

# **HAWAI‘I PAPA O KE AO. UNIVERSITY OF HAWAI‘I AT HILO CAMPUS PLAN.**

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# INTRODUCTION

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

In 2009, a new paragraph was added to the University of Hawai'i Board of Regents Policy Section 4-1c, which states that "...the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history and culture." Key areas of commitment that appear in the Hawai'i Papa O Ke Ao (HPOKA) System report include:

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

UH Hilo is committed to sustaining and promoting a Hawaiian world view in its academic and campus operations through both the medium of Hawaiian and English. The UH Hilo Strategic Plan 2011-2015 illuminates this commitment as follows, "We seek to reflect Hawai'i, its people, history, cultures, and natural environment, and to embody the concept of a Hawaiian university" (4).

We recognize that UH Hilo currently embodies many of the components of a model Indigenous-serving institution such as a growing Native Hawaiian student population, academic programs rooted in Hawaiian language and culture, and a commitment to community collaboration. As such, UH Hilo is in a prime position to strengthen its campus environment, programs, services, and leadership.

The following commentary on the HPOKA goals and objectives against UH Hilo's current performance is the first step forward in articulating action for the UH Hilo campus. Further discussion and, more importantly, collaboration needs to continue among UH Hilo's major participants to outline a process by which to achieve the findings and recommendations that supports the advancement of UH Hilo as an Indigenous-serving institution.

# LEADERSHIP DEVELOPMENT

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

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

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

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

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

### **Student Access, Enrollment, Retention, and Graduation Data**

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

UH Hilo's Native Hawaiian student overall enrollment and achievement rates have steadily increased over the past 10 years as a result of the institution's commitment to System graduation initiatives. UH Hilo has further begun to measure specific outcomes using institutional data of Native Hawaiian students, specifically: a) total degrees and certificates of achievement earned, b) the six-year graduation rate by cohort, and c) the average credits to degree for undergraduates.

Baseline data of Native Hawaiian student access (going rate and application), enrollment, achievement, and graduation were reviewed and now inform the recommendations pertaining to student leadership development.

### **ACCESS**

Currently, available information that measures access is limited to quantitative data collected by the UH Institutional Research and Analysis Office (IRO). However, both qualitative and quantitative measures must be collected that better informs Native Hawaiian access to higher education.

UH Hilo has consistently struggled to meet the going rate goal for Hawai'i's private and public high schools, which measures going rates for all Hawai'i students and not just Native Hawaiians in particular. The going rate goal for UH institutions is to experience a 3% yearly increase. In 2011-2012, UH Hilo fell short of meeting its goal rate of 2.6% by .3% and again in 2010-2011, by missing the goal rate of 2.5% by .5%. The going rate goal of 2.7% for 2012-2013 is still being calculated by IRO (Appendix 3, Graph 1).

UH Hilo has continued to grow with transfer students. Transfer from UH community colleges to UH four-year institutions has been encouraged through the creation of System initiatives like Auto-Admission and Reverse Transfer. The gap between transfers from Hawai'i institutions and non-Hawai'i institutions is narrowing, but transfers from outside Hawai'i still outnumber intra-state transfers (Appendix 3, Graph 2).

The majority of students who transfer to UH Hilo come from Hawai'i Community College. There has been a 125% increase of Native Hawaiian students who enroll at UH Hilo, based on the number of Native Hawaiian transfer students in the past 5 years (Appendix 3, Graph 3).

In the area of admission, UH Hilo has not seen significant nor stable gains in yield rates from year to year for Native Hawaiians (Appendix 3, Graph 4) and with the absence of a comprehensive strategy to attract Native Hawaiians, the enrollment trends have no basis upon which conclusions can be made.

### ENROLLMENT

The Hawai'i Graduation Initiative's goal pertaining to enrollment is a 2% annual increase in the number of Native Hawaiian students.

In Fall 2012, Native Hawaiians comprised 25.8% (1,074) of the total student population (4,157). This was a slight increase from Fall 2011 where Native Hawaiians comprised 24.9% (1,034) of the total student population (4,139). Unfortunately, UH Hilo did not meet the desired 2% increase (Appendix 3, Graph 5).

Efforts to increase enrollment must consider the multiple reasons that students choose to attend and matriculate from UH Hilo. Factors that influence these reasons include scholarship and funding availability, quality of programs and curricula, and the overall campus culture.

### GRADUATION

The Hawai'i Graduation Initiative pertaining to UH Degree Attainment of Native Hawaiians calls for a 6-9% annual increase in the number of graduating Native Hawaiian students. For the past two years, UH Hilo has exceeded this goal for 2010-2011 and 2011-2012 with a 7% increase between academic years (Appendix 3, Graph 6).

### **Student Leadership Development Programs**

*What leadership opportunities exist at UH Hilo for Native Hawaiian students? Do all Native Hawaiian students have open access to develop leadership?*

In reviewing the Pūko'a Council's Native Hawaiian Student Programs Directory, Kīpuka Native Hawaiian Student Center was the only program at UH Hilo that specifically lists Native Hawaiian student leadership development as an activity. A United States Department of Education: Alaska Native and Native Hawaiian Title III Development grant was awarded in 2010 and includes an activity within Kīpuka devoted to developing Native Hawaiian student leadership within the areas of Hawaiian Studies and STEM fields. However, it is unknown whether the continuation of this student leadership development program will be institutionalized through the provision of adequate staff and funds by the university at the end of the grant period.

The Student Development Coordinator position, situated in the Division of Student Affairs, that focuses on leadership training for the UH Hilo Registered Independent Student Organizations experienced a significant decrease in funding this past fiscal year. Additional services include orientation and leadership training relating to university policies and organization support, as well as hosting the Ka Lama Kū, student leadership conference, and awards ceremony.

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

### **Priority Recommendation**

1. *Create a comprehensive plan for Native Hawaiian recruitment, enrollment, retention, and graduation that includes culturally sensitive, best practices to positively affect retention and graduation. An institutional data dashboard to track and identify trends relating to academic success of Native Hawaiian students is an important component in this plan and has been discussed by the UH System Hawai'i Papa O Ke Ao Committee.*

### **Supporting Recommendation**

1. *Fund and staff a Native Hawaiian student leadership program using permanent sources of funding. Examine other positions on campus (Sustainability Coordinator, ALEX Coordinator, etc.) to use as a comparison for sustaining a Student Leadership Coordinator position.*
2. *Initiate and sustain ongoing discussions on Native Hawaiian leadership development that include the vetting of general principles that can be used to create such a program, or identifying elements of leadership to incorporate into existing or new curricular, co-curricular, and extra-curricular offerings at UH Hilo. Several existing programs that can be expanded to incorporate a student leadership development component include Honor's College, Chancellor's Scholars, and Dorrance Scholars, beyond student participation in University 101.*

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

*How effective has UH Hilo been in preparing faculty and staff of Hawaiian ancestry to assume leadership at UH and in the community? What opportunities exist at UH Hilo for faculty and staff to develop leadership?*

UH Hilo does not currently offer an institutional leadership development opportunity for faculty and staff. The UH System leadership program, referred to as the UH President's Emerging Leaders Program, ran from Fall 2007 to Spring 2010 and has since been on hiatus. As a result, faculty and staff must participate in external leadership programs (Appendix 4).

### **Priority Recommendation**

1. *Fund a professional leadership program using permanent funding and necessary staffing that focuses on building capacity across the entire campus. Such a program should provide faculty and staff leadership development opportunities geared toward those who are not yet in leadership positions.*

### **Supporting Recommendation**

1. *Fund and staff a Native Hawaiian professional leadership program that is founded on Native Hawaiian culture and values and uses permanent sources of funding and necessary staffing.*

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

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

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

#### **Priority Recommendation**

- 1. Develop a policy relating to the practice of Native Hawaiian values across UH Hilo. Solicit input from campus-wide stakeholders to inform the practice of Native Hawaiian values across campus. Furthermore, this process need not prohibit or limit units from developing or continuing their own practices that exceed the basic expectations of the institutional policy.*

# COMMUNITY ENGAGEMENT

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

**Goal 1: Intra-campus development – Building community on each campus**  
*How does UH Hilo encourage and foster a positive sense of strong community for students, faculty, staff, administrators, and visitors?*

## **Development of Place and Learner Communities**

Native Hawaiians have an inherent connection to place and recognize its ability to awaken one's physical and mental capabilities. Native Hawaiian learners seek out places and student communities that support their academic, personal and professional growth, and where their values as contemporary Native Hawaiian individuals are respected. UH Hilo can transform into a Hawaiian place of learning by promoting meaningful interactions between the individual learner and the three spheres of community: 1) community of kin ('ohana, hālau, etc.), 2) campus community, and 3) extended community (beyond UH Hilo).

## **Priority Recommendation**

1. *Institutionalize support for Native Hawaiian academic and student service programs that facilitate interaction between a student learner and the three spheres of community: 1) community of kin ('ohana, hālau, etc.), 2) campus community, and 3) extended community (beyond UH Hilo).*

## **Native Hawaiian Faculty and Staff Recruitment**

UH Hilo has the ability to take advantage of existing and new partnerships to establish a “grow your own” professional development pipeline. In 2012, Native Hawaiian full and part-time faculty members comprised 11.6% (48 of 415) of the total faculty population. Native Hawaiians made up 28% (87 of 309) of non-instructional staff, including APT and Executive/Managerial positions (2012, UH Hilo Human Resources Officer). Combined instructional and non-instructional positions filled by Native Hawaiians represent 18.6% (133 of 724) and is disproportionate to Native Hawaiian student enrollment totaling 25.4% (2012 UHH enrollment).

### **Supporting Recommendation**

1. *Craft future position descriptions to include requirements that ensure a broader commitment to transforming and maintaining UH Hilo as a Hawaiian place of learning. The desired outcome of this recommendation will lead to the hiring of more qualified Native Hawaiians.*

### **Goal 2: Inter-campus development – Building community connections with all campuses**

*In what ways can UH Hilo support cross-campus partnerships to enhance and enrich all disciplines?*

#### **Degree Articulation and Cross-Campus Collaboration**

The transfer rate of Native Hawaiian learners from UH System community colleges to UH Hilo has steadily increased over the last five years (UH IRO, 2012). Efficient matriculation of Native Hawaiian students between campuses requires strong articulation between UH system campuses and UH Hilo as well as effective support programs along degree pipelines. Recent efforts have resulted in common course numbering for foundation courses (i.e. math, history, and English) and institutional initiatives that allow for the transfer of credits across system campuses. Stronger articulation across all academic areas is imperative to support the advancement of Native Hawaiian students in all disciplines that include STEM, Hawaiian Language and Studies, and other degree programs. The emphasis placed on supporting a broad range of degree pathways facilitates growth in critical 21<sup>st</sup> century workforce areas that is constantly gauged by students' interest in certain academic fields and UH Hilo's targeting of specific industries.

Strong articulation and inter-campus collaboration can support the diverse needs, experiences, and expectations of Native Hawaiian learners. Cross-campus collaborations lead to rich course content development for faculty and experiential learning opportunities for students that result in the successful matriculation of Native Hawaiians. Inter-campus partnerships also produce significant growth in research efforts and workforce development.

### **Priority Recommendation**

1. *Revisit existing articulation agreements and explore new agreements between UH Hilo and UH system campuses; develop strict timelines for implementation.*

### **Supporting Recommendation**

1. *Inventory and analyze existing, successful partnership networks that promote Native Hawaiian student success and identify key elements and criteria for effective collaboration. Promote the resulting partnership model as a foundation for future engagement throughout the UH system and broader community.*

### **Goal 3: Broader community – UH bridging with the broader community**

*What is UH Hilo's role in various Hawai'i Island communities? In what ways can UH Hilo support and be supported by Hawai'i Island communities?*

#### **UH Hilo in the Community**

UH Hilo is a valuable resource to the broader community because of its commitment to improving a variety of social, cultural, and economic areas. Conversely, the larger community possesses a wealth of knowledge critical for the continued advancement of UH Hilo's educational and institutional goals. UH Hilo can actively participate in the collaborative development and dissemination of information that benefits the broader community. In turn, our community can support UH Hilo's educational mission while working to address issues specific to Hawai'i Island.

The need for a formal office to oversee community engagement in the area of Native Hawaiian student and community development is apparent as the desire for collaboration between UH Hilo and the broader community continues to increase. A systemic approach to facilitating institutional collaboration will increase the mutual benefits of community partnerships in areas of Native Hawaiian health and wellness and ensure the sustainable existence of current and future community relationships.

#### **Priority Recommendation**

- 1. Establish a position for a Director of Native Hawaiian Community Engagement to facilitate mutually beneficial and impactful partnerships between UH Hilo and the broader community. This position will also focus on the advancement of Native Hawaiian communities on Hawai'i Island and the development of capacity within these communities.*

# HAWAIIAN CULTURE AND LANGUAGE PARITY

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

Through the establishment of and support for Ka Haka 'Ula O Ke'elikōlani (KHUOK) College of Hawaiian Language, Kīpuka Native Hawaiian Student Center, a recent endeavor to create a living, learning dormitory structured around Hawaiian perspectives, and other Hawaiian-specific programs and activities, UH Hilo has demonstrated its commitment to the Hawaiian culture, language, and history. Although the institution has made great strides towards attaining parity across all six goals of the UH Hilo Strategic Plan, there is still much to be addressed and accomplished. Increasing internal capacity has potential to impact language parity well beyond this campus and community.

As Native Hawaiians increasingly enter UH Hilo, it is important to continually develop diverse academic pathways couched within a Hawaiian world view and offered in the Hawaiian language.

## **Goal 1: Vibrant language and culture programs of study at all UH campuses**

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

### **Appropriate Financial Support for Faculty and Administrative Staff**

UH Hilo offers select degree options in Hawaiian Studies, Indigenous Education, Linguistics, and Language and Culture Revitalization at the undergraduate and graduate levels through KHUOK. More than 75% of program support staff at KHUOK are currently funded through extramural grants, therefore current growth in this area has come at the expense of perpetual sustainability without the institutionalization of grant-funded activities and positions.

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

### **Priority Recommendation**

1. *Backfill existing vacant positions and establish additional regular, FTE faculty, administrative, and staff positions in order to stabilize and enable continued growth. Additionally, establish Graduate Assistantships at KHUOK to assist in the delivery of a quality educational experience.*

### **Develop Courses Offered through the Hawaiian Language**

All upper division undergraduate and graduate courses at KHUOK are conducted exclusively in Hawaiian while lower division undergraduate courses incorporate dual language instruction in Hawaiian and English. These courses are within the disciplines of Hawaiian Studies, Indigenous Education, Linguistics, and Language and Culture Revitalization.

To achieve Hawaiian language and culture parity, addressing the quality and presence of Hawaiian language and knowledge throughout the academic curricula at UH Hilo must be a strong priority. The integration of Hawaiian language and Hawaiian-focused curricula across academic disciplines will promote Hawaiian language and knowledge throughout campus. This effort seeks to establish a minimum number of credit hours in Hawaiian language study as part of the general education requirement.

Because KHUOK holds a unique legal distinction of maintaining academic responsibility over Hawaiian language and Hawaiian knowledge at UH Hilo, it can assist other colleges/departments in building capacity to utilize and/or increase Hawaiian language and Hawaiian knowledge content within course instruction and program/classroom activities.

### **Supporting Recommendation**

1. *Strengthen and expand the incorporation of Hawaiian language and knowledge across all academic units and disciplines by 1) establishing Hawaiian language as a compulsory, general education requirement, 2) offering a broad range of courses conducted in Hawaiian that satisfy the general education requirement, and 3) identify additional courses, which attract a high level of Hawaiian language speakers, that can be offered in the Hawaiian language.*

### **Creating a True University 60 + 60 Credit Articulation in Hawaiian Studies between Community Colleges and 4-Year Campuses**

There does not currently exist a system-wide 60+60 credit articulation agreement in Hawaiian Studies between the wider UH campuses. This creates a challenge for students transferring to UH Hilo from Hawai'i Community College (HCC) and other system community colleges. It is important to create academic pathways that enable students to embrace academic diversity across campuses and progress from an A.A./A.S. to a baccalaureate degree, while still matriculating within four years of cumulative study. UH Hilo is obligated by student necessity and success to establish articulation with HCC and other system community colleges.

### **Supporting Recommendation**

2. *Fund and host an articulation summit between key stakeholders and the executive administration of UH Hilo and Hawai'i Community College to establish a systemic pathway for academic study from A.A./A.S. through undergraduate and graduate degrees and certifications. Outcomes of this summit will inform UH Hilo's efforts to expand articulation with other UH community colleges in the area of Hawaiian Studies.*

## **Goal 2: Hawaiian language at parity with English usage throughout the system**

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

### **Institutional Use of Hawaiian Language**

At present, UH Hilo students can receive diplomas in Hawaiian, English, or both. There is also some usage of Hawaiian language on common forms and communication documents but is mostly demonstrated by KHUOK faculty, staff, and students.

The University of Hawai'i System has a fiduciary responsibility to promote and perpetuate dual language parity throughout its system-wide infrastructure. At its base, Hawaiian is an oral language and basic oral Hawaiian access to core university requirements (e.g. a selection of Hawaiian language medium general education courses) and core services (e.g. student advising and counseling) is essential to maintain parity. The visual presence of the Hawaiian language in everyday, critical forms and signage fosters UH Hilo's Hawaiian identity as university participants and the community are able to interact with and be exposed to the Hawaiian language. The development of and commitment to an implementation plan that outlines an operational policy for Hawaiian language usage will assure the continuance of Hawaiian language parity at UH Hilo. This plan should also address a broader UH System initiative to embrace the use of Hawaiian diacritical markings.

### **Priority Recommendation**

- 1. Develop a policy and implementation plan that enables access to core university requirements and services conducted in the Hawaiian language and outlines an increase in the presence, usage, and operationalization of Hawaiian language on all common forms, documents, and general communique.*

### **Use of Hawaiian Naming**

UH Hilo maintains a task force responsible for recommending names of buildings, facilities, roads, academic programs, and other applicable places to the Chancellor. However, there is no instruction or guidance to consider Hawaiian language names in this process.

In making the Hawaiian language accessible to all campus and community stakeholders, it is important to increase the visual presence and spoken usage of Hawaiian language signage on campus. The exclusive use of the Hawaiian language should be a priority when naming new places on campus in circumstances where an individual's name is not under consideration. Prioritizing the use of the Hawaiian language will institute a transformative process to better establish UH Hilo as an Indigenous-serving institution.

### **Supporting Recommendation**

- 1. Prioritize the exclusive use of the Hawaiian language in the naming of buildings, facilities, etc. in circumstances where an individual's name is not under consideration.*

### **Goal 3: Innovative programming (curriculum) using Hawaiian language and culture**

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

#### **Hawaiian Language and Culture Innovation**

The UH Hilo 2011-2015 Strategic Plan Goal 4.4 supports "UH Hilo's position of international leadership in language and culture revitalization by structuring an education incubator for the development of ideas, practices, and qualifications relating to Hawaiian and indigenous language and culture." Considering that UH Hilo services 24% of Native Hawaiian students across all UH system campuses, further elaboration of this goal needs to be explicated and applicable action items need to be developed as a result.

UH Hilo has a unique opportunity to address Hawaiian language and culture parity in its campus operations and advance Hawaiian knowledge and leadership within the broader UH system and global academic arena.

#### **Priority Recommendation**

1. *Provide new "incubator" initiatives and innovations for the application of Hawaiian language, culture, and knowledge in academic, instructional, research, professional development, outreach, recruitment, retention, and community partnerships and pathways. Increase opportunities for student engagement in career development pathways that apply Hawaiian language, culture, and knowledge.*

#### **Supporting Recommendation**

1. *Develop an Indigenous-serving institution prospectus for UHH.*

#### **Remediation Programs Using Hawaiian Language**

Remediation is necessary when a significant achievement gap exists between two consecutive benchmarks and can be defined accordingly. Currently, there are no examples of remediation in the Hawaiian language degree program or the use of Hawaiian language in remedial courses to close students' achievement gap.

It's becoming increasingly apparent that students transferring from Hawai'i Community College, graduating from Hawaiian language immersion programs such as Ke Kula 'O Nāwahīokalani'ōpu'u, and within baccalaureate degree programs of KHUOK need more specialized services and remedial courses offered through the Hawaiian language. However, more data to corroborate this supposition needs to be collected and examined in finer detail. Remediation efforts seek to increase student throughput in matriculating with undergraduate degrees and certifications.

#### **Supporting Recommendation**

2. *Identify areas in academic curriculum and student support services where remediation in the Hawaiian language can increase student throughput. Additionally, fund Hawaiian-speaking*

*Graduate Assistants and student tutors for remediation services that boost Hawaiian-medium academic and leadership development.*

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

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

##### **New Hire Qualifications and Support**

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

KHUOK was legislatively established as a Hawaiian language medium entity and requires specialized skills and services of their employees in the area of Hawaiian language and knowledge. It is essential that the inclusion of high-level fluency in the Hawaiian language and the heritage of that language be the primary requirement for faculty and staff within KHUOK.

##### **Priority Recommendation**

- 1. Establish a campus-wide committee that includes the Director of EEO/AA, Human Resources and College Dean/Director, Administration, Faculty Congress, and Hanakahi representative to determine a common criterion that would be included as a "desirable qualification" for new hires. In addition, advertise positions requiring Hawaiian language and culture proficiency as part of the minimal qualifications in Hawaiian and support the hiring process to be conducted through Hawaiian without extra layers of English language requirements.*

##### **Supporting Recommendation**

- 2. Establish unique criteria for Ka Haka 'Ula O Ke'elikōlani hires using a committee that consists of a majority of highly-fluent Hawaiian speakers.*

# CONCLUSION

The University of Hawai'i at Hilo is unique within the UH system. UH Hilo reflects Hawai'i in its fullness – its people, history, culture, language, and natural environment with a comprehensive portfolio of distinguished undergraduate and graduate programs in response to community needs.

We believe students learn from different sources and our unique Hawai'i Island setting – an island with the biological, cultural, and geographical diversity of a mini-continent – offers all the right components for a rich learning environment. The programs at UH Hilo utilize and maximize these special opportunities that exist on Hawai'i Island and allow us to challenge students to reach their highest level of academic achievement through learning, discovery, and creativity, both inside and outside the classroom.

Programs and activities at UH Hilo are designed to support the University of Hawai'i's mission to improve the quality of life for the people of Hawai'i, the Pacific region, and beyond. UH Hilo aspires to be more than just a university in Hawai'i – we strive to be the university for Hawai'i. This requires that special attention and resources are dedicated to ensure the advancement of Native Hawaiians and the perpetuation of the Hawaiian language and culture through higher education. The UH System Hawai'i Papa o Ke Ao (HPOKA) plan provided three thematic areas in which campuses focus efforts: Leadership Development, Community Engagement, and Hawaiian Culture and Language Parity.

This report highlighted findings of the UH Hilo HPOKA task force. The task force first provided some context and examination of each HPOKA theme, as it currently applies to UH Hilo. The task force also suggested priority and, when applicable, supporting recommendations to assist in achieving the goals of the UH System HPOKA plan. The overarching recommendation was that UH Hilo provide committed and sustained resources toward Native Hawaiian initiatives, which can be systemically accomplished through the creation of an office and executive managerial position to oversee campus-wide Hawaiian affairs. The intent of this singular report was not to outline, in detail, the steps to achieve the stated recommendations or to produce a pertinent cost analysis. Instead, it is the intention of this task force that a subsequent committee be formed to further research, implement, and monitor the recommendations stated herein. The structural and operational composition of the UH Hilo Enrollment Management Implementation Team can be used as a model for a subsequent UH Hilo HPOKA committee responsible for implementing the stated recommendations. The primary goal is for UH Hilo to become a Model Indigenous-Serving Institution and *the University for Hawai'i*.

# APPENDICES

1. Recommendations
2. Performance Matrix
3. Native Hawaiian Student Access, Enrollment, Retention, and Graduation
4. External Professional Leadership Opportunities
5. University of Hawai'i Affirms Unique Commitment to Native Hawaiians

# 1. RECOMMENDATIONS

## LEADERSHIP DEVELOPMENT

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

#### **Priority Recommendation**

1. *Create a comprehensive plan for Native Hawaiian recruitment, enrollment, retention, and graduation that includes culturally sensitive, best practices to positively affect retention and graduation. An institutional data dashboard to track and identify trends relating to academic success of Native Hawaiian students is an important component in this plan and has been discussed by the UH System Hawai'i Papa O Ke Ao Committee.*

#### **Supporting Recommendation**

1. *Fund and staff a Native Hawaiian student leadership program using permanent sources of funding. Examine other positions on campus (Sustainability Coordinator, ALEX Coordinator, etc.) to use as a comparison for sustaining a Student Leadership Coordinator position.*
2. *Initiate and sustain ongoing discussions on Native Hawaiian leadership development that include the vetting of general principles that can be used to create such a program, or identifying elements of leadership to incorporate into existing or new curricular, co-curricular, and extra-curricular offerings at UH Hilo. Several existing programs that can be expanded to incorporate a student leadership development component include Honor's College, Chancellor's Scholars, and Dorrance Scholars, beyond student participation in University 101.*

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

#### **Priority Recommendation**

1. *Fund a professional leadership program using permanent funding and necessary staffing that focuses on building capacity across the entire campus. Such a program should provide faculty and staff leadership development opportunities geared toward those who are not yet in leadership positions.*

#### **Supporting Recommendation**

1. *Fund and staff a Native Hawaiian professional leadership program founded on the Native Hawaiian culture and values and uses permanent sources of funding and necessary staffing.*

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

#### **Priority Recommendation**

1. *Develop a policy relating to the practice of Native Hawaiian values across UH Hilo. Solicit input from campus-wide stakeholders to inform the practice of Native Hawaiian values across campus. Furthermore, this process need not prohibit or limit units from developing or continuing their own practices that exceed the basic expectations of the institutional policy.*

## **COMMUNITY ENGAGEMENT**

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

#### **Priority Recommendation**

2. *Institutionalize support for Native Hawaiian academic and student service programs that facilitate interaction between a student learner and the three spheres of community: 1) community of kin ('ohana, hālau, etc.), 2) campus community, and 3) extended community (beyond UH Hilo).*

#### **Supporting Recommendation**

1. *Craft future position descriptions to include requirements that ensure a broader commitment to transforming and maintaining UH Hilo as a Hawaiian place of learning. The desired outcome of this recommendation will lead to the hiring of more qualified Native Hawaiians.*

### **Goal 2: Inter-campus development – Building community connections with all campuses**

#### **Priority Recommendation**

1. *Revisit existing articulation agreements and explore new agreements between UH Hilo and UH system campuses; develop strict timelines for implementation.*

#### **Supporting Recommendation**

1. *Inventory and analyze existing, successful partnership networks that promote Native Hawaiian student success and identify key elements and criteria for effective collaboration. Promote the resulting partnership model as a foundation for future engagement throughout the UH system and broader community.*

### **Goal 3: Broader community – UH bridging with the broader community**

#### **Priority Recommendation**

1. *Establish a position for a Director of Native Hawaiian Community Engagement to facilitate mutually beneficial and impactful partnerships between UH Hilo and the broader community. This position will also focus on the advancement of Native Hawaiian communities on Hawai'i Island and the development of capacity within these communities.*

# **HAWAIIAN CULTURE AND LANGUAGE PARITY**

## **Goal 1: Vibrant language and culture programs of study at all UH campuses**

### **Priority Recommendation**

1. *Backfill existing vacant positions and establish additional regular, FTE faculty, administrative, and staff positions in order to stabilize and enable continued growth. Additionally, establish Graduate Assistantships at KHUOK to assist in the delivery of a quality educational experience.*

### **Supporting Recommendation**

1. *Strengthen and expand the incorporation of Hawaiian language and knowledge across all academic units and disciplines by 1) establishing Hawaiian language as a compulsory, general education requirement, 2) offering a broad range of courses conducted in Hawaiian that satisfy the general education requirement, and 3) identify additional courses, which attract a high level of Hawaiian language speakers, that can be offered in the Hawaiian language.*
2. *Fund and host an articulation summit between key stakeholders and the executive administration of UH Hilo and Hawai'i Community College to establish a systemic pathway for academic study from A.A./A.S. through undergraduate and graduate degrees and certifications. Outcomes of this summit will inform UH Hilo's efforts to expand articulation with other UH community colleges in the area of Hawaiian Studies.*

## **Goal 2: Hawaiian language at parity with English usage throughout the system**

### **Priority Recommendation**

1. *Develop a policy and implementation plan that enables access to core university requirements and services conducted in the Hawaiian language and outlines an increase in the presence, usage, and operationalization of Hawaiian language on all common forms, documents, and general communique.*

### **Supporting Recommendation**

1. *Prioritize the exclusive use of the Hawaiian language in the naming of buildings, facilities, etc. in circumstances where an individual's name is not under consideration.*

## **Goal 3: Innovative programming (curriculum) using Hawaiian language and culture**

### **Priority Recommendation**

1. *Provide new "incubator" initiatives and innovations for the application of Hawaiian language, culture, and knowledge in academic, instructional, research, professional development, outreach, recruitment, retention, and community partnerships and pathways. Increase opportunities for student engagement in career development pathways that apply Hawaiian language, culture, and knowledge.*

### **Supporting Recommendation**

1. *Develop an Indigenous-serving institution prospectus for UHH.*
2. *Identify areas in academic curriculum and student support services where remediation in the Hawaiian language can increase student throughput. Additionally, fund Hawaiian-speaking Graduate Assistants and student tutors for remediation services that boost Hawaiian-medium academic and leadership development.*

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

### **Priority Recommendation**

1. *Establish a campus-wide committee that includes the Director of EEO/AA, Human Resources and College Dean/Director, Administration, Faculty Congress, and Hanakahi representative to determine a common criterion that would be included as a “desirable qualification” for new hires. In addition, advertise positions requiring Hawaiian language and culture proficiency as part of the minimal qualifications in Hawaiian and support the hiring process to be conducted through Hawaiian without extra layers of English language requirements.*

### **Supporting Recommendation**

1. *Establish unique criteria for Ka Haka 'Ula O Ke'elikōlani hires using a committee that consists of a majority of highly-fluent Hawaiian speakers.*

## 2. HAWAI'I PAPA O KE AO PERFORMANCE MATRIX

### LEADERSHIP DEVELOPMENT GOALS AGAINST UH HILO STRATEGIC PLAN (2011-2015) AND UH SYSTEM STRATEGIC OUTCOMES AND PERFORMANCE MEASURES

<u>Hawai'i Papa O Ke Ao Goals Leadership Development</u>	<u>UH Hilo Strategