of Hōkūle'a's voyages. Dr. Kame'eleihiwa, a Kamakakūokalani senior faculty member, is a long time Board Member of PVS.

It also should be noted that Kamakakūokalani hosts many events for UH organizations. The East-West Center holds welcoming receptions for students here, the UH Foundation uses the hālau for fundraising dinners, and the Mānoa Chancellor's office and the UH President's office has held receptions at the center.

The center has also organized and hosted welcoming events for dignitaries such as the President of Mongolia, Citizens Chair Albert Wendt and Supreme Court Justice Ruth Ginsburg. These receptions incorporate traditional Polynesian protocol, revitalizing the practice, and make powerful impressions on the dignitaries, as well as invited guests.

Ka Papa Lo'i o Kānewai

While the activities mentioned above take place within our buildings, Kamakakūokalani also includes Ka Papa Lo'i o Kānewai Cultural Garden. In the early 1980s, a handful of

Native Hawaiian students enrolled at the University of Hawai'i at Mānoa uncovered the remnants of an 'auwai in the bushes alongside the Mānoa stream. They discovered that this land, called Kānewai, was highly valued for its taro productivity even before Kamehameha conquered O'ahu and remained a royal possession well after the Great Mahele in 1848. Over the years, the property once cultivated by the maka'āinana, then by farmers of Chinese and Japanese ancestry, became part of the landscape of the university. With the Hawaiian renaissance movement taking shape throughout Hawai'i, the project Ho'okahe Wai Ho'oulu 'Āina based on the philosophy, "Make the water flow, make the land productive," was initiated through the student organization Hui Aloha 'Āina Tuahine.

The emphasis was to create a unique resource for the university and the surrounding community by providing experiential learning opportunities and a peaceful retreat from the urban surroundings. The vision for the revitalization of this site, as outlined by the students, became even more evident once the physical project took shape. With the guidance of kūpuna such as Harry Mitchell an 'auwai (irrigation ditch) leading from the Mānoa Stream, lo'i (taro gardens), māla'ai (dry planting areas), and a hālau (thatched pavilion) were constructed. The Ho'okahe project formed a non-profit corporation to fund activities at the site as well as refine the objectives and purposes at the lo'i in their Charter of Incorporation that has been the foundation for Kānewai.

Objectives

1. To provide experiential, cultural, and educational opportunities for students, members of the Hawaiian community, and interested persons by the following:
 - a) Learning and teaching traditional Hawaiian farming methods, in a modern context through practice;
 - b) Re-establishing native plants and Hawaiian household plants at Kānewai Cultural Garden in lower Mānoa;
 - c) Restoring and maintaining Hawaiian irrigation and cultivation systems.
2. To promote Hawaiian language by the following:
 - a) Providing practical working experience for the application of Hawaiian language skills by students;
 - b) Emphasizing the importance of the Hawaiian language for Hawaiian community groups and activities.
3. To encourage the revitalization of traditional Hawaiian values, concepts, and practices by the following:
 - a) Stressing the importance of the traditional style of listening to the kūpuna and following their guidance;
 - b) Promoting kōkua, laulima, lōkahi and huki like, the traditional social practices of people helping each other, of unity, and of working or "pulling" together;
 - c) Emphasizing the traditional Hawaiian sensitivity to the land and total environment; that is, the basic underlying concept of aloha 'āina (spiritual relationship to the land) expressed through mālama i ka 'āina (caring for the land) and huluhuli i ka 'āina (gathering from the land) the gifts or products of the land referred to as 'ai kamaha'o o ka 'āina (the amazing sustenance of the land).

The objectives of the site remained the same as leadership changed. In the mid-1980s, oversight of the gardens came under the School of Hawaiian, Asian and Pacific Studies. Despite the minimal financial resources that the university invested in staff to operate Kānewai, the gardens continued to flourish due in large part to the dedication and work of volunteers.

Kānewai is a kalo bank with more than 60 varieties planted, home to 100 native and culturally significant plants, and a site where Hawaiian is spoken and traditional practices

such as carving and weaving are taught and practiced. About 20,000 people visit each year. They come from public and private elementary, middle, secondary schools, colleges, and organizations such as the Hawaiian Civic Clubs, Ka Lāhui Hawai'i and hālau hula.

Two years ago, in partnership with Kamehameha Schools, Kānewai opened a sister cultural garden in Punalu'u, O'ahu. It replicates the collections and lo'i at Kānewai, and serves communities in the districts of Ko'olaupoko and Ko'olaupoko.

Presently, through funding garnered by the Kūali'i Native Hawaiian Advisory Council of UHM, the Kānewai paid staff has increased from one part-time konohiki position to three full-time APT positions consisting of a Lo'i Coordinator, an Assistant Lo'i Coordinator, and an Administrative Assistant and one part-time Lo'i Assistant position. In addition, six undergraduate students provide support in the maintenance and repair of the gardens, and assist as tour guides at both the Kānewai and Punalu'u sites.

Kawaihuelani Hawaiian Language Program—Present Organization

I Pono Nā Mamo a Hāloa

Ma kēia wahi 'ōlelo mākia o ka Hālau 'Ōlelo Hawai'i o ke kula nui o Hawai'i ma Mānoa, ho'ākāka 'ia ke kumu a 'o ke kahua ho'i o kā mākou mau hana e hana nei. Eia nō mākou ke 'imi nei i ke alahēle e mālama ai i nā mamo a Hāloa—'o ka 'āina, 'o ke kanaka, 'o ka mo'olelo, a pēlā pū ka 'ōlelo. He mea nui nō kēia mau mamo no kākou pākahi a pau loa ma Hawai'i nei, a ma o ka ho'ōla 'ana, ka ho'ona'auao 'ana, a me ka ho'omau 'ana e ola mau ai ka 'ōlelo Hawai'i... I Pono Nā Mamo a Hāloa.

The motto of Kawaihuelani Hawaiian Language Program honors Hāloa as a common ancestor of the Hawaiian people, asserting a hope that the descendants of Hāloa will find balance again, and recognizing our responsibility to ensure a righteous and successful future for these descendants, who are the Hawaiian people, as well as our history, our cultural practices, and our language.

MISSION

The mission of Kawaihuelani is to revitalize the Hawaiian language and culture through quality Hawaiian education. This is achieved through the creation and availability of faculty, resources, curricula, and materials that will promote the use of Hawaiian across the curriculum. Hawaiian is a viable and vibrant means of communication for a wide range of places and spaces, at the academy and in the community, including various forms of media and technology, such as the theater, radio, print, television, and computers. Education and revitalization of Hawaiian language result in additional research and contributions to the Hawaiian knowledge base, thereby creating new ways of knowing and understanding the past, present, and future of the Native people of these islands. This knowledge will in turn create a new body of literature in the form of theses, dissertations, and other publications, which will emanate outward from the academy and make connections with and provide support for parallel efforts being made in the broader community. This mission is one that the University of Hawai'i would be proud to advance as a part of its overall purpose as a university, because our mission "promotes distinctive pathways to excellence, differentially emphasizing instruction, research and service" (UH system strategic plan, p. 4).

ORGANIZATION AND GOVERNANCE

Currently the Kawaihuelani Hawaiian Language Program resides within the Department of Hawaiian and Indo-Pacific Languages and Literatures, which is a part of the College of Languages, Linguistics, and Literature at the University of Hawai'i at Mānoa. The program has a Coordinator whose duties include organizing the course schedule for each

semester, sitting on internal program committees, supervising hiring of faculty and staff, managing the Dorothy M. Kahananui Scholarship in Hawaiian Language and the Red Mandarin and Lady Yi-Suen Shen Scholarship in Hawaiian Studies, and providing community outreach for Hawaiian language.

Kawaihuelani Faculty and Staff (Also see Organizational Charts)

The Hawaiian Language Program, as of Fall 2006, has 15.00 permanent faculty FTE, 7.40 temporary faculty FTE, and 2.50 APT. In addition, the program has three graduate assistants and five lecturers who teach an average of 61 credits total for the semester.

INSTRUCTIONAL PROGRAMS

Kawaihuelani offers a Certificate in Hawaiian Language, a BA in Hawaiian Language, and the Fall 2005 semester marked the beginning of the MA program in Hawaiian, approved by the Board of Regents in April 2005.

Certificate in Hawaiian Language

Table 1. Hawaiian Language Certificate Recipients Since 2000

| Year | Number Awarded in Fall | Number Awarded in Spring | Number Awarded in Summer | Total Certificates Awarded |
|--------------------|-------------------------------|---------------------------------|---------------------------------|-----------------------------------|
| 2000 | 1 | 1 | 1 | 3 |
| 2001 | 3 | 1 | 0 | 4 |
| 2002 | 1 | 3 | 1 | 5 |
| 2003 | 0 | 4 | 1 | 5 |
| 2004 | 3 | 3 | 0 | 6 |
| 2005 | 0 | 3 | 0 | 3 |
| 2006 | 0 | 1 | 0 | 1 |
| GRAND TOTAL | 8 | 16 | 3 | 27 |

Bachelor of Arts in Hawaiian

There are approximately 700 students enrolled in the program's undergraduate courses each semester. The program is also experiencing increasing numbers of students declaring Hawaiian language as their major since the hiring of two Student Services positions in 2005, a Junior Specialist in Recruitment and Retention and an APT employee.

Table 2. Hawaiian Language Course Enrollment 2005

| Hawaiian Language Student Enrollment and Course Totals 2005 | | | | | | |
|--|--------------------|-----------------|--------------------|-----------------|------------------|-----------------|
| | Spring 2005 | | Summer 2005 | | Fall 2005 | |
| | Courses | Students | Courses | Students | Courses | Students |
| 100-level | 15 | 249 | 2 | 42 | 16 | 284 |
| 200-level | 11 | 176 | 2 | 58 | 13 | 210 |
| 300-level | 7 | 75 | 2 | 25 | 9 | 115 |
| 400-level | 9 | 95 | 3 | 35 | 10 | 84 |
| 600-level | n/a | n/a | n/a | n/a | 3 | 36 |
| Totals | 42 | 595 | 9 | 160 | 51 | 729 |

Table 3. Hawaiian Language Course Enrollment 2006

| Hawaiian Language Student Enrollment and Course Totals 2006 | | | | | | |
|---|-------------|------------|-------------|------------|-----------|------------|
| | Spring 2006 | | Summer 2006 | | Fall 2006 | |
| | Courses | Students | Courses | Students | Courses | Students |
| 100-level | 13 | 239 | 2 | 32 | 15 | 244 |
| 200-level | 11 | 169 | 2 | 44 | 12 | 181 |
| 300-level | 10 | 119 | 2 | 14 | 11 | 156 |
| 400-level | 10 | 77 | 2 | 31 | 7 | 76 |
| 600-level | 3 | 31 | n/a | n/a | 4 | 27 |
| Totals | 47 | 635 | 8 | 121 | 49 | 684 |

Table 4. Hawaiian Language Majors since 2000

| Year | Fall Majors | Fall Graduates | Spring Majors | Spring Graduates | Summer Majors | Summer Graduates | Total Graduates For Year |
|---------------------|-------------|----------------|---------------|------------------|---------------|------------------|--------------------------|
| 2000 | 37 | 5 | 41 | 2 | 39 | 2 | 9 |
| 2001 | 49 | 5 | 34 | 3 | 33 | 11 | 9 |
| 2002 | 59 | 6 | 69 | 5 | 62 | 3 | 124 |
| 2003 | 65 | 5 | 60 | 7 | 53 | 11 | 123 |
| 2004 | 66 | 8 | 63 | 10 | 53 | 22 | 210 |
| 2005 | 57 | 2 | 50 | 7 | 43 | 3 | 122 |
| 2006 | 77 | 6 | 62 | 8 | 69 | 2 | 156 |
| GRAND TOTALS | 410 | 37 | 379 | 42 | 352 | 113 | 93 |

Master of Arts in Hawaiian

The Fall 2005 semester saw the establishment of the MA in Hawaiian, in which students were given the opportunity to focus on one of three areas of study: Mo'olelo (Literature and History); Kālai'ōlelo (Linguistics); and Kumu A'o Kula Kaiapuni (Immersion Education). The wide range of disciplines and knowledge represented by the Kawaihuelani faculty allowed students to focus on a much wider variety of topics, including anthropology, ethnomusicology, geography, politics, religion, and more. Students in the program have the opportunity to continue their study of language through closer interaction with native speakers, additional research of primary resources, as well as production of theses in Hawaiian.

As of Fall 2006, ten students are classified Hawaiian Master's students. The overall enrollment total for all graduate courses in the Fall 2006 semester is 27, which shows that students beyond those in the MA program are enrolling in the courses.

SPECIAL NON-DEGREE PROGRAMS

Distance Delivered or Off-Campus Programs

HITS (Hawai'i Interactive Television System): Hawaiian language classes via distance delivery have been offered since the last Hawaiian Language program review in 1995. This two-way video system allows neighbor island students to enroll in and participate in

upper division Hawaiian language classes that are not offered at their local community colleges. There have been at least 31 courses offered since 1995, but no such course has been offered since the summer of 2002 due to lack of funding. However, because of continued demand and the hiring of a new Junior Specialist in Media Technology, the program hopes to schedule distance-learning classes in the near future.

Multi-disciplinary/Community Outreach Programs and Projects

In accordance with Kawaihuelani's mission to revitalize Hawaiian language and culture through quality Hawaiian education, the faculty has worked diligently to develop and implement innovative, multidisciplinary programs and projects that impact not only the academy but also emanate outward to support parallel efforts being made in the broader community. All of the following programs promote Hawaiian as a viable and vibrant means of facilitating culturally appropriate communicative interaction in a wide array of domains. Please see Appendix A for brief explanations of each program.

Programs:

1. Awaiāulu
2. Ka Hālau Hanakeaka
3. Ho'okulāiwi: 'Aha Ho'ona'auao 'Ōiwi, Center for Native Hawaiian and Indigenous Education
4. Ho'olaupa'i
5. Hui Aloha 'Āina Tuahine
6. Kāhea a ka Makamaka
7. Kāko'o Haumāna
8. Kauakūalahale
9. Ka Ulu Hoi
10. Kaulakahi Aloha
11. Ka Waihona a Ke Aloha
12. Ke Aolama
13. Kipukaleo
14. Ku'i Ka Lono
15. Mānaleo
16. Mary Kawena Pukui Hale Center for the Promotion and Survival of Hawaiian
17. Nā Mele o Hawai'i Nei
18. Ola Nā Iwi

Partnership with Ka Papa Lo'i o Kānewai

Ka Papa Lo'i o Kānewai is a place where Hawaiian language classes spend many class periods learning and interacting through the art of wet-land taro farming, traditional house building, and the growing of various native plants. In addition, many of the faculty utilize the lo'i as a space to develop relevant, innovative curriculum for their classes in a culturally appropriate atmosphere.

EXTERNAL FUNDING

The majority of Kawaihuelani's faculty members have made efforts to receive external funding for programs, events, and research they worked on to further the mission of the Kawaihuelani Hawaiian Language Program. Since 2004, the faculty have received over 1.5 million dollars in grant funding to support 13 different programs that serve not only the university community but also the broader Hawaiian language community.

5b) Proposed Organization—Hawai‘inuiākea School of Hawaiian Knowledge

Introduction

E kuahui like i ka hana. Let everyone pitch in and work together.
(Pukui, Mary Kawena. *‘Ōlelo No‘eau*. Honolulu: Bishop Museum Press, 1983, p. 40.)

The above proverb is symbolic of the establishment of Hawai‘inuiākea School of Hawaiian Knowledge at the University of Hawai‘i at Mānoa campus. Hawai‘inuiākea will be comprised of Kamakakūokalani Center for Hawaiian Studies, Kawaihuelani Center for Hawaiian Language, and Ka Papa Lo‘i o Kānewai Cultural Garden and will be an administrative and fiscal unit under the Vice Chancellor for Academic Affairs.

This reorganization focuses on the merger of three units—Kamakakūokalani Center for Hawaiian Studies, Kawaihuelani Center for Hawaiian Language, and Ka Papa Lo‘i o Kānewai Cultural Garden—to form the core of a new school, Hawai‘inuiākea School of Hawaiian Knowledge. Initial efforts must be devoted to the critical organization activities required in establishing a new school. In the future, other units from within the university may seek to, or be approached about, becoming part of the school. If agreement is reached on any additions to the school, appropriate approvals will be requested. However, it is important that this initial stage focus on the successful merger of the three units and the development of an infrastructure for the school’s successful operation.

With the establishment of Hawai‘inuiākea, Kamakakūokalani Center for Hawaiian Studies will leave the School of Hawaiian, Asian, and Pacific Studies (SHAPS). SHAPS will change their name to the School of Pacific and Asian Studies. The Hawaiian Language Program will leave the Department of Hawaiian and Indo-Pacific Languages and Literatures (HIPLL) and will be known as Kawaihuelani Center for Hawaiian Language. The former Department of HIPLL will change their name to the Department of Indo-Pacific Languages and Literatures. Ka Papa Lo‘i o Kānewai will leave Kamakakūokalani Center for Hawaiian Studies, where it is currently fiscally housed, and will become its own service unit within Hawai‘inuiākea.

Each unit will continue to perform its current functions, including offering courses, degree programs, and services. The current operating budgets for permanent and temporary faculty and staff positions, equipment, and supplies will be transferred to the new school.

E kuahui like i ka hana. The word “kuahui” means to cooperate and work together, and it is also the word used for the supporting rods on the side rafters of a house. As such, kuahui is totally appropriate for the work that will be done by the faculty and staff of Hawai‘inuiākea, as we work together to build a house, both literal and figurative, for future generations. Hawai‘inuiākea will be a culturally appropriate unit within the academy in which we will be better able to continue the expansion and growth of all forms of Hawaiian knowledge for both the academy and the larger community.

Mission

Ua lehulehu a manomano ka ‘ikena a ka Hawai‘i.
Great and numerous is the knowledge of the Hawaiians. (Pukui, p. 309.)

With respect and reverence for our ancestors, the mission of Hawai‘inuiākea School of Hawaiian Knowledge is to pursue, perpetuate, research, and revitalize all areas and forms of Hawaiian knowledge, including its language, origins, history, arts, sciences, literature, religion, education, law, and society, its political, medicinal, and cultural practices, as well as all other forms of knowledge. We recognize the unique status of the Native

Hawaiian people and recognize their unique connection to these forms of knowledge by encouraging, supporting, facilitating, and ensuring the incorporation of Native Hawaiians at all levels of the university. We seek to accomplish this mission with a Native Hawaiian perspective that recognizes the holistic aspects of this knowledge, its diversities, and the importance of its practical applications. Our mission is to apply this knowledge to provide service and support to the Hawaiian community, as well as extending this knowledge outward from the academy and the community, into the Pacific, and other international domains.

Objectives and Goals

1. **Ka waihona o ka na‘auao.** The repository of learning. (Pukui, p. 178.)

Hawai‘inuiākea will be a resource for Hawaiian courses and programs in order to improve and expand quality education for the students, faculty, and staff of the academy in undergraduate and graduate programs.

- Maintain and expand the quality and quantity of course offerings in both Hawaiian Language and Hawaiian Studies.
- Maintain and expand undergraduate and graduate programs in Hawaiian Language and Hawaiian Studies.
- Establish Doctoral programs in Hawaiian Language and Hawaiian Studies.
- Continue to develop new and innovative forms of curriculum for the academy and community.
- Provide opportunities for developing scholarship, expertise and mastery in Hawaiian language, knowledge and practices.
- Provide students the opportunity for hands-on learning experiences in Hawaiian customary practices.
- Liaison and work closely with native speakers, cultural practitioners, and community groups as a source of language and traditional knowledge and practices.
- Serve the educational and cultural interests of Hawai‘i by helping to foster a deeper understanding of Hawaiian and Pacific societies and peoples.
- Perpetuate the use of lā‘au lapa‘au (Hawaiian pharmacology and medicinal practices)
- Establish and expand distance-learning courses for community colleges, neighbor islands, and worldwide web.
- Provide “Education for the Nation,” empowering students’ identity and preparing them to lead Hawai‘i into a sustainable future.

2. **‘Ike i ke au nui me ke au iki.** Know the big current and the little current. Is well versed. (Pukui, p. 131.)

Hawai‘inuiākea promotes research and pursuit of traditional and modern forms of Hawaiian knowledge in order to create new knowledge and perspectives.

- Conduct research based in Hawaiian perspectives/ways of thinking.
- Provide access to archival and other forms of Hawaiian knowledge.
- Promote the application of Hawaiian knowledge systems and practices as a resource for addressing current issues and challenges.
- Compile and create databases on various topics, including Hawaiian language resources, land and ocean resources, genealogy, native plants, etc.
- Gather all Hawaiian language documents in a central location to be made available to the general public via a database.

- Support faculty and student development of research in international studies, particularly regarding Hawai'i, Polynesia, and the Pacific.
- Compile, create, and maintain a comprehensive collection of Polynesian publications.

3. **E lawe i ke a'o a mālama, a e 'oi mau ka na'auao.** He who takes his teachings and applies them increases his knowledge. (Pukui, p. 40.)

Hawai'inuiākea will use a variety of means and media to distribute and promote knowledge from academy outward to community, Pacific, and internationally.

- Establish and develop media and media facilities issued from a Hawaiian perspective – TV, radio, newspaper, and multimedia projects in Hawaiian and English.
- Establish and maintain programs that enable successful participation in contemporary Hawaiian society.
- Publish and distribute resources and research locally, nationally, and internationally (conferences-attend and hold; journals; articles, books, newspapers).
- Provide international visibility for and publicize the university's activities, resources and commitment in Hawaiian and Pacific Studies to a spectrum of appropriate audiences, including colleagues, interested students, and potential funding sources.
- Sponsor and participate in a variety of community activities, including cultural activities and programs, lectures, training, workshops, art, theater, music and hula performances.
- Establish a publishing division that will print and distribute academic works from a Native Hawaiian perspective.

4. **Hānau ka 'āina, hānau ke ali'i, hānau ke kanaka.** Born was the land, born were the chiefs, born were the common people. The land, the chiefs, and the commoners belong together. (Pukui, p. 56.)

Hawai'inuiākea will establish a Hawaiian place of learning and education.

- Represent a native perspective in all mediums of expression and communication, visual, and performance art.
- Practice, promote, and support the use of Hawaiian language and cultural practices in all places at all times, including academic discourse.
- Recruit Native Hawaiians to the university and to provide resources and support to ensure their retention.
- Promote Native Hawaiian presence on campus (students, faculty, staff, space, plants, landscape, events).
- Liaison with Native Hawaiian serving programs in the academy and the community.
- Maximize the use and development of resources throughout the university.
- Maintain commitment to sustain future and current projects and programs through active pursuit of external funding and resources.
- Serve as a resource for other educational institutions and Native Hawaiian serving programs in Hawai'i and internationally.
- Support student learning and pursuit of higher education through the establishment of student leadership programs on campus.
- Maintain and foster a physical and spiritual presence of Native Hawaiians at the university.
- Increase funding to support Hawaiian programs & curricula.

GOVERNANCE AND ORGANIZATION OF THE SCHOOL

Hawai‘inuiākea School of Hawaiian Knowledge will include Kamakakūokalani Center for Hawaiian Studies, Kawaihuelani Center for Hawaiian Language, and Ka Papa Lo‘i o Kānewai Cultural Garden (Hawai‘inuiākea School of Hawaiian Knowledge Proposed Organization Chart I).

‘AHA KUHINA:

In keeping with the University of Hawai‘i’s Strategic Plan stressing the importance of a Hawaiian sense of place, Hawai‘inuiākea proposes creating a more traditional Hawaiian administration than the type that exists in other university academic units through the formation of a governing council, to be called the ‘Aha Kuhina.

The ‘Aha Kuhina will work closely with the Dean as advisors and as members of standing committees on issues pertaining to the administration of the school, including budget, curriculum, fundraising, research, grants, organizing conferences, student services, etc. The ‘Aha Kuhina will also advise on issues regarding hiring and other personnel matters, except those matters that will be decided by Personnel Committees, or as defined by the Board of Regents and union contracts.

The ‘Aha Kuhina will be made up of ten members: the Dean of Hawai‘inuiākea, the Director and three faculty from Kamakakūokalani Center for Hawaiian Studies, the Director and three faculty from Kawaihuelani Center for Hawaiian Language, and the Director of Ka Papa Lo‘i o Kānewai Cultural Garden.

DEAN:

The Dean will serve as the administrative head of Hawai‘inuiākea School of Hawaiian Knowledge working in consultation with and as a member of the ‘Aha Kuhina. The Dean’s responsibilities include planning, organizing, and directing the School’s programs, faculty, staff, and facilities; financial planning; recruitment of instructional, research, and administrative staff; developing and maintaining quality instructional, research, and student services programs; fund raising; and community relations.

The staffing for the Dean’s Office will include a Secretary to the Dean, a Fiscal/Administrative Officer for the new school, the Assistant Specialist for Native Hawaiian Student Services, and the existing Kūali‘i/Pūko‘a Council Administrator.

DIRECTORS:

At the head of each unit will be a Director. Directors are appointed for three- to six-year terms, and reviewed annually, by each center’s Personnel Committee.

The Dean will appoint a Director to each center and Kānewai, in consultation with the faculty and/or staff of that unit. Directors are responsible for the oversight of the daily administrative matters related to each unit as follows: budgetary responsibilities, personnel matters, class scheduling and assignments, curriculum development, teaching of courses, and as spokesperson within Hawai‘inuiākea, the university, the community, and beyond. The Directors will represent their units in the Kūali‘i UHM Native Hawaiian Advisory Council.

5c) Background Nature of the Proposed Reorganization

5c1) Discussion of Conditions or Factors Prompting the Proposed Reorganization

There are four factors that call for the establishment of a Hawaiian School of Knowledge at the University of Hawai'i at Mānoa: the university's strategic plan; the history of the development of Hawaiian language and studies at UHM; the development of curriculum and research in Hawaiian knowledge; and the current administration of Hawaiian programs.

A Hawaiian Place of Learning

In 2003, UHM adopted the vision of a "Hawaiian Place of Learning" as part of its strategic plan. As the strategic plan was crafted amid broad consultation with faculty and students, it is safe to assume that this university identifies itself with Hawaiian culture to no insignificant degree. The creation of a school will give meaningful weight to what has primarily been visionary by creating a strong and vibrant academic center committed to Hawaiian knowledge. In other words, this school will strengthen the "Hawaiian Place of Learning" in the following ways:

- The school will provide a natural gateway for Native Hawaiian students and for the professional development of Native Hawaiians in the faculty.
- The school will be a foundation for studying and refining Hawaiian knowledge.
- The school will be a conduit for diffusing Hawaiian knowledge throughout the university and broader community.

In addition to the weight placed on Native Hawaiian culture in the Strategic Plan, the University of Hawai'i System prioritizes Hawai'i's Asia-Pacific connection and sees a unique advantage for research in Hawai'i's culture and geography. In fact the system has adopted the value of Mālama 'Āina, committing itself to Hawaiians' traditional values of efficient and sustainable use of resources.

Current Needs

While Hawaiian language is an official language in the State, only 4,000, or about 1% of the all Native Hawaiians speak the language. Despite the fact that the State Constitution mandates the teaching of Hawaiian culture, few public schools have the capacity to teach it. New efforts must be made for training of teachers and for strengthening of curriculum development, two integral areas of Hawai'i inuiākea's mission.

Historical Foundations for the Reorganization

In 1986 a task force of Native Hawaiian educators and political and community leaders completed a lengthy investigation into the historic separation of Native Hawaiians from higher education, producing a historic document entitled the "Ka'ū Task Force Report." Their work and their report became one of the principal guiding lights in the enhancement of the Hawaiian Language Program and the creation of Hawaiian Studies at UH Mānoa.

The Ka'ū Report found that research and teaching in Hawaiian language, culture and history had not been encouraged since the American takeover of Hawai'i, and that language study and mastery were key to research in all things Hawaiian. Based on their findings, the task force recommended that a single Hawaiian Studies program be developed that would incorporate language, culture and history in order to provide a gateway for Native Hawaiian students into UH.

Not all of the Ka'ū Report's recommendations have been realized. While it proposed a large faculty and facility, a succession of university administrations required Hawaiian programs to "prove their worth," essentially, starting small and growing slowly. But

growth was also hampered by a shortage of available and potential faculty, a legacy of the almost century long suppression of Native Hawaiian culture and language.

More pointedly, Hawaiian language was housed with other language programs in the College of Languages, Linguistics, and Literature. In recent years faculty, as well as theorists in language studies and cultural studies, have epistemologically questioned the separation, and while there is a natural reluctance for departments to give up successful academic units, there seems to be a natural understanding among the Mānoa faculty that Hawaiian Studies and Hawaiian Language belong together. It is noteworthy that the Dean of LLL sees the importance and appropriateness of this reorganization.

In 1987, Hawaiian Studies was placed into the relatively new School of Asian and Pacific Studies, primarily a school with Area Studies centers whose philosophies and methodologies did not always match well with an Indigenous Studies program like Kamakakūokalani. It is noteworthy that the Dean, faculty and staff of SHAPS all support the reorganization and see it as a natural progression.

Curriculum and Research

As both Kamakakūokalani and Kawaihuelani have enlarged their undergraduate and graduate curriculum, we have developed and demonstrated clear interdependencies between language and studies. The largely untapped nineteenth century literature calls for scholarship that is fluent in Hawaiian and in historical and cultural analysis. Furthermore, both MA degree proposals were developed with a great deal of consultation and collaboration between Kamakakūokalani and Kawaihuelani. We also have discussed the forming of a joint Ph.D.

Hawaiian Studies and Hawaiian Language have been influential in the forming of new educational paradigms that focus on the importance of place and the holistic and interdependent nature of knowledge that has emerged from Indigenous Studies worldwide. This paradigm not only is transforming Native communities and their educational goals and methods, it is also having an increasing effect on the Western academy as well. As Hawai'i has become a global leader in Indigenous Studies, it is logical that it should have its own school.

Administrative

Rapid growth has created real institutional problems for both Kawaihuelani and Kamakakūokalani. LLL has struggled to provide resources and space to keep up with student demand and in SHAPS, Kamakakūokalani is the exceptional center with its own building and large student enrollments and staffing. Neither program could have grown with the limited funding allocations from each of their respective units. It was only through the funding that came by way of the Kūali'i Native Hawaiian initiatives over the past three years that both centers were able to continue to grow. However, the Kūali'i Native Hawaiian Advisory Council for UH Mānoa has no standard fiscal line at the university, so continued support through these initiatives is not at all stable, reliable, or consistent. For our growth to be adequately and systematically managed, there must be a School of Hawaiian Knowledge.

5c2a) Reassignment of existing positions and functions

Kamakakūokalani Center for Hawaiian Studies

Kamakakūokalani currently houses 14 FTE (Faculty), 6.5 FTE (APT), 1 FTE (Civil Service), and 2 permanent Graduate Assistants (0.50 FTE per position) for a total of 22.5 FTE. In the proposed reorganization, 4.5 FTE Kamakakūokalani positions will be reassigned as follows: 1.0 FTE (Assistant Professor I3, # 83520) will be moved to the Dean's Office within the proposed Hawai'i inuiākea School of Hawaiian Knowledge to be re-described as an Assistant Specialist for Native Hawaiian Student Services, and 3.5 FTE (APT) will go to Kānewai. In addition, 1.0 FTE (Educational Specialist PBB,

#77592) from the SHAPS Dean's Office will be moved to the Dean's Office of the proposed Hawai'i inuiākea School of Hawaiian Knowledge. The positions proposed for reassignment to the Dean's Office within the proposed Hawai'i inuiākea School of Hawaiian Knowledge will proactively service the entire faculty and staff in curriculum, research, and service endeavors.

Table 5. Reassignment of Existing Kamakakūokalani Positions and Functions

| <i>Present Assignment</i> | | <i>Proposed Reassignment</i> | | | |
|---|---|------------------------------|------------|-----------------------------------|------------|
| Kamakakūokalani Center for Hawaiian Studies | | Ka Papa Lo'i o Kānewai | | Hawai'i inuiākea Dean's Office | |
| APT Positions | | Position # | FTE | Position # | FTE |
| 1 | Assistant Professor I3 (to be re-described as an Assistant Specialist for Native Hawaiian Student Services) | | | 83520 | 1.0 |
| 2 | Educational Specialist PBB – Lo'i Coordinator | 77595 | 1.0 | | |
| 3 | Educational Specialist PBA – Lo'i Assistant Coordinator | 81967 | 1.0 | | |
| 4 | Educational Specialist PBA – Lo'i Assistant | 77594 | 0.5 | | |
| 5 | Educational Specialist PBA – Lo'i Administrative Assistant | 77887 | 1.0 | | |
| Total Kamakakūokalani Positions Reassigned | | | 3.5 | | 1.0 |

Table 6. Reassignment of Existing SHAPS Dean's Office Positions and Functions

| <i>Present Assignment</i> | | <i>Proposed Reassignment</i> | |
|--|---|--------------------------------|------------|
| School of Hawaiian, Asian, and Pacific Studies, Dean's Office | | Hawai'i inuiākea Dean's Office | |
| APT Positions | | Position # | FTE |
| 1 | Educational Specialist PBB – Kūali'i/ Pūko'a Administrator | 77592 | 1.0 |
| Total SHAPS Positions Reassigned | | | 1.0 |

Kawaihuelani Center for Hawaiian Language

Kawaihuelani, as of Fall 2006, has 15.00 permanent faculty FTE, 7.40 temporary faculty FTE, and 2.5 APT. In the proposed reorganization, all of these positions and the budget to support them will transfer to Kawaihuelani Center for Hawaiian Language within Hawai'i inuiākea.

5c2b) Addition of new positions, functions, and programs

The creation of Hawai'i inuiākea will require the establishment of a Dean's Office to provide administrative leadership to the new school. That office will require the creation of 3.0 FTE new positions.

In addition, an administrative assistant/secretary position for the Director of Kawaihuelani will need to be established since the existing secretarial position currently in the Department of Hawaiian and Indo-Pacific Languages and Literatures will remain with the department in the College of Languages, Linguistics, and Literature.

Table 7. New G-Funded Positions

| | <i>Unit</i> | <i>Position</i> | <i>FTE</i> | <i>Budget</i> |
|--|----------------|--|------------|------------------|
| 1 | Hawai'inuiākea | Dean | 1.0 | \$135,000 |
| 2 | Hawai'inuiākea | Secretary to the Dean | 1.0 | \$35,000 |
| 3 | Hawai'inuiākea | Fiscal /Administrative Officer | 1.0 | \$60,000 |
| 6 | Kawaihuelani | Administrative Assistant/Secretary to Director | 1.0 | \$45,000 |
| TOTAL NEED for NEW G-FUNDED POSITIONS | | | 4.0 | \$275,000 |

The creation of Hawai'inuiākea will require the allocation and/or establishment of 4.0 additional FTE to the School. Position counts and funding for the 3.0 FTE positions in the Dean's Office are included in UH Mānoa's 2007–2009 biennium budget request. UH Mānoa will provide the funds for the 1.0 FTE Kawaihuelani secretary.

All four positions will need to be filled immediately in order for the new school to begin functioning—the Dean, the Dean's Secretary, a Fiscal/Administrative Officer for the new school, and the Kawaihuelani administrative assistant/secretary—beginning with the establishment and filling of the Dean's position. Pending approval of the biennium funding request, UH Mānoa will provide funding for the positions.

5c2d) Operational, organizational, functional, and programmatic relationships

Kamakakūokalani Center for Hawaiian Studies

One important change will be the emergence of Ka Papa Lo'i o Kānewai Cultural Garden as a service unit of its own, moving out from its position within Kamakakūokalani and having its own Director, staff and operating budget. Because Kānewai is a working classroom, the requirements for maintaining the garden and expanding the understanding of taro cultivation throughout Hawai'i are specific, and really ought to be in the hands of people with that specific experience. Currently under the supervision of the Dean of SHAPS or the Director of Kamakakūokalani, Kānewai will direct its own resources, create its own budget and report directly to the Dean of Hawai'inuiākea.

Students in Kamakakūokalani and Kawaihuelani will find it easier to finish their academic programs in a timely manner as our centers will coordinate scheduling, new course development and program requirements under the new school.

Kamakakūokalani's relationship with the other centers in SHAPS has been relaxed and uncomplicated. As our missions differ, Kamakakūokalani and the other centers have rarely competed but also have rarely collaborated in any substantial way. The relationship with Kawaihuelani has been much more collaborative and productive in terms of curriculum development, academic standards and research. The collaboration would continue and increase with the units in a single school.

The withdrawal of Kamakakūokalani will have modest ramifications for the School of Hawaiian, Asian and Pacific Studies. While there are important and significant undergraduate and graduate degree programs in Asian and Pacific Islands studies, neither approaches the size of the Center for Hawaiian Studies in terms of enrollments, faculty and staffing.

Under the current chancellor, UHM has been heading toward a system of budgeting and accountability based on quantifiable performance indicators that include such factors as enrollment and graduation numbers. While a School of Asian and Pacific Studies might seem to be weakened by the departure of Kamakakūokalani, there are several important factors that indicate that the loss will be somewhat minimal, and might in fact be beneficial for the long-term health of Asian and Pacific Islands Studies.

1. Pacific Islands Studies (CPIS) with its four FTE faculty (and 42-affiliate faculty) and its staff of an Outreach Coordinator, Administrative Assistant and Managing Editor, has a smaller staff than Kamakakūokalani and boasts a healthy graduate program. In fact, in the wake of Kamakakūokalani's announcement nearly two years ago that it intended to form a new school with the Hawaiian Language Program, CPIS began to create an undergraduate curriculum, one which may lead to either a certificate or baccalaureate degree over the next few years. In addition, CPIS has been steadily pursuing the creation of a PhD in Pacific Islands Studies, more as a natural development than a response to Kamakakūokalani's withdrawal. In doing so, CPIS is demonstrating a healthy willingness to change and grow.
2. Most of the centers in SHAPS draw support and sustainability from endowments and international grants. The overall size of this resource varies from 2.5 million to 3 million dollars annually in National Research Centers and Freeman Grants, and Asian Studies has demonstrated the ability to draw vast sums for capital projects as well.
3. Among the individual centers focused on Japan, Southeast Asia, Korea and China, the emphasis has been on research and publication over instruction. It is unlikely that these centers will be affected at all by the withdrawal of Kamakakūokalani, as their missions and needs are quite different and exist independently of one another.
4. Fiscally, SHAPS would seem to be relatively unaffected by the move. While Hawaiian Studies has a growing need for funding, having doubled its staff and faculty twice in the past four years, the primary contribution of SHAPS to Hawaiian Studies has been the \$22,500 annual operating budget, an allocation that has not changed in more than six years. Most of the growth in staffing is attributable to direct infusions of funds from the former UH president and the former UH chancellor, as well as intramural grants that have not accrued in any way to the budget of SHAPS.

Kamakakūokalani and SHAPS have been preparing for this move for more than two years and the other centers have offered a large measure of support for Hawai'i nui ākea. As Asian and Pacific Islands Studies have followed the general methodologies and goals of an area studies program, Kamakakūokalani, as an Indigenous Studies program, frequently found itself somewhat out of step with the other centers, as gracious and supportive as they have always been.

In any case, the centers have put the last two years to good use. They have pursued initiatives in curriculum and investigated programmatic change, sought new opportunities to grow in the field of international education, and pursued partnerships with universities outside of the United States. They have also forged a strong affiliation with the United Nations University and examined how to bring Islamic Studies into the school. It is no wonder that the former SHAPS Interim Dean was successfully recruited by the Reitsu Meikan University in Japan to create an International Studies program.

While the programmatic change caused by this reorganization could be traumatic for SHAPS, it is clear that the centers and the school do not view this in that light. Instead, they are taking the view that this is the ideal opportunity to seek new avenues for growth and strengthening the school's mission and contributions to teaching, research and scholarship.

Kawaihuelani Center for Hawaiian Language

On operational, organizational, and functional levels, the reorganization will allow for greater access to Hawaiian language. Accessibility for students, the Mānoa campus, university system and community-at-large will be simpler and more direct. No longer will Kawaihuelani be a section within the Department of Hawaiian and Indo-Pacific Languages and Literatures under the College of Languages, Linguistics, and Literature.

This new unit will be more direct and less complex, as the Kawaihuelani Center for Hawaiian Language will be an academic unit within Hawai'i inuiākea School of Hawaiian Knowledge with its own director and administrative staff.

The proposed reorganization will impact the organization of the Department of Hawaiian and Indo-Pacific Languages and Literatures positively. Currently, Kawaihuelani is the largest program in the department. More than half of the eligible voting faculty of the department is from Kawaihuelani alone. As a result of the reorganization, the governance of the department will be more evenly distributed. No longer will a single section be able to heavily dominate the election of positions determined by ballot including the chairperson of the department.

On a programmatic level, the withdrawal of Kawaihuelani will have modest ramifications on the other language sections within the Department of Hawaiian and Indo-Pacific Languages and Literatures. Of all of the languages, Hawaiian is most closely related to those found in the Pacific. While the faculty members of various Pacific languages recognize and appreciate the interrelatedness of such languages to one another, substantial collaboration between Pacific languages faculty has been minimal in recent years. Moreover, the merger would not preclude faculty from pursuing collaborative research efforts in the future. Rather, the reorganization would allow other Pacific language and culture faculty, students, and researchers to access both Hawaiian Language and Hawaiian Studies simultaneously.

Ka Papa Lo'i o Kānewai

In concurrence with Kamakakūokalani and Kawaihuelani, Ka Papa Lo'i o Kānewai views the proposed reorganization as a positive move towards strengthening its mission and gaining control of its own resources to support the programs of the new school, and to provide more experiential opportunities for the university and Hawaiian communities.

5c2e) Impact of the reorganization on existing positions

Kamakakūokalani Center for Hawaiian Studies

There will be a significant change in staffing responsibilities when Ka Papa Lo'i o Kānewai becomes a service unit in the new school. Currently, the Director of Kamakakūokalani is the supervisor to the Kānewai Coordinator and all of his subordinate staff. With the reorganization, Kānewai will have its own Director directly supervising his/her own staff, creating and implementing an annual budget, and reporting to Hawai'i inuiākea 'Aha Kuhina and Dean. Because of the special knowledge and skills required to maintain the taro garden and expand community awareness of native taro cultivation, it makes eminent sense for Kānewai to be run by those who have these skills and knowledge.

Kawaihuelani Center for Hawaiian Language

Aside from the Hawaiian Language positions that will be transferred to the new Kawaihuelani Center for Hawaiian Language within Hawai'i inuiākea School of Hawaiian Knowledge, the proposed reorganization should not impact the existing positions within the new Department of Indo-Pacific Languages and Literatures. Since the current HIPLL secretary will remain in the College of Languages, Linguistics, and Literature, it will be necessary, however, for the new Kawaihuelani Center for Hawaiian Language to hire a new administrative assistant/secretary who speaks Hawaiian. Once the reorganization is complete, the Director of the Center for Hawaiian Language will assume the duties and responsibilities currently performed by both the Coordinator of Kawaihuelani and the Chair of the Department of Hawaiian and Indo-Pacific Languages and Literatures.

Ka Papa Lo'i o Kānewai

Presently, Kānewai is under Kamakakūokalani. With the recent increase of staff, it is more efficient for Kānewai to be under the New Dean of Hawai'i inuiākea School of Hawaiian Knowledge. As noted earlier, each of the three units within Hawai'i inuiākea will be headed by a director who will be appointed from the faculty and/or staff of the unit. The director of Ka Papa Lo'i o Kānewai will be selected from among the unit employees. As appropriate, a revised position description and recommended salary adjustments will be submitted for approval to the university in accordance with UH procedures for APT positions. Any costs incurred by the re-description will be covered by the school's operating budget.

5c2f) Office space and other requirements

Currently, the Kawaihuelani Hawaiian Language Program, Kamakakūokalani Center for Hawaiian Studies, and Ka Papa Lo'i o Kānewai Cultural Garden far exceed the maximum capacities of their current facilities for faculty, staff, equipment, and supplies. And, while space is a concern, the merger is not contingent upon the allocation of new space.

Space needs that are immediate are those that must be implemented during the first year of Hawai'i inuiākea. Hawai'i inuiākea requires space to accommodate offices for the Dean, Secretary to the Dean, Fiscal/Administrative Officer for the new school, Kūali'i/Pūko'a Administrator, and the Assistant Specialist for Native Hawaiian Student Services.

The reorganization will also require space for Kawaihuelani in the form of offices for the Director, administrative assistant/secretary to the Director and storage when the reorganization takes effect. These new offices will be housed in existing UH Mānoa spaces. In addition, plans are underway for the construction of a new building for the school. This is a long-term project that would allow for the three units to be located in close proximity to one another, thus facilitating collaboration within Hawai'i inuiākea.

Recently, Kānewai acquired access to half the space in a secure room within Kamakakūokalani to store equipment and tools. It is anticipated that this additional storage space will continue to meet the security needs for equipment, tools, and supplies.

5c2g) Estimated additional costs of the reorganization

The estimated costs for the additional positions required to establish Hawai'i inuiākea School of Hawaiian Knowledge are detailed above (5c2b). Four new positions with an estimated total cost of \$275,000 are required.

In addition, the newly created Dean's Office will require a minimal operating budget estimated at \$73,000 annually to cover basic supplies, phone expenses, travel, and student assistants. Funds are also needed to cover the appointment of a Director for Kawaihuelani Center for Hawaiian Language as the funding for the current Chair of the Department of Hawaiian and Indo-Pacific Languages and Literatures will remain with the College of Languages, Linguistics, and Literature. This is estimated to require \$20,000 for an 11-month appointment and stipend.

Table 8. Additional Costs for Reorganization (Annual)

| Unit | Description | Costs |
|---|---|------------------|
| Hawai'inuiākea | Personnel (3.0 FTE)- Dean, Dean's secretary, Fiscal/Administrative Officer | \$230,000 |
| Hawai'inuiākea | Dean's Office Operating Budget | \$73,000 |
| HAWAI'INUIĀKEA | | \$303,000 |
| Kawaihuelani | Personnel (1.0 FTE)- Administrative Assistant/Secretary | \$45,000 |
| Kawaihuelani | Director 11-month appointment + stipend | \$20,000 |
| KAWAIHUELANI | | \$65,000 |
| TOTAL ADDITIONAL COST for Reorganization | | \$368,000 |

Funding for most of these expenses (\$303,000 and 3.00 FTE) are included in Mānoa's biennium budget request. The balance of the needs (1.00 FTE and \$65,000) will be provided from the UH Mānoa base budget.

5d) Reasons for Proposing the Reorganization

5d1) A statement as to whether there is a basis in law or policy which supports the reorganization.

FEDERAL AND STATE LAW

The formation of Hawai'inuiākea School of Hawaiian Knowledge is supported by the spirit and intent of Federal and State law. These laws recognize that Kanaka Maoli are the Indigenous people of Hawai'i and have the right to self-determination and the right to perpetuate their culture, especially through education.

Federal legislation such as the Native Hawaiian Education Act of 1984 and 2000 and Public Law 103-150 of 1993, which apologizes for the United States' participation in the illegal overthrow of the Hawaiian government in 1893, recognize the harm done to the Hawaiian people by economic and social changes imposed upon them in the 19th and 20th centuries, and recognize that through education Native Hawaiians are determined to "preserve, develop and transmit to future generations their ancestral territory, and their cultural identity in accordance with their own spiritual and traditional beliefs, customs, practices, language and social institutions."

Native Hawaiian Education Act

The importance of education and educational programs for Native Hawaiians is affirmed by US federal legislation in the form of the Native Hawaiian Education Act of 2000. This legislation was enacted in recognition of the educational challenges faced by Native Hawaiians and it also acknowledges the unique political status of Native Hawaiians, stating,

Native Hawaiians are a distinct and unique indigenous people with a historical continuity to the original inhabitants of the Hawaiian archipelago, whose society was organized as a nation and internationally recognized as a nation by the United States, Britain, France, and Japan, as evidenced by treaties governing friendship, commerce, and navigation (Section 7202, paragraph 1).

In addition, the legislation provides language that further clarifies that Native Hawaiians are a people with a political identity rather than a racial one, stating,

Congress does not extend services to Native Hawaiians because of their race, but because of their unique status as the indigenous people of a once sovereign nation to whom the United States has established a trust relationship (Section 7202, paragraph 12(B)).

The legislation explicitly defines the political status of Native Hawaiians, stating,

The political status of Native Hawaiians is comparable to that of American Indians and Alaska Natives; and

The aboriginal, indigenous people of the United States have—

- (i) a continuing right to autonomy in their internal affairs; and
- (ii) an ongoing right of self-determination and self-governance that has never been extinguished (Section 7202, paragraph 12(D-E)).

The legislation also recognizes the impact of a variety of factors on the Hawaiian people, including a severe decline in population, the loss of political independence, and the suppression of Hawaiian language and other cultural, religious and social practices. Specifically, in regards to the suppression of language, the act states,

Following the overthrow of the Kingdom of Hawaii in 1893, Hawaiian medium schools were banned. After annexation, throughout the territorial and statehood period of Hawai'i, and until 1986, use of the Hawaiian language as an instructional medium in education in public schools was declared unlawful. The declaration caused incalculable harm to a culture that placed a very high value on the power of language, as exemplified in the traditional saying: I ka 'ōlelo nō ke ola; I ka 'ōlelo nō ka make. In the language rests life; in the language rests death (Section 7202, paragraph 19).

The act also acknowledges the commitment of the Native Hawaiian people to maintain traditional forms of knowledge, and it states,

Despite the consequences of over 100 years of non-indigenous influence, the Native Hawaiian people are determined to preserve, develop, and transmit to future generations their ancestral territory and their cultural identity in accordance with their own spiritual and traditional beliefs, customs, practices, language, and social institutions (paragraph 20).

It is for these reasons that the Native Hawaiian Education Act was established, whose purpose is to:

- (1) authorize and develop innovative educational programs to assist Native Hawaiians;
- (2) provide direction and guidance to appropriate Federal, State, and local agencies to focus resources, including resources made available under this part, on Native Hawaiian education, and to provide periodic assessment and data collection;
- (3) supplement and expand programs and authorities in the area of education to further the purposes of this title; and
- (4) encourage the maximum participation of Native Hawaiians in planning and management of Native Hawaiian education programs (Native Hawaiian Education Act, 2000, Sec. 7203).

Public Law 103-150

In ending with an apology to “provide a proper foundation for reconciliation between the United States and the Native Hawaiian people,” Public Law 103-150 recognizes that

through agencies like the Office of Hawaiian Affairs, Department of Hawaiian Home Lands and Department of Education, the State of Hawai‘i precedes the Federal government in moving toward reconciliation.

Creation of Hawai‘inuiākea would be another step by the university toward reconciling the wrongs done to Native Hawaiians. As the late Gladys Kamakakūokalani ‘Ainoa Brandt said when the Hawaiian Studies facility was dedicated in her name: “In education, not anger, resides our future. In education, not ignorance, resides our hope. In education, not fear, resides justice.”

UH SYSTEM AND MĀNOA STRATEGIC PLANS

The creation of Hawai‘inuiākea School of Hawaiian Knowledge is supported by several goals of the UH system strategic plan, *Entering the University’s Second Century 2002-2010* and UH Mānoa’s strategic plan, *Defining Our Destiny 2002-2010*. Both plans recognize the importance of Hawaiian culture in defining the university’s identity and that the institution’s success lies in taking advantage of its unique location, and rich cultural setting (UH Mānoa Strategic Plan, p. 4). The Mānoa campus, in fact, celebrates its uniqueness as a “Hawaiian place of learning”, (UH Mānoa Strategic Plan, p. 3). The plans also recognize the need to bring more Hawaiians to the university, as well as the university’s role in reconciling the loss of the Hawaiian nation’s sovereignty in the 19th century (UH System Strategic Plan, p. 15). Hawai‘inuiākea will be a means to reach these goals and to raise the university’s profile not only as a center for Indigenous Studies, but as an institution that supports Native people and Native ways of knowing.

UH system strategic plan:

- System Plan, Goal 3: A Model Local, Regional, and Global University. Transform the international profile of the University of Hawai‘i system as a distinguished resource in Hawaiian and Asian-Pacific affairs, positioning it as one of the world’s foremost multicultural centers for global and Indigenous Studies.
- System Plan, Goal 3, Objective 2: To strengthen the critical role the University of Hawai‘i system performs for the Indigenous people and general population of Hawai‘i by actively preserving and perpetuating Hawaiian culture, language, and values. The action strategies for attaining this goal include serving as a resource for reconciliation, supporting programs and services for Hawaiians, involving Hawaiians in all university matters, supporting the study of Hawaiian language, culture and history, and the practice of the language, culture and traditions throughout the system.

Mānoa strategic plan imperatives:

- Support advanced research and scholarship on Hawaiian language and culture.
- Recognize our kuleana to honor Indigenous, Aboriginal and First Nation peoples and promote social justice for Native Hawaiians.
- To reach the benchmark of increasing Native Hawaiian enrollment to 15 percent.
- Expand leadership in international affairs, emphasizing Hawai‘i, Asia and the Pacific.
- Promote the study of Hawaiian language, culture and education.

Hawai‘inuiākea School of Hawaiian Knowledge will help the university reach its strategic goals.

RECOMMENDATIONS OF THE 1986 KA'Ū REPORT, THE UHM KŪALI'I NATIVE HAWAIIAN ADVISORY COUNCIL, AND UH SYSTEM PŪKO'A NATIVE HAWAIIAN ADVISORY COUNCIL

1986 Ka'ū Report

In 1986, eighteen Hawaiian scholars formed the Ka'ū Hawaiian Studies Task Force to evaluate Hawaiian Studies in the UH system and recommend to the university how it should create an appropriate academic forum for the study of Hawaiian language, culture and history.

The panel pointed out that Hawaiians had been calling since the 1930s for the university to form a Hawaiian Studies Department. While the Board of Regents approved permanent status for the Hawaiian Studies Program in 1986, it was housed in a small room in the Geography Department, had two full-time positions and an annual budget of \$66,000 and the degree was earned by taking courses in other disciplines.

The task force recommended that a Hawaiian Studies Center be formed and a facility be built for it in the present location of Kamakakūokalani. The center was to bring together research, instruction, student services, curriculum development, community outreach, as well as the preservation and development of the Hawaiian language. The BA program should have two concentrations, the task force said, culture and language, and faculty teaching Hawaiian in the Department of Indo-Pacific Languages should be transferred to Hawaiian Studies to form part of the core faculty.

Although conditions have changed in the two decades since the Ka'ū Report was released and it is no longer practical or desirable to transfer Hawaiian Language faculty to Hawaiian Studies, forming Hawai'i inuiākea keeps to the spirit of the task force's recommendations. The Ka'ū Task Force recognized that academic activities concerned with Hawaiian language, culture and history should be within the same unit.

UH Mānoa Kūali'i Native Hawaiian Advisory Council and Pūko'a UH System Native Hawaiian Advisory Council

Among the recommendations in the Ka'ū Report were maintaining the Ka'ū Task Force to manage the expansion of Hawaiian Studies throughout the UH system and forming Hawaiian councils at each campus in the system. Although the task force eventually disbanded because it lacked fiscal support from the UH administration, the concept was revived in 2001 and 2002.

In 2001, Hawaiians and non-Hawaiians in Hawaiian-serving programs at Mānoa formed the Kūali'i Native Hawaiian Advisory Council to consult with and advise the administration on Hawaiian issues. In 2002, Hawaiians and non-Hawaiians in Hawaiian-serving programs from 9 campuses formed the Pūko'a UH System Native Hawaiian Advisory Council to provide consultation at the system level. Subsequently, both councils have been formally recognized by the UH administration.

Both councils support the reorganization of Kamakakūokalani Center for Hawaiian Studies and Kawaihuelani Hawaiian Language Program into Hawai'i inuiākea School of Hawaiian Knowledge.

5d2) An explanation of the reasons for proposing the reorganization and why an organizational solution is being advocated.

Kamakakūokalani and Kawaihuelani are housed within different academic units. When hearing of this for the first time, everyone from undergraduates to members of the Hawaiian community and visiting scholars express surprise. The mission and goals of Kamakakūokalani and Kawaihuelani, as well as areas of instruction and research, are intertwined, and students majoring in one are often majoring in the other.

Joining the two together to form a new school would be pono. It was recommended by the 1986 Ka'ū Report as a means of strengthening and perpetuating Hawaiian language and culture. The new school would have many benefits. It would promote more interaction and synergy among the faculty in research, curriculum development and pedagogy; raise the visibility of both programs and increase opportunities to acquire extramural funding from state, federal and private sources; increase efficiency in recruiting and retaining students, articulating courses with the community colleges, and easing the transfer of students to Mānoa from the community colleges; creating the school on O'ahu will help the university reach the world's largest population of Hawaiians; and creating a "one stop shop" would make it simpler for the community to access Hawaiian knowledge and cultural expertise.

Creating the world's first School of Hawaiian Knowledge is critical to fulfilling UHM's strategic core commitment of transforming the campus into a Hawaiian Place of Learning. It will raise Mānoa's profile internationally and demonstrate that the university is committed to supporting Indigenous knowledge and education.

5d3) An explanation of how the problems or conditions which exist will either be eliminated or improved upon and why the existing organization is inadequate.

As presently situated, Kawaihuelani and Kamakakūokalani are housed in large academic units alongside centers and academic programs with very different missions and goals, and must compete with other centers or programs for their fiscal and administrative needs.

Kawaihuelani, for example, does not control its own budget, but receives it from the Department of Hawaiian and Indo-Pacific Languages, which itself is in the College of Languages, Linguistics and Literature. These administrative layers make it difficult to plan spending or to reallocate funds. The same hierarchy also slows the process of gaining approval for new courses.

While Kamakakūokalani has more control of its budget and personnel, it still must depend on the Dean of the School of Hawaiian, Asian and Pacific Studies to release funds and give final approval of hires. This can delay initiatives as well as hiring personnel the center believes are necessary for meeting its goals. Lack of administrative support also can delay acquiring educational technology, meeting advertising and travel deadlines, slowing the hiring process, and delaying the implementation of initiatives.

When Kamakakūokalani's rapid increase in faculty, staff, courses and students created a corresponding increase in administrative work, it redirected extramural funds to hire its own Fiscal Officer. This expedited hiring made the process of encumbering funds more efficient and improved oversight. Likewise, by forming a new academic unit, Kawaihuelani and Kamakakūokalani can create their own administrative structures and work in a more efficient manner.

Not being in the same unit also creates other problems. Many of which would be solved by creating organizational structures such as joint committees to look at new courses, curriculum and budget proposals. This will help resolve issues such as overlapping course content, duplicating the purchases of reference works, hardware and software, audio and visual equipment, etc.

5d4) A discussion of the benefits and the desired results which will be achieved by reorganizing.

The establishment of Hawai‘inuiākea will provide the following benefits:

1. The establishment of a cohesive academic unit that not only researches and practices Hawaiian forms of knowledge, but represents a Hawaiian perspective in academia. The integration of what have been two separate departments will provide more opportunities for faculty and staff to work together, creating stronger programs and more well-rounded scholars and practitioners of Hawaiian knowledge. In addition, the close physical proximity of the merged working environment will foster a sharing of discourse between faculty and staff to improve their own professional development.
2. A designated space for Hawaiian education and the resources it requires. This will help establish Hawai‘inuiākea as a gateway for members of the university and the greater community, one that will allow for easier access to resources of Hawaiian knowledge.
3. A school that reflects the holistic nature of Hawaiian knowledge.
4. Increased efficiency in the logistics of running an academic program. This includes minimizing the duplication of similar courses, improving the handling of majors in each area of study, and facilitating communication with higher university entities.
5. A more visible entity able to solicit funding that will sustain the programs and people that will reside at Hawai‘inuiākea. The school should thus be more financially self-sufficient.
 - Increased enrollment in both Hawai‘inuiākea School of Hawaiian Knowledge, and the university at large. We hope the development of this school will provide a beacon to attract those interested in pursuing studies in Hawaiian knowledge.
6. An outlet, in Hawai‘inuiākea, for a unified voice representing Hawaiians on campus and in the greater Hawaiian community in order to better assert our unique identities as Hawaiians.

5d5. Qualitative/Quantitative Data

1. Native Hawaiian Population

The Hawaiian Studies and Hawaiian Language programs, and Ka Papa Lo‘i o Kānewai act as links between the Native Hawaiian community and the University of Hawai‘i. Each serves large numbers of Native Hawaiian students, faculty, staff, community members, and organizations, and each is instrumental in the education of Native Hawaiians in the areas of language, history, culture, politics, geography, education, and land management, in addition to many others. As such, we recognize that we are members of and an integral part of the Native Hawaiian community, just as we look to the Native Hawaiian community as the focus and purpose of our research and educational efforts.

It is important, therefore, to understand some demographic information on the Native Hawaiian population residing in Hawai‘i. According to the US Census of 2000, O‘ahu has the largest Native Hawaiian population. For many, the University of Hawai‘i is a source for knowledge, research, analysis and education in various forms of Hawaiian knowledge.

Table 9. Native Hawaiian population by county.

| Geographical Area | Native Hawaiian Population | Percentage |
|-------------------------------------|----------------------------|------------|
| State of Hawai'i | 239,655 | |
| City & County of Honolulu (O'ahu) | 153,117 | 63.9% |
| Hawai'i County | 43,010 | 17.9% |
| Maui County (Lāna'i, Maui, Molokai) | 30,017 | 12.5% |
| Kaua'i County | 13,511 | 5.5% |

(Source: US Census 2000, Special Tabulations for Native Hawaiians.)

2. Native Hawaiian Student Population – by Campus (Fall 2006)

The impact of a large Native Hawaiian population residing on Oahu is apparent when we look at the Native Hawaiian student population throughout the university system. As would be expected, Mānoa has the largest number of Native Hawaiian students (2,357), which is 27.34% of the entire Native Hawaiian student body within the system.

Table 10. Fall 2006 Native Hawaiian Enrollment by Campus

| | Total Students | Native Hawaiians | Percentage of Campus | Percentage of Native Hawaiian Student Body |
|-----------------|----------------|------------------|----------------------|--|
| TOTAL UH SYSTEM | 49,780 | 8,620 | 17.3 | |
| UH-Mānoa | 20,218 | 2,357 | 11.7 | 27.34 |
| UH-Hilo | 3,509 | 698 | 19.9 | 8.10 |
| UH West O'ahu | 866 | 160 | 21.5 | 1.86 |
| UH CC'S | 25,187 | 5379 | 21.3 | 62.40 |
| Hawai'i CC | 2,344 | 715 | 30.5 | 8.29 |
| Honolulu CC | 4,102 | 905 | 22.1 | 10.49 |
| Kapi'olani CC | 7,253 | 1,109 | 15.3 | 12.87 |
| Kaua'i CC | 1,119 | 214 | 19.1 | 2.48 |
| Leeward CC | 5,744 | 1,212 | 21.1 | 14.06 |
| Maui CC | 2,840 | 565 | 19.9 | 6.55 |
| Windward CC | 1,785 | 659 | 35.9 | 7.65 |

(Source: <http://its06its.hawaii.edu>. "Open Daily Enrollment Headcount," as of 9/12/2006, 7:30am.)

3. Native Hawaiian Student Population – by Island (Fall 2006)

Many Native Hawaiians begin their higher education in the community colleges. As such, it is also noteworthy to look at the total Native Hawaiian student population by island. As we look to the community colleges on O'ahu to feed students into Mānoa for their bachelor's degrees, it is important to see the number of Native Hawaiians attending higher education on the island of O'ahu.

Table 11. Fall 2006 Native Hawaiian Enrollment by Island.

| | Total Students | Native Hawaiians | Percentage of Campus | Percentage of Native Hawaiian Student Population |
|----------------------------------|---------------------------|-----------------------------|---------------------------------|---|
| TOTAL UH SYSTEM | 49,780 | 8,620 | 17.3 | |
| Subtotal - O'ahu Island | 39,968 | 6,402 | 16.0 | 74.27 |
| UH-Mānoa | 20,218 | 2,357 | 11.7 | 27.34 |
| UH West O'ahu | 866 | 160 | 18.5 | 1.86 |
| Honolulu CC | 4,102 | 905 | 22.1 | 10.50 |
| Kapi'olani CC | 7,253 | 1,109 | 15.3 | 12.87 |
| Leeward CC | 5,744 | 1,212 | 21.1 | 14.06 |
| Windward CC | 1,785 | 659 | 36.9 | 7.65 |
| Subtotal - Hawai'i Island | 5,853 | 1,413 | 24.1 | 16.39 |
| UH-Hilo | 3,509 | 698 | 19.9 | 8.10 |
| Hawai'i CC | 2,344 | 715 | 30.5 | 8.29 |
| Kaua'i CC | 1,119 | 214 | 19.1 | 2.48 |
| Maui CC | 2,840 | 565 | 19.9 | 6.55 |

(Source: <http://its06its.hawaii.edu>. "Open Daily Enrollment Headcount," as of 9/12/2006, 7:30am.)

4. Hawaiian Language and Hawaiian Studies – Total Courses and Student Enrollments by Campus (Fall 2006)

The total number of courses that we teach and student enrollments maintained by each of the academic units is significant, especially when compared with the other smaller university and community college campuses. As previously discussed, both the O'ahu and community college campuses are of special interest to us here at Mānoa, and so we have included subtotals for both of these categories.

Table 12. Hawaiian Language and Hawaiian Studies Total Courses and Enrollments, Fall 2006.

| Campus | Hawaiian Language | | Hawaiian Studies | |
|-----------------------------------|--------------------------|----------------------------|-------------------------|----------------------------|
| | Courses | Student Enrollments | Courses | Student Enrollments |
| Hawai'i Community College | 8 | 83 | 14 | 376 |
| Honolulu Community College | 2 | 33 | 4 | 99 |
| Kapi'olani Community College | 10 | 181 | 23 | 640 |
| Kaua'i Community College | 3 | 33 | 4 | 76 |
| Leeward Community College | 4 | 71 | 11 | 293 |
| Maui Community College | 5 | 97 | 6 | 158 |
| University of Hawai'i at Hilo | 14 | 234 | 17 | 368 |
| University of Hawai'i at Mānoa | 48 | 706 | 51 | 1,191 |
| Windward Community College | 5 | 74 | 4 | 142 |
| Total - O'ahu | 69 | 1,065 | 93 | 2,365 |
| Total - Community Colleges | 37 | 572 | 66 | 1,784 |
| Total - UH System wide | 99 | 1,512 | 134 | 3,343 |

(Source: MYUH Portal Website.)

5. Majors and Enrollments – Mānoa Hawaiian Language (Spring 06, Summer 06, Fall 06)

Both the Hawaiian Language and Hawaiian Studies programs offer courses, which are used to fulfill core and general academic requirements at Mānoa, as well as BA and MA degrees. Between the two programs, they have over 180 majors, offer 230 courses annually, and have student enrollments that total over 4,000 annually.

Table 13. UH Mānoa Hawaiian Language Student Enrollment and Course Totals 2006

| Hawaiian Language Student Enrollment and Course Totals 2006 | | | | | | |
|---|-------------|------------|-------------|------------|-----------|------------|
| | Spring 2006 | | Summer 2006 | | Fall 2006 | |
| | Courses | Students | Courses | Students | Courses | Students |
| 100-level | 13 | 239 | 2 | 32 | 15 | 244 |
| 200-level | 11 | 169 | 2 | 44 | 12 | 181 |
| 300-level | 10 | 119 | 2 | 14 | 11 | 156 |
| 400-level | 10 | 77 | 2 | 31 | 7 | 76 |
| 600-level | 3 | 31 | n/a | n/a | 4 | 27 |
| Totals | 47 | 635 | 8 | 121 | 49 | 684 |

Current majors: 71 Courses 2006: 104 Enrollments 2006: 1,440

Table 14. UH Mānoa Hawaiian Studies Student Enrollment and Course Totals-2006

| Hawaiian Studies Student Enrollment and Course Totals-2006 | | | | | | |
|--|-------------|-------------|-------------|------------|-----------|-------------|
| | Spring 2006 | | Summer 2006 | | Fall 2006 | |
| | Courses | Students | Courses | Students | Courses | Students |
| 100-level | 36 | 973 | 10 | 246 | 29 | 852 |
| 200-level | 6 | 94 | 0 | 0 | 5 | 126 |
| 300-level | 8 | 125 | 1 | 8 | 6 | 112 |
| 400-level | 9 | 68 | 1 | 7 | 8 | 71 |
| 600-level | 8 | 47 | n/a | n/a | 3 | 30 |
| Totals | 67 | 1307 | 12 | 261 | 51 | 1191 |

(Source: UH Banner Website)

Current majors: 131 Courses 2006: 130 Enrollments 2006: 2,519

6. Degrees Awarded - Hawaiian Language and Hawaiian Studies (1990-2006)

As seen by our enrollment numbers above and the quantity of degrees awarded below, the merging of the two programs into a School of Hawaiian Knowledge is a next step for each program and UHM.

Table 15. Degrees Awarded in Hawaiian Language and Studies (1990-2006)

| Academic Year | Hawaiian Language | Hawaiian Studies |
|----------------------|--------------------------|-------------------------|
| 05-06 | 12 | 24 |
| 04-05 | 17 | 23 |
| 03-04 | 14 | 23 |
| 02-03 | 16 | 17 |
| 01-02 | 10 | 24 |
| 2000-01 | 11 | 22 |
| 99-2000 | 7 | 35 |
| 98-99 | 12 | 32 |
| 97-98 | 11 | 32 |
| 96-97 | 5 | 30 |
| 95-96 | 14 | 26 |
| 94-95 | 5 | 23 |
| 93-94 | 6 | 18 |
| 92-93 | 2 | 13 |
| 91-92 | 4 | 5 |
| 90-91 | 4 | 8 |

7. Native Hawaiian Serving Programs

As a result of merging into one School of Hawaiian Knowledge, Hawaiian serving programs at the University of Hawai'i at Mānoa will be able to access resources and network more often with all programs of Hawai'i inuiākea located in one location. The following is a list of Hawaiian Serving programs located on the UHM that now work with our individual programs and will continue to work with Hawai'i inuiākea's School of Hawaiian Knowledge to better serve our students on our campus and system wide.

UHM Hawaiian Serving Programs

College of Education

Ho'okulāwi Research Institute

Kupu Nā Leo

MEdT Hawaiian Immersion

College of Engineering

Haumāna Biomedical

Hawaiian, Asian and Pacific Studies

Hawaiian Language Program

Kamakakūokalani Center for Hawaiian Studies

Hamilton Library – Hawaiian & Pacific Reference

'Ike Ao Pono

'Imi Ho'ōla

Indigenous Research

Institute of Astronomy

Kūali'i Council

Kua'ana Native Hawaiian Student Development Services

Kū Lama

Liko A'e

Nā Pua No'eau-Center for Gifted and Talented Native Hawaiian Children

Native Hawaiian and Community Affairs

Native Hawaiian Center of Excellence

Native Hawaiian Health
Native Hawaiian Mental Health Research Development Program
Pacific and Asian Affairs Council

8. Community Organizations

The new Hawai'i inuiākea School of Hawaiian Knowledge will also strive to serve as a resource for Hawaiian Serving Programs and other Educational Institutions in the Hawaiian Community. Some of these programs and schools are identified below.

Hawaiian Community Programs and Educational Institutions

'Aha Pūnana Leo
Alu Like, Inc.
Chaminade University
Curriculum Research and Development Group
Department of Education
 Charter Schools
 Hawai'i Public Schools
 Immersion Schools
Hālau Hula & Kumu Hula
Hawai'i Community Colleges
Hawai'i Private Schools
Kamehameha Schools
Ka Lei Pāpahi o Kākuhihewa
Keiki O Ka 'Āina
Nā Kula Kaiapuni o Hawai'i
Nā Pūnana Leo
Office of Hawaiian Affairs
Pūko'a Council
Queen Lili'uokalani Children Center

Appendix A

Kawaihuelani Multi-disciplinary/Community Outreach Program Descriptions

Awaiāulu

Marvin Puakea Nogelmeier, Associate Professor, PhD Anthropology

This project is in the process of assembling, translating and editing five historical Hawaiian texts for publication in both Hawaiian and English, producing ten books suitable for both the university classroom and the general public. This project establishes a new press imprint, Awaiāulu Press, which will publish in collaboration with Bishop Museum Press, The Hawaiian Historical Society and possibly UH Press.

Ka Hālau Hanakeaka

Christopher Kaliko Baker, Instructor, MA Linguistics
Tammy Haili'ōpua Baker, Instructor, MFA Theatre

Ka Hālau Hanakeaka (KHH) is a Hawaiian language theatre troupe that finds its base at the University of Hawai'i at Mānoa. KHH was established in 1995 after the first Hawaiian language theatre production of *Kaluaiko'olau*, the first also of this century.

Ho'okulāiwi: 'Aha Ho'ona'auao 'Ōiwi, Center for Native Hawaiian and Indigenous Education

Kerry Laiana Wong, Assistant Professor, PhD Linguistics
Sam No'eau Warner, Associate Professor, PhD Education Psychology

Ho'okulāiwi is a research partnership established by faculty of Kawaihuelani and the College of Education, in collaboration with faculty at leading colleges and universities in Aotearoa as well as the Hawai'i Department of Education, in order to facilitate and encourage the exchange of ideas and research among native students at these universities.

Ho'olaupā'i

Marvin Puakea Nogelmeier, Associate Professor, PhD Anthropology

With the advent of advanced programming, the trained staff of this project is working to turn Hawaiian Newspaper Resources into searchable text files and digital images, which will be made available on the worldwide web.

Hui Aloha 'Āina Tuahine

Tracie Ka'ōnohilani Lopes, Junior Specialist, MPA Public Administration

The Hui Aloha 'Āina Tuahine is the Hawaiian language club of UHM. This club is dedicated to the preservation of the Hawaiian culture and people with an emphasis on Hawaiian language. Hui Aloha 'Āina Tuahine conducts workshops, engages in service projects, and participates in many other activities on and off campus.

Kāhea a ka Makamaka

Tracie Ka'ōnohilani Lopes, Junior Specialist, MPA Public Administration
Kaiwipuni Lipe, Academic Support PBA, MA Candidate in Counseling

The Student Services program provides a variety of activities for Hawaiian Language majors and Native Hawaiians on campus. Student Academic Advising is also a vital part of this program.

Kāko‘o Haumāna

Tammy Haili‘ōpua Baker, Instructor, MFA Theatre

Kāko‘o Haumāna is designed to encourage and create opportunities for Hawaiian Language interaction among students outside of the classroom.

Kauakūalahale

Ron Kekeha Solis, Instructor, MA Religion
Kerry Laiana Wong, Assistant Professor, PhD Linguistics

“Kauakūalahale” is the name of a weekly column that appears in Hawaiian in the Sunday edition of the Honolulu Star Bulletin, focusing on a variety of topics, ranging from modern issues and events to recipes debates discussions over historical and modern events.

Ka Ulu Hoi

Kahikina de Silva, Instructor, MA English

Monthly Hawaiian newspaper produced mainly by students of UHM enrolled in *Ulu Ka Hoi*, a lecture/lab course offering focused study and creation of Hawaiian language newspapers with a concentration on the characteristics of writing in this genre, but consisting in large part of articles and responses contributed by other Hawaiian language speakers. All *Ka Ulu Hoi* issues are now available online at www.kauluhoi.org

Kaulakahi Aloha

Annette Ku‘uipolani Wong, Instructor, MEd Education

This faculty development program was founded to help strengthen the faculty’s Hawaiian language knowledge by spending quality time with native speakers from Ni‘ihau and Kaua‘i.

Ka Waihona a Ke Aloha

Robert Keawe Lopes, Instructor, MEdT Teaching

Ka Waihona a Ke Aloha has taken on the responsibility of being at the forefront in the planning and participating in events that show case Hawaiian mele (song, chant, poetry) here on campus. One of the goals of this project is video recording these events digitally solely for preservation and educational use.

Ke Aolama

Ron Kekeha Solis, Instructor, MA Religion

Ke Aolama is a five-minute newscast in Hawaiian on Hawai‘i Public Radio. Ke Aolama, is the first-ever Hawaiian language radio news program and has received various awards for its work.

Kīpukaleo

Kahikina de Silva, Instructor, MA English

This all-Hawaiian radio program broadcast from KTUH 90.3 dedicates three hours every Sunday to playing traditional and contemporary Hawaiian music while giving students, teachers, and other members of the Hawaiian community a venue to express themselves through the language.

Ku‘i Ka Lono

Ron Kekeha Solis, Instructor, MA Religion

Ku‘i Ka Lono is a collaborative initiative between the Kawaihuelani and Kamakakūokalani to develop Hawaiian language curricula for Native Hawaiian children and adults, Hawaiian language classes, the Native Hawaiian community in Hawai‘i, Native Hawaiians throughout the world and the general population interested in learning and continuing to learn Hawaiian.

Mānaleo

Annette Ku‘uipolani Wong, Instructor, MEd Education
Florence Lolena Nicholas, Instructor

Mānaleo (native speakers) are incorporated into the educational and cultural experience of the students and teachers of Kawaihuelani by answering questions about the language, history, culture, etc. and by visiting with students to improve their conversational speaking skills and to learn about the history of Hawai‘i’s indigenous people.

Mary Kawena Pukui Hale Center for the Promotion and Survival of Hawaiian

Maya Kawailanaokeawaiki Saffery, Junior Specialist, MEdT Teaching
Malia Nobrega, Junior Specialist, MEd Technology

The center focuses on the preservation and creation of Hawaiian language curricula aimed at every level of education, from birth through graduate school.

Nā Mele o Hawai‘i Nei

Robert Keawe Lopes, Instructor, MEdT Teaching

Nā Mele o Hawai‘i Nei’s (NMOHN) goals are to provide supplemental materials to enhance instruction through the incorporation of mele (Hawaiian Songs) within the Hawaiian language classroom.

Ola Nā Iwi

Katrina-Ann Kapā‘anaokalāokeola Oliveira, Assistant Professor, PhD Geography

This one-and-a-half week Hawaiian immersion camp is a collaborative effort between various University of Hawai‘i campuses to strengthen the ability of Kawaihuelani’s students to speak Hawaiian by engaging in traditional and contemporary Hawaiian activities. Students receive up to six university credits for their participation in the one-week course prior to the one-and-a-half week immersion experience.

April 26, 2007

Present Functional Statements

- School of Hawaiian, Asian, and Pacific Studies (July 1, 2006)
- College of Languages, Linguistics, and Literature (January 2007)
- Department of Hawaiian and Indo-Pacific Languages and Literatures (January 2007)

STATE OF HAWAII
UNIVERSITY OF HAWAII AT MĀNOA
SCHOOL OF HAWAIIAN, ASIAN AND PACIFIC STUDIES

The School of Hawaiian, Asian and Pacific Studies (SHAPS) was established as an organizational unit to coordinate and focus the resources available on various aspects of Hawaiian, Asian and Pacific studies in an integrated program of research and scholarship to provide broad and substantive academic support of instructional programs, and for faculty and library resource development. This unit is expected to generate the visibility and status necessary to enhance the contributions and advance the reputation of the University of Hawai'i at Mānoa as a leading center in Hawaiian, Asian and Pacific studies, and to attract extramural funding in support of that leadership. The major objectives of the School are:

1. Support faculty and student development, instruction, research and publications in international studies, particularly regarding Hawai'i, the Pacific, and Asia;
2. Provide a linking and coordinative function to maximize the use and development of the University's Hawaiian, Pacific and Asian resources within and across disciplines and departments;
3. Provide international visibility for, and publicize the University's activities, resources and commitment in Hawaiian, Asian and Pacific studies to a spectrum of appropriate audiences, including colleagues, interested students, and potential funding sources throughout the world;
4. Serve the educational and cultural interests of Hawai'i by helping to foster a deeper understanding of Hawaiian, Asian and Pacific societies and peoples.

The major functions of the units of the School are:

A. Office of the Dean (Chart II)

Provides executive/managerial direction and support to the primary programs of instruction, research, and community service.

Plans, organizes and administers

1. Program curricula and course development
2. Program evaluation
3. Staff recruitment and development
4. Research and development activities
5. Outreach instructional and community service programs
6. Budget development, allocation, and administration
7. Accounting for resources
8. Procurement and property management
9. Personnel services
10. Other logistical support services
11. Student academic services

B. Centers and Programs (Charts III through XI)

Centers and Programs provide instruction, research, and community service to their focus.

1. Academic programs offered are:

BA in Hawaiian Studies
MA in Hawaiian Studies
MA in Pacific Island Studies
Certificate in Pacific Island Studies
BA in Asian Studies
MA in Asian Studies

2. Research is encouraged through development of faculty research skills.
3. Community service is provided in outreach activities, including workshops, materials development, and community presentations.

C. Committee for the Preservation of Hawaiian Language, Art and Culture (Chart XII)

This Committee, created by the State Legislature, serves as an advisory body to determine the worth and value of programs and projects dealing with the preservation and study of Hawaiian language, art and culture.

STATE OF HAWAII
UNIVERSITY OF HAWAII AT MĀNOA
COLLEGES OF ARTS AND SCIENCES
COLLEGE OF LANGUAGES, LINGUISTICS, AND LITERATURE

The College of Languages, Linguistics, and Literature is one of the four Arts and Sciences colleges of the University of Hawai'i at Mānoa. LLL, as it is popularly called, comprises six departments: East Asian Languages and Literatures, English, Hawaiian and Indo-Pacific Languages and Literatures, Languages and Literatures of Europe and the Americas, Linguistics, and Second Language Studies. LLL is also the home of the Center for Biographical Research, the Center for Interpretation and Translation Studies, the Language Learning Center, and the National Foreign Language Resource Center.

The College regularly teaches 30 languages, with one of the most extensive arrays of Asian and Pacific languages of any American university. The programs in the College offer a full range of degrees, from the BA to the MA, and the PhD. More than a thousand undergraduate and graduate students are currently pursuing degrees in LLL. The faculty has long been recognized for its commitment to innovative research and scholarship, and for the excellence of its teaching. With more than 250 full-time and part-time faculty, LLL is one of the largest academic units at the University of Hawai'i at Mānoa.

The College places the study of language in its many manifestations at the center of its students' education. Through small classes and close student-faculty interchange, the College prepares students for life-long learning in English studies, Hawaiian and foreign languages, and applied and theoretical linguistics. While taking a global view of language, literature, and linguistics, LLL offers special focus on Asian-Pacific-Hawai'i.

LLL faculty conduct research and produce scholarship according to the highest standards of inquiry and creativity in the liberal arts tradition. The range of faculty interests—from the analysis of language structure, acquisition, history, and use to the creation of teaching materials for familiar as well as less commonly taught languages, from the study of classic and contemporary texts of world literatures to the production of new literatures—reflects its commitment to innovation and excellence.

STATE OF HAWAII
UNIVERSITY OF HAWAII AT MĀNOA
COLLEGES OF ARTS AND SCIENCES
COLLEGE OF LANGUAGES, LINGUISTICS, AND LITERATURE
DEPARTMENT OF HAWAIIAN AND INDO-PACIFIC
LANGUAGES AND LITERATURES

The Department of Hawaiian (HAW) and Indo-Pacific (IP) Languages and Literatures provides an opportunity without parallel elsewhere in the country for students to acquire an in-depth knowledge of the languages and cultures of that part of the world that encompasses more than 25 percent of the Earth's population and an unusual diversity of peoples.

The Department provides instruction in the languages of the Indo-Pacific area to a broad spectrum of students at the University. The coverage of these languages is unique in the United States: this is the only department in the country to offer a BA degree in Hawaiian language and Filipino Language and Literature (Filipino or Ilokano) and the only one to offer every national language of Southeast Asia, as well as classical and modern Indian languages.

Language offerings include Arabic, Cambodian (Khmer), Chamorro, Filipino, Hawaiian, Hindi, Ilokano, Indonesian, Maori, Samoan, Sanskrit, Tahitian, Thai, Tongan, and Vietnamese. Additional languages and topics may be offered on an as-needed basis.

Beyond language, the department offers courses in the literatures and cultures of the area, including literature in translation of Hawai'i, South and Southeast Asia, and the Philippines. Opportunities are available for study abroad in certain areas.

All of the department's elementary- and intermediate-level language courses may be used to fulfill the Hawaiian and foreign language requirement for all bachelor's degrees on the Mānoa campus.

Students of Indo-Pacific languages and cultures can also enhance their opportunities to find a career in international relations; provide service to the community in such fields as social work, public health, nursing, medicine, and law; perform research on Asia and the Pacific; and develop cross-cultural awareness and understanding in Hawai'i's multicultural environment.

April 26, 2007

Proposed Functional Statements

- Hawai‘inuiākea School of Hawaiian Knowledge
- School of Pacific and Asian Studies
- College of Languages, Linguistics, and Literature
 - Department of Indo-Pacific Languages and Literatures

STATE OF HAWAII
UNIVERSITY OF HAWAII AT MĀNOA
HAWAII'INUIĀKEA SCHOOL OF HAWAIIAN KNOWLEDGE

PROPOSED FUNCTIONAL STATEMENT

The mission of the Hawai'i Inuiākea School of Hawaiian Knowledge is to pursue, perpetuate, research, and revitalize all areas and forms of Hawaiian knowledge, including its language, origins, history, arts, sciences, literature, religion, and education; its law and society; its political, medicinal, and cultural practices; as well as all other forms of knowledge. We recognize the unique status of the Native Hawaiian people and recognize their unique connection to these forms of knowledge by encouraging, supporting, facilitating, and ensuring the incorporation of Native Hawaiians at all levels of the university. We seek to accomplish this mission with a Native Hawaiian perspective that recognizes the holistic aspects of this knowledge, its diversities, and the importance of practical applications. Our mission is to apply this knowledge to provide service and support to the Hawaiian community, as well as extending this knowledge outward from the academy and the community, into the Pacific and other international domains.

The School offers Bachelor's and Master's degrees in Hawaiian and Hawaiian Studies and a certificate in Hawaiian Language. In addition, it operates the Ka Papa Lo'i o Kānewai Cultural Garden.

A. Office of the Dean

The Dean's Office will serve as administrative head of Hawai'i Inuiākea School of Hawaiian Knowledge, working in consultation with the 'Aha Kuhina in all the following functions:

Plans, organizes, directs and coordinates the activities, curricular, personnel and budget affairs of the school and its ancillary support components including budget and personnel management, staff supervision, community relations, grievance and litigation, and travel.

Articulates and conveys to faculty, staff, students, and others the school's basic values, direction and goals, and develops and implements policies governing the activities of the school.

Manages the day-to-day operations of the school and represents the school within the university and to the local, national, and international community.

The 'Aha Kuhina is the primary advisory council to the Office of the Dean. It is a more traditional Hawaiian administration or governing council. The 'Aha Kuhina will be made up of ten members: the Dean, the Director and three faculty from Kamakakūokalani Center for Hawaiian Studies, the Director and three faculty from Kawaihuelani Center for Hawaiian Language, and the Director of Ka Papa Lo'i o Kānewai Cultural Garden. The 'Aha Kuhina will work closely with the Dean as advisors and as members of standing committees on issues pertaining to the administration of the school, including budget, curriculum, fundraising, research, grants, organizing conferences, student services, etc. The 'Aha Kuhina will also advise on issues regarding hiring and other personnel matters, except those matters that will be decided by Personnel Committees, as defined by the Board of Regents and union contracts.

B. Kamakakūokalani Center for Hawaiian Studies

Kamakakūokalani offers both Bachelor and Master degrees in Hawaiian Studies. The center creates and teaches undergraduate and graduate courses in Hawaiian arts and sciences that focus on history and literature; traditional Hawaiian agriculture, horticulture and aquaculture, the environment and natural resource management; Native Hawaiian rights and Western law; land tenure in Hawai'i; Hawaiian herbal Medicine; social, economic and political issues; performing and visual arts; and comparative Polynesian culture. The center provides students academic advising and study resources including computers and a library.

Kamakakūokalani promotes and conducts research in its curriculum's subject areas; acquires and manages grants; trains researchers and houses research projects within its facility. These include the Kia'i 'Aina Ceded Lands Research Project and Kia'i Kai Northwestern Hawaiian Islands Research Project.

Kamakakūokalani provides the university an interface with the wider community by hosting forums, lectures, classes and demonstrations relevant to Hawaiian culture, Hawaiian issues and the practices of other Indigenous peoples. Kamakakūokalani faculty and staff participate in, and often plan, Native Hawaiian academic, cultural and political events, and speak to the media about Hawaiian and Indigenous issues.

MAY 16 2007

C. Kawaihuelani Center for Hawaiian Language

Kawaihuelani offers Bachelor and Masters degrees in Hawaiian and an undergraduate certificate. The center conducts research in relevant fields of study and offers four years of language study as well as courses on immersion education, curriculum development, and topics of relevant Hawaiian cultural content.

In partnership with the College of Education (COE), Kawaihuelani trains teachers for Hawaiian immersion schools, public schools with Hawaiian language courses, Hawaiian charter schools, and the UH Mānoa program.

The faculty and staff of Kawaihuelani create and implement projects and programs that promote Hawaiian language, culture, history, and traditions such as: Ka Hālau Hanakeaka, Ho'okūlaiwi Institute for Native Hawaiian and Indigenous Education, Ho'olaupa'i: Hawaiian Newspapers Resources, Kauakūalahale, Kaulakahi Aloha, Ke Aolama, Ku'i ka Lono, Mary Kawena Pukui Hale, Ka Waihona a ke Aloha, and Ola nā Iwi.

D. Ka Papa Lo'i o Kānewai Cultural Garden

Ka Papa Lo'i o Kānewai Cultural Garden assists in, and supports, educational research and curriculum development while fully embracing the traditional Hawaiian values and practices that have revived this historic land of Kānewai. Kānewai is a refuge to all who come to partake of its resources, be they educational groups, classes, or community entities seeking information and knowledge through tours or hands-on experience, by providing cultural education ranging from ahupua'a traditional resource management, Hawaiian scientific land tenure, ma uka ma kai issues and water concerns, to the application of traditional Hawaiian values in caring for the lo'i and garden on a daily basis.

As the foremost "huli bank" in Hawaii, Kānewai provides consultation, advisement and assistance to other kalo farmers through the information gathered in its research studies.

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STATE OF HAWAII
UNIVERSITY OF HAWAII AT MĀNOA
HAWAII'INUIĀKEA SCHOOL OF HAWAIIAN KNOWLEDGE

PROPOSED FUNCTIONAL STATEMENT

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Kamakakūokalani promotes and conducts research in its curriculum's subject areas; acquires and manages grants; trains researchers and houses research projects within its facility. These include the Kia'i 'Aina Ceded Lands Research Project and Kia'i Kai Northwestern Hawaiian Islands Research Project.

Kamakakūokalani provides the university an interface with the wider community by hosting forums, lectures, classes and demonstrations relevant to Hawaiian culture, Hawaiian issues and the practices of other Indigenous peoples. Kamakakūokalani faculty and staff participate in, and often plan, Native Hawaiian academic, cultural and political events, and speak to the media about Hawaiian and Indigenous issues.

MAY 16 2007

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The faculty and staff of Kawaihuelani create and implement projects and programs that promote Hawaiian language, culture, history, and traditions such as: Ka Hālanu Hanakeaka, Ho'okūlaiwi Institute for Native Hawaiian and Indigenous Education, Ho'olaupa'i: Hawaiian Newspapers Resources, Kauakūalahale, Kaulakahi Aloha, Ke Aolama, Ku'i ka Lono, Mary Kawena Pukui Hale, Ka Waihona a ke Aloha, and Ola nā Iwi.

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MAY 16 2007

STATE OF HAWAII
UNIVERSITY OF HAWAII AT MĀNOA
SCHOOL OF PACIFIC AND ASIAN STUDIES
PROPOSED FUNCTIONAL STATEMENT

The School of Pacific and Asian Studies (SPAS) was established as an organizational unit to coordinate and focus the resources available on various aspects of Pacific and Asian studies in an integrated program of research and scholarship to provide broad and substantive academic support of instructional programs, and for faculty and library resource development. This unit is expected to generate the visibility and status necessary to enhance the contributions and advance the reputation of the University of Hawai'i at Mānoa as a leading center in Pacific and Asian studies, and to attract extramural funding in support of that leadership. The major objectives of the School are:

1. Support faculty and student development, instruction, research and publications in international studies, particularly regarding the Pacific and Asia;
2. Provide a linking and coordinative function to maximize the use and development of the University's Pacific and Asian resources within and across disciplines and departments;
3. Provide international visibility for, and publicize the University's activities, resources and commitment in Pacific and Asian studies to a spectrum of appropriate audiences, including colleagues, interested students, and potential funding sources throughout the world;
4. Serve the educational and cultural interests of Hawai'i by helping to foster a deeper understanding of Pacific and Asian societies and peoples.

The major functions of the units of the School are:

A. Office of the Dean (Chart II)

Provides executive/managerial direction and support to the primary programs of instruction, research, and community service.

Plans, organizes and administers

1. Program curricula and course development
2. Program evaluation
3. Staff recruitment and development
4. Research and development activities
5. Outreach instructional and community service programs
6. Budget development, allocation, and administration
7. Accounting for resources
8. Procurement and property management
9. Personnel services
10. Other logistical support services
11. Student academic services

B. Centers and Programs (Charts III through XI)

Centers and Programs provide instruction, research, and community service to their focus.

1. Academic programs offered are:

MA in Pacific Island Studies
Certificate in Pacific Island Studies
BA in Asian Studies
MA in Asian Studies

2. Research is encouraged through development of faculty research skills.
3. Community service is provided in outreach activities, including workshops, materials development, and community presentations.

C. Committee for the Preservation of Hawaiian Language, Art and Culture (Chart XII)

This Committee, created by the State Legislature, serves as an advisory body to determine the worth and value of programs and projects dealing with the preservation and study of Hawaiian language, art and culture.

MAY 16 2007

STATE OF HAWAII
UNIVERSITY OF HAWAII AT MĀNOA
COLLEGES OF ARTS AND SCIENCES
COLLEGE OF LANGUAGES, LINGUISTICS, AND LITERATURE

PROPOSED FUNCTIONAL STATEMENT

The College of Languages, Linguistics, and Literature is one of the four Arts and Sciences colleges of the University of Hawai'i at Mānoa. LLL, as it is popularly called, comprises six departments: East Asian Languages and Literatures, English, Indo-Pacific Languages and Literatures, Languages and Literatures of Europe and the Americas, Linguistics, and Second Language Studies. LLL is also the home of the Center for Biographical Research, the Center for Interpretation and Translation Studies, the Language Learning Center, and the National Foreign Language Resource Center.

The College regularly teaches 29 languages, with one of the most extensive arrays of Asian and Pacific languages of any American university. The programs in the College offer a full range of degrees, from the BA to the MA, and the PhD. More than a thousand undergraduate and graduate students are currently pursuing degrees in LLL. The faculty has long been recognized for its commitment to innovative research and scholarship, and for the excellence of its teaching. With more than 250 full-time and part-time faculty, LLL is one of the largest academic units at the University of Hawai'i at Mānoa.

The College places the study of language in its many manifestations at the center of its students' education. Through small classes and close student-faculty interchange, the College prepares students for life-long learning in English studies, foreign languages, and applied and theoretical linguistics. While taking a global view of language, literature, and linguistics, LLL offers special focus on Asian-Pacific.

LLL faculty conduct research and produce scholarship according to the highest standards of inquiry and creativity in the liberal arts tradition. The range of faculty interests—from the analysis of language structure, acquisition, history, and use to the creation of teaching materials for familiar as well as less commonly taught languages, from the study of classic and contemporary texts of world literatures to the production of new literatures—reflects its commitment to innovation and excellence.

MAY 16 2007

STATE OF HAWAII
UNIVERSITY OF HAWAII AT MĀNOA
COLLEGES OF ARTS AND SCIENCES
COLLEGE OF LANGUAGES, LINGUISTICS, AND LITERATURE
**DEPARTMENT OF INDO-PACIFIC
LANGUAGES AND LITERATURES**

PROPOSED FUNCTIONAL STATEMENT

The Department of Indo-Pacific (IP) Languages and Literatures provides an opportunity without parallel elsewhere in the country for students to acquire an in-depth knowledge of the languages and cultures of that part of the world that encompasses more than 25 percent of the Earth's population and an unusual diversity of peoples.

The Department provides instruction in the languages of the Indo-Pacific area to a broad spectrum of students at the University. The coverage of these languages is unique in the United States: this is the only department in the country to offer a BA degree in Filipino Language and Literature (Filipino or Ilokano) and the only one to offer every national language of Southeast Asia, as well as classical and modern Indian languages.

Language offerings include Arabic, Cambodian (Khmer), Chamorro, Filipino, Hindi, Ilokano, Indonesian, Maori, Samoan, Sanskrit, Tahitian, Thai, Tongan, and Vietnamese. Additional languages and topics may be offered on an as-needed basis.

Beyond language, the department offers courses in the literatures and cultures of the area, including literature in translation South and Southeast Asia and the Philippines. Opportunities are available for study abroad in certain areas.

All of the department's elementary- and intermediate-level language courses may be used to fulfill the foreign language requirement for all bachelor's degrees on the Mānoa campus.

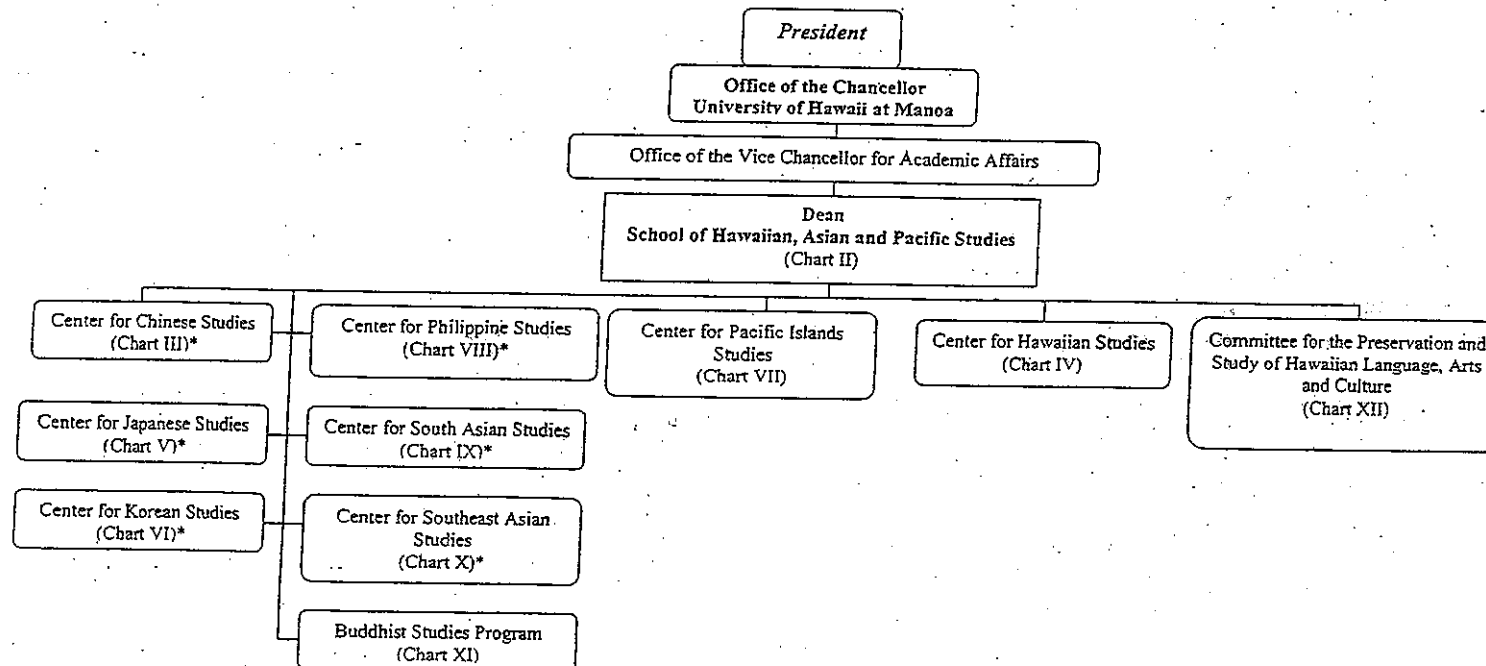
Students of Indo-Pacific languages and cultures can also enhance their opportunities to find a career in international relations; provide service to the community in such fields as social work, public health, nursing, medicine, and law; perform research on Asia and the Pacific; and develop cross-cultural awareness and understanding in Hawai'i's multicultural environment.

MAY 16 2007

Present Organizational Charts

- School of Hawaiian, Asian, and Pacific Studies
- School of Hawaiian, Asian, and Pacific Studies Dean's Office (Chart II)
- Kamakakūokalani Center for Hawaiian Studies (Chart IV)
- College of Languages, Linguistics, and Literature (Chart I)
- Department of Hawaiian and Indo-Pacific Languages and Literatures (Chart VII)

STATE OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
OFFICE OF THE CHANCELLOR,
UNIVERSITY OF HAWAII AT MANOA
SCHOOL OF HAWAIIAN, ASIAN AND PACIFIC STUDIES



Approved By:

Edward J. Shultz
Edward J. Shultz, Interim Dean

7-16-06
Date

*Faculty from these Centers provide instruction for
BA and MA in Asian Studies

Office of the Chancellor
University of Hawaii at Manoa

Office of the Vice Chancellor for Academic Affairs

-----Office of the Dean-----

Excluded Positions

Dean, #89275, (1.00)

Associate Dean, #89312, (1.00)

Faculty and Graduate Assistant Positions

Assistant Professor, I3, #88404, (0.50)*

Assistant Professor, I3, #83249, (1.00)*

Assistant Professor, I3, #83386, (1.00)*

Associate Specialist, S4, #85079, (1.00)

Assistant Specialist, S3, #88418 (1.00)

Graduate Assistant, GA1, #88201, (0.50)

Graduate Assistant, GA1, #88227, (0.50)

Graduate Assistant, GA1, #88202, (0.50)

Graduate Assistant, GA1, #88212, (0.50)

Graduate Assistant, GA1, #88225, (0.50)

APT Positions

Administrative Officer, PBC, #81560, (1.00)

Administrative Officer, PBB, #80178, (1.00)

Educational Specialist, PBB, #77592, (1.00)

Civil Service Position

Secretary III, SR-16, #21643, (1.00)

STATE OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
OFFICE OF THE CHANCELLOR,
UNIVERSITY OF HAWAII AT MANOA
SCHOOL OF HAWAIIAN, ASIAN AND PACIFIC STUDIES

CHART II

General Funds 13.00

* To be temporarily assigned to an instructional department.

CHART UPDATED
DATE JUL - 1 2006

STATE OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
OFFICE OF THE CHANCELLOR,
UNIVERSITY OF HAWAII AT MANOA
SCHOOL OF HAWAIIAN, ASIAN AND PACIFIC STUDIES

CHART IV

Office of the Dean

-----Center for Hawaiian Studies-----

Faculty and Graduate Assistant Positions

Director, I4, #85089, (1.00)

Professor, I5, #88170, (1.00)

Professor, I5, #85084, (1.00)

Associate Professor, I4, #88411, (1.00)

Associate Professor, I4, #85092, (1.00)

Assistant Professor, I3, #83224, (1.00)

Assistant Professor, I3, #82784, (1.00)

Assistant Professor, I3, #84049, (1.00)

Assistant Professor, I3, #97572F, (1.00)*

Assistant Professor, I3, #97573F, (1.00)*

Assistant Specialist, S3, #83384, (1.00)

Instructor, I2, #85774, (1.00)

Junior Specialist, S2, #84995, (1.00)

Librarian, B2, #82661, (1.00)

Graduate Assistant, GA1, #97574F, (0.50)*

Graduate Assistant, GA1, #97575F, (0.50)*

APT Positions

Educational Specialist, PBB, #81192, (1.00)

Educational Specialist, PBA, #81967, (1.00)

Educational Specialist, PBA, #77594, (0.50)

Educational Specialist, PBB, #77595, (1.00)

Educational Specialist, PBB, #77591, (1.00)

Administrative Officer, PBA, #77887, (1.00)

Assistant Professor, I3, #83520, (1.00)**

Civil Service Position

Secretary II, SR-14, #33885, (1.00)

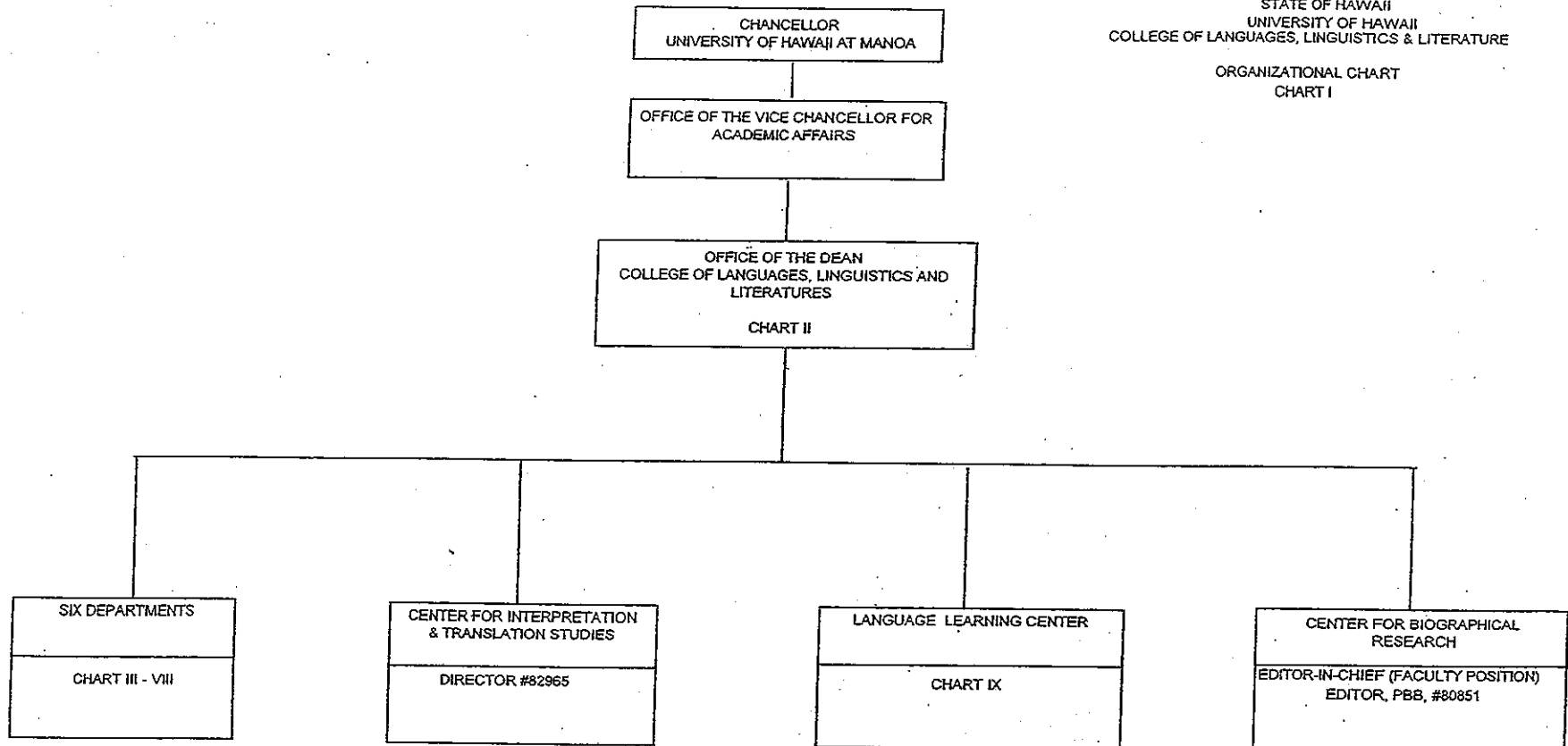
*Pending establishment

*To be re-described to an APT position as Pukoa/Kuali'i fiscal officer.

General Funds

22.50

STATE OF HAWAII
UNIVERSITY OF HAWAII
COLLEGE OF LANGUAGES, LINGUISTICS & LITERATURE
ORGANIZATIONAL CHART
CHART I



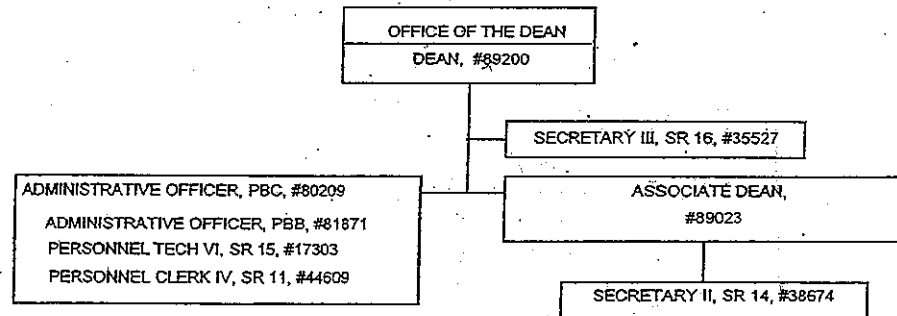
APPROVED: *[Signature]*
TITLE: Interim Dean
DATE: 7-05-06

General Funds 2.00

CHART UPDATED
DATE JUL - 1 2006

STATE OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
COLLEGE OF LANGUAGES, LINGUISTICS &
LITERATURE

ORGANIZATIONAL CHART
CHART II



General Funds 8.00

APPROVED:

TITLE

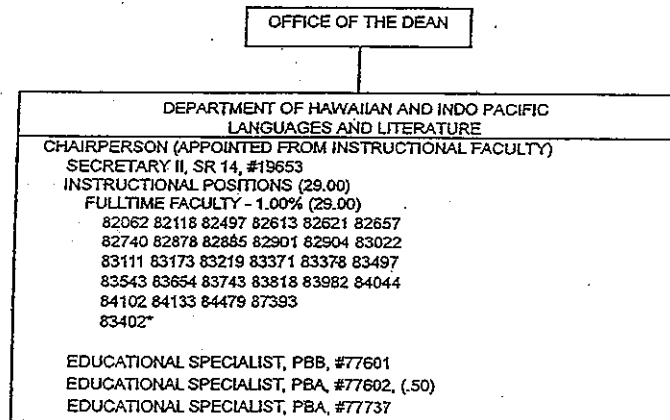
DATE:

[Signature]
Interim Dean
7-05-06

CHART UPDATED
DATE JUL - 1 2006

STATE OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
COLLEGE OF LANGUAGES, LINGUISTICS & LITERATURE
INSTRUCTIONAL DEPARTMENT

ORGANIZATIONAL CHART
CHART VII



General Funds 32.50

* 83402 Kualii position, housed in College of Education

APPROVED:

TITLE

DATE:

Jan [Signature]
Interim Dean
7/25/06

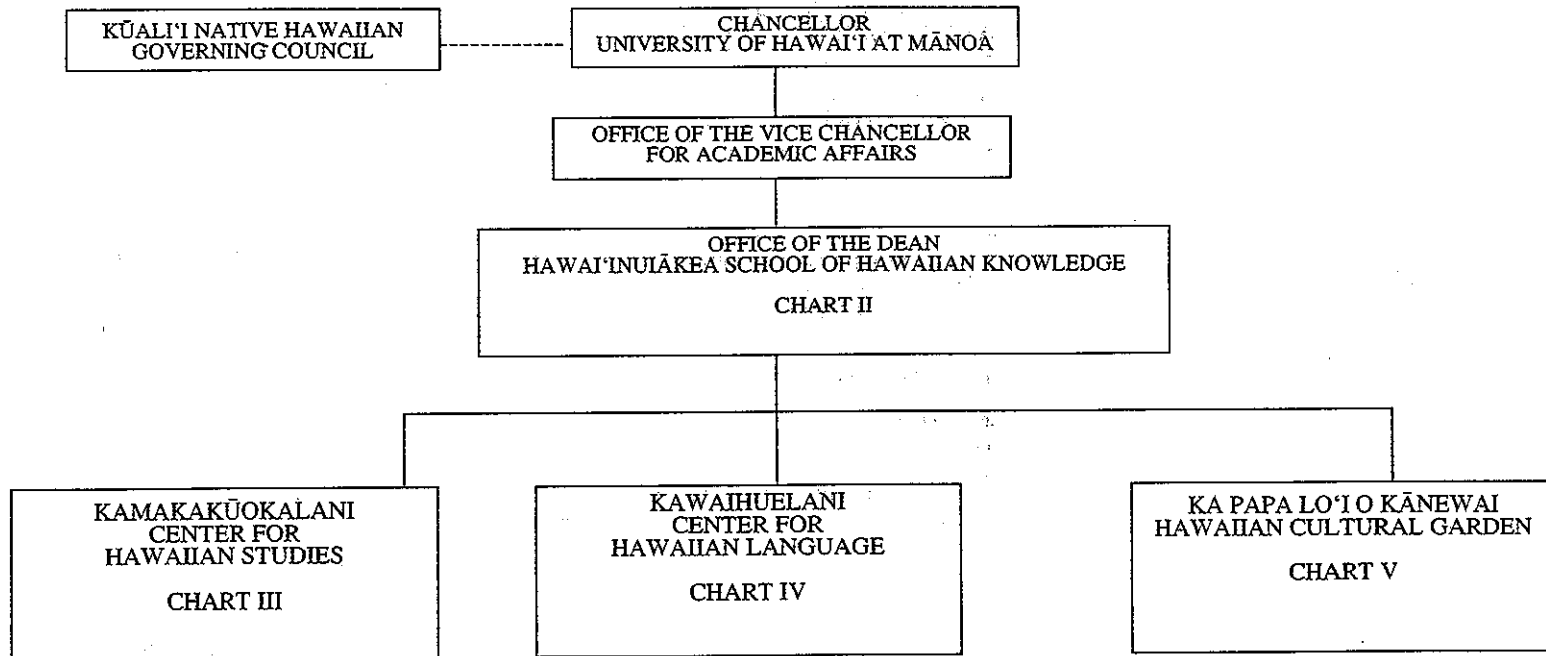
CHART UPDATED

III - 1 2006

Proposed Organizational Charts

- Hawai'iuiākea School of Hawaiian Knowledge (Chart I)
- Hawai'iuiākea School of Hawaiian Knowledge and Dean's Office (Chart II)
- Kamakūōkalani Center for Hawaiian Studies (Chart III)
- Kawaihuelani Center for Hawaiian Language (Chart IV)
- Ka Papa Lo'i o Kānewai Cultural Garden (Chart V)
- School of Pacific and Asian Studies (Chart VI)
- School of Pacific and Asian Studies Dean's Office (Chart II)
- Department of Indo-Pacific Languages and Literatures (Chart VII)

STATE OF HAWAII
 UNIVERSITY OF HAWAII
 UNIVERSITY OF HAWAII AT MĀNOA
 HAWAI'INUIĀKEA SCHOOL OF
 HAWAIIAN KNOWLEDGE
 PROPOSED
 ORGANIZATIONAL CHART
 CHART I



----- = Advisory

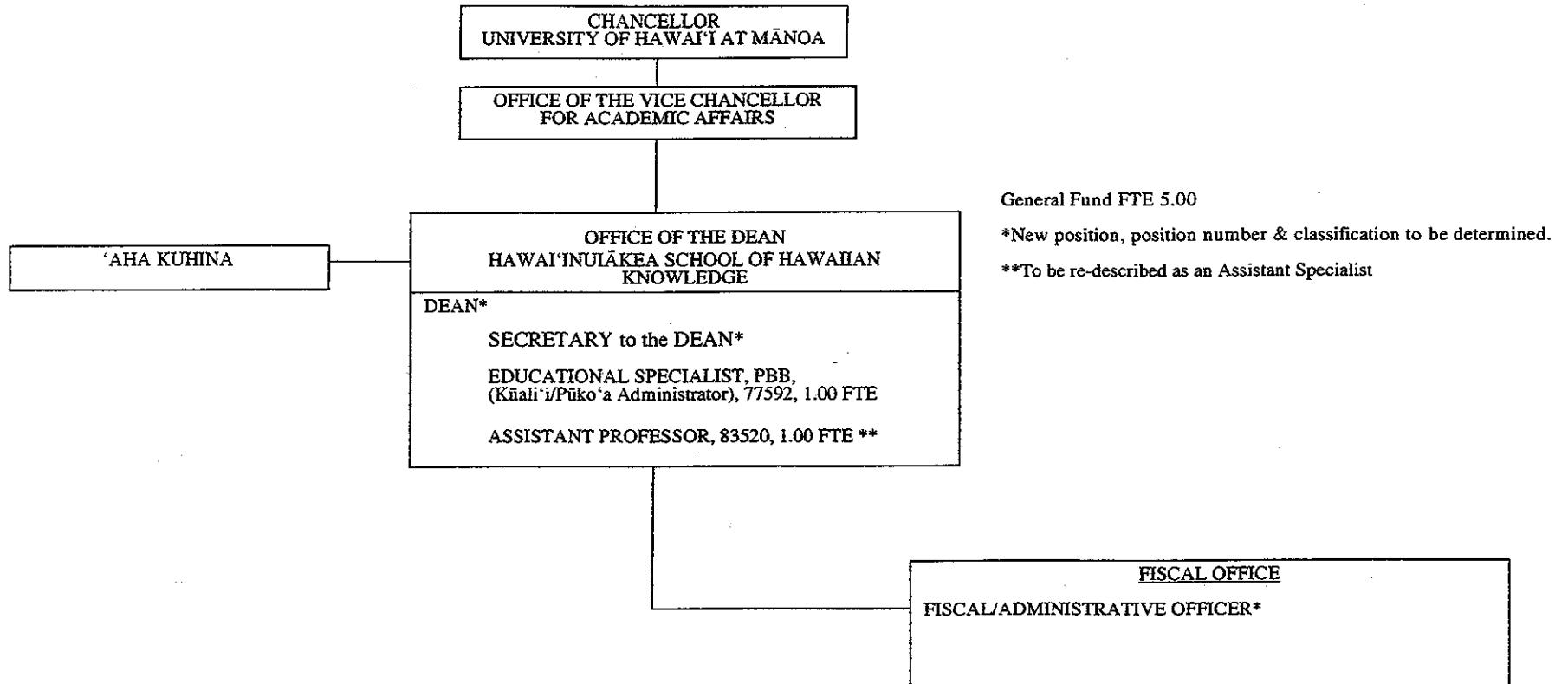
Proposed – Hawai'i Inuiākea School of Hawaiian Knowledge

APPROVED BY THE UNIVERSITY
 BOARD OF REGENTS

MAY 16 2007

Date

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
HAWAIIANUIĀKEA SCHOOL OF HAWAIIAN KNOWLEDGE
DEAN'S OFFICE
PROPOSED
ORGANIZATIONAL CHART
CHART II



Proposed – Dean's Office

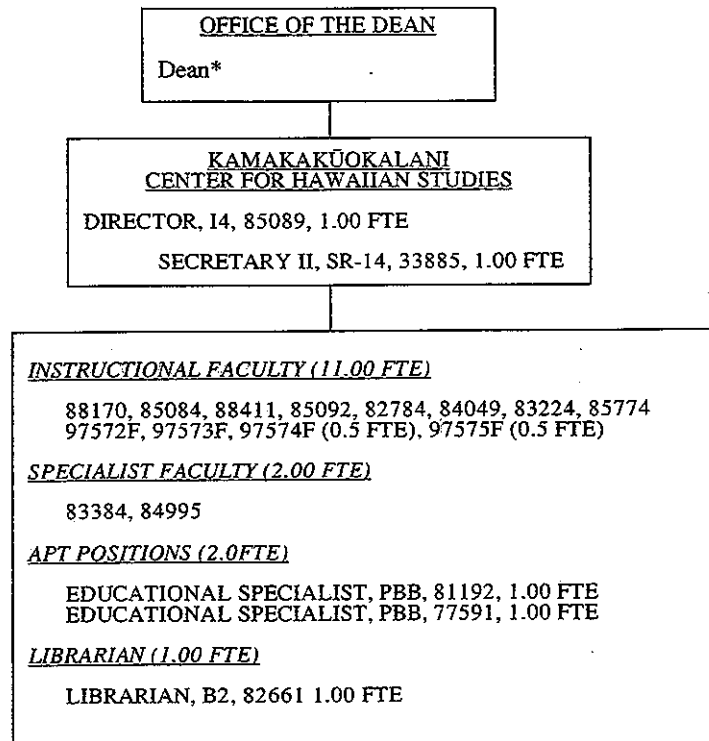
APPROVED BY THE UNIVERSITY
BOARD OF REGENTS

MAY 16 2007

Date _____

157

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MĀNOA
HAWAIIANUIĀKEA SCHOOL OF HAWAIIAN KNOWLEDGE
KAMAKAKŪOKALANI CENTER FOR HAWAIIAN STUDIES
PROPOSED
ORGANIZATIONAL CHART
CHART III



General Fund FTE 18.00 (not including Dean's Position)

*New position, position number & classification to be determined.

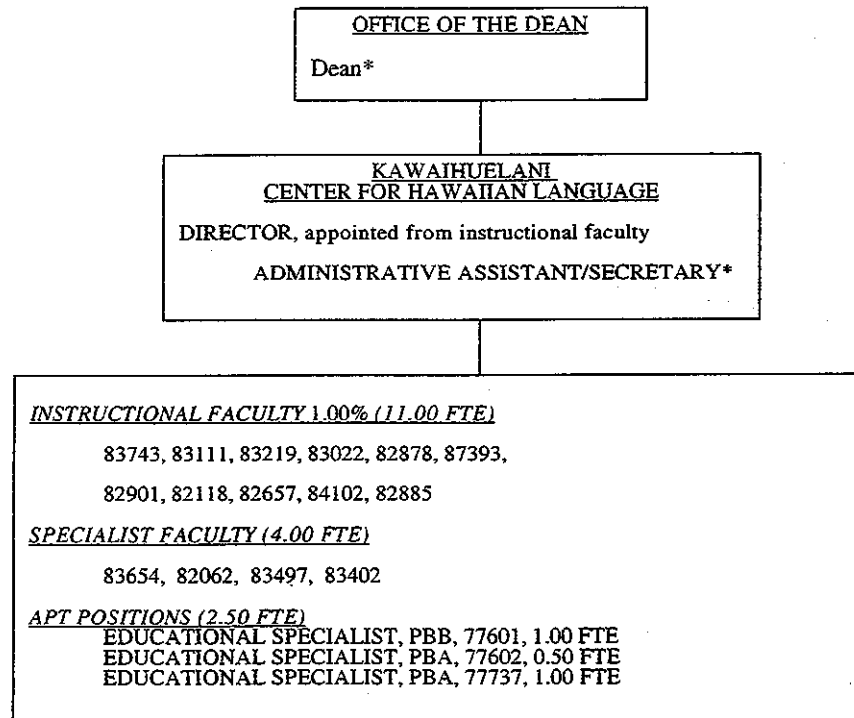
APPROVED BY THE UNIVERSITY
BOARD OF REGENTS

MAY 16 2007

Date

Proposed-Kamakakūokalani Center for Hawaiian Studies

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
HAWAIIANUIAKEA SCHOOL OF HAWAIIAN KNOWLEDGE
KAWAIHUELANI CENTER FOR HAWAIIAN LANGUAGE
PROPOSED
ORGANIZATIONAL CHART
CHART IV



General Funds FTE 18.50 (not including Dean's Position)

*New position, position number & classification to be determined.

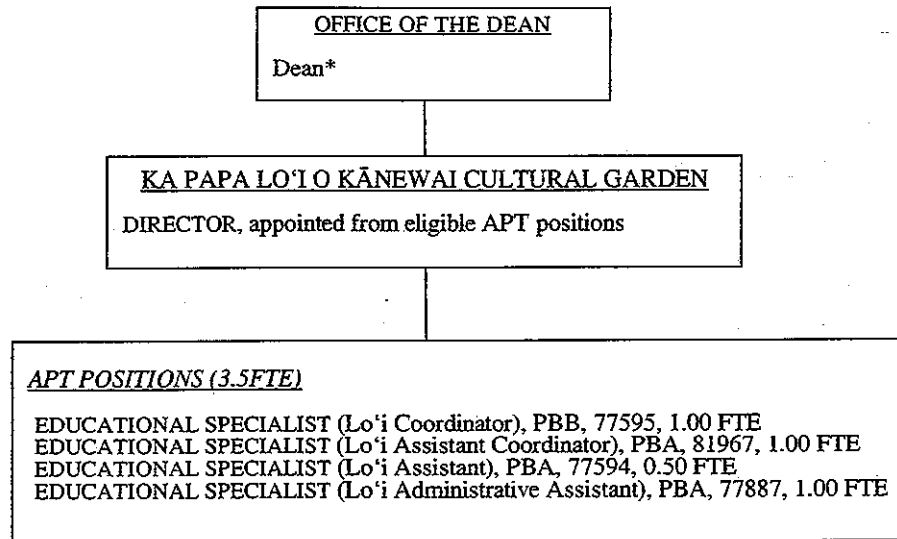
Proposed – Kawaihuelani Center for Hawaiian Language

APPROVED BY THE UNIVERSITY
BOARD OF REGENTS

MAY 16 2007

Date

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
HAWAIIANUIAKEA SCHOOL OF HAWAIIAN KNOWLEDGE
KA PAPA LO'I O KĀNEWAI CULTURAL GARDEN
PROPOSED
ORGANIZATIONAL CHART
CHART V



General Fund FTE 3.50 (not including Dean's Position)

*New position, position number & classification to be determined.

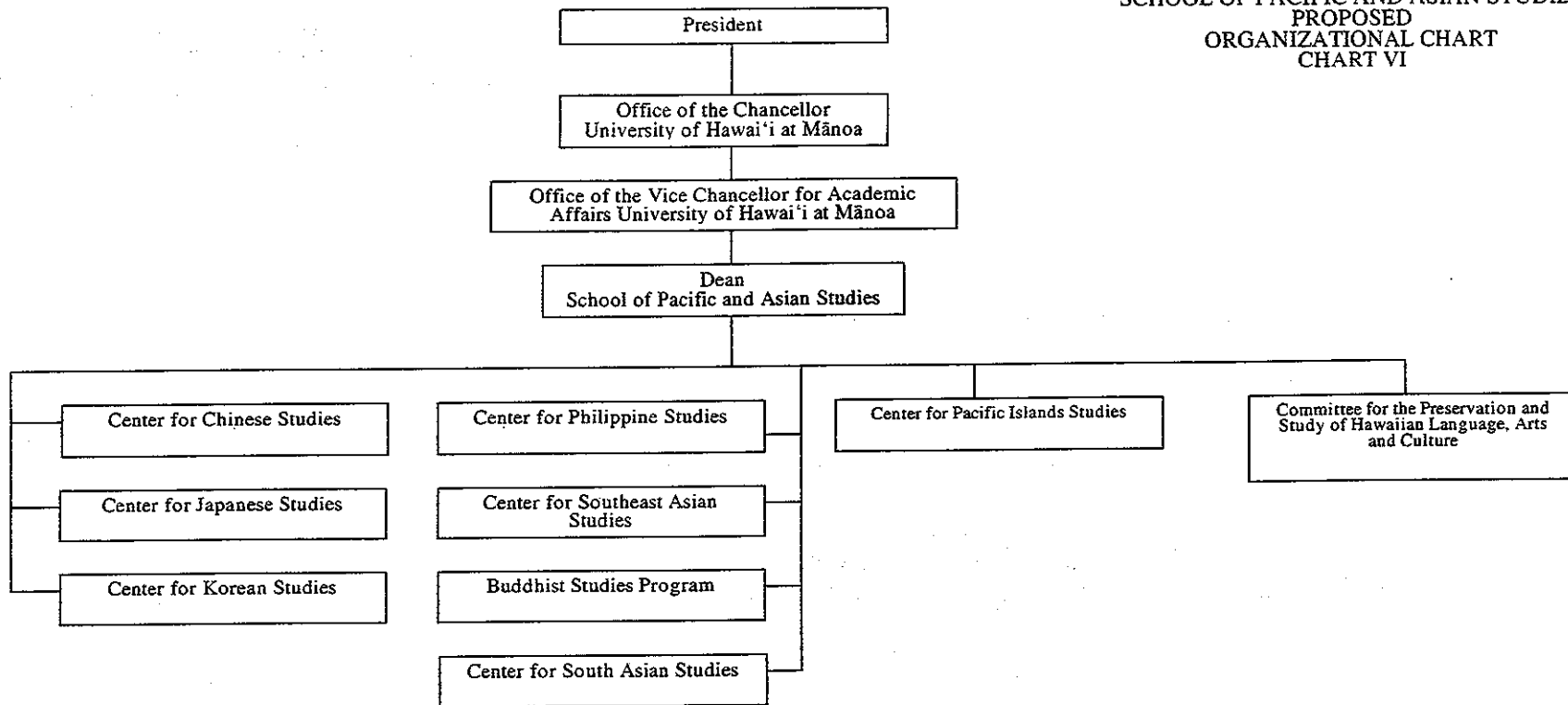
**APPROVED BY THE UNIVERSITY
BOARD OF REGENTS**

MAY 16 2007

Date

Proposed-Ka Papa Lo'i o Kānewai Cultural Garden

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MĀNOA
SCHOOL OF PACIFIC AND ASIAN STUDIES
PROPOSED
ORGANIZATIONAL CHART
CHART VI



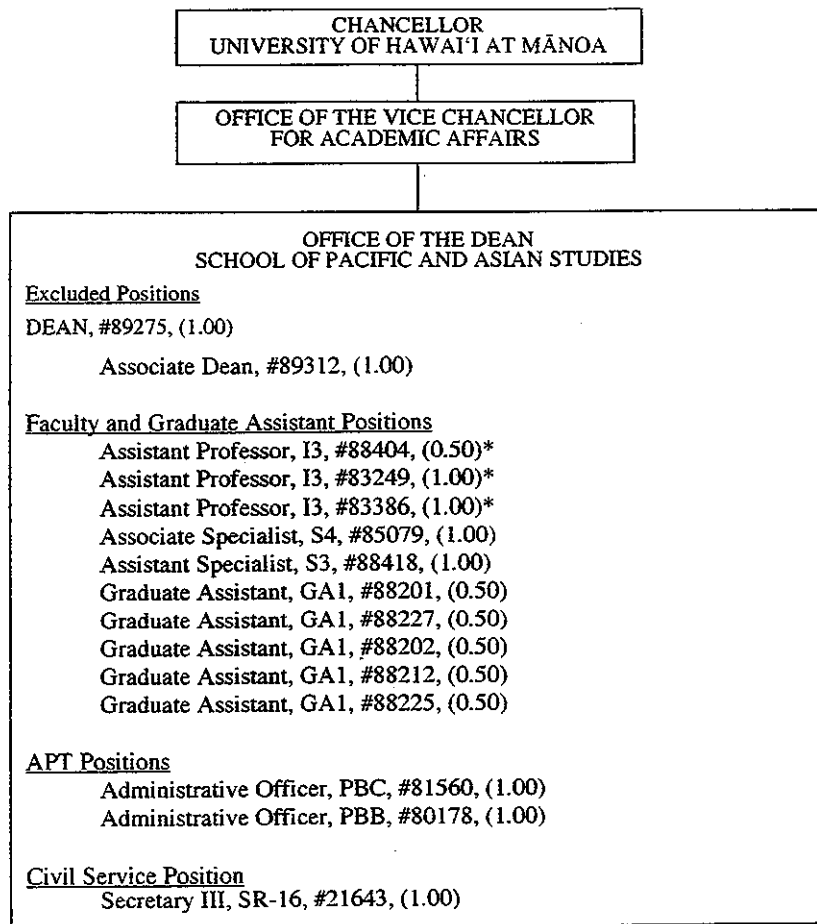
Proposed-School of Pacific and Asian Studies

APPROVED BY THE UNIVERSITY
BOARD OF REGENTS

MAY 16 2007

Date

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MĀNOA
SCHOOL OF PACIFIC AND ASIAN STUDIES
DEAN'S OFFICE
PROPOSED
ORGANIZATIONAL CHART
CHART II



General Fund FTE 12.00

* Temporarily assigned to an instructional department.

Proposed – School of Pacific and Asian Studies Dean's Office

APPROVED BY THE UNIVERSITY
BOARD OF REGENTS

MAY 16 2007

Date

STATE OF HAWAII
UNIVERSITY OF HAWAII
UNIVERSITY OF HAWAII AT MANOA
COLLEGE OF LANGUAGES, LINGUISTICS & LITERATURE
DEPARTMENT OF INDO-PACIFIC LANGUAGES & LITERATURES
PROPOSED
ORGANIZATIONAL CHART
CHART VII

OFFICE OF THE DEAN

Dean, #89200

DEPARTMENT OF INDO-PACIFIC
LANGUAGES & LITERATURES

CHAIRPERSON (APPOINTED FROM INSTRUCTIONAL FACULTY)

SECRETARY II, SR 14, #19653

INSTRUCTIONAL POSITIONS (14.00 FTE)

82497 82613 82621 82740 82904 83173 83371
83378 83543 83818 83982 84044 84133 84479

General Funds 15.00 (not including Dean's Position)
(Based on Approved Present Organizational Chart VII, July 1, 2006)

Proposed – Indo-Pacific Languages and Literatures

APPROVED BY THE UNIVERSITY
BOARD OF REGENTS

MAY 16 2007

Date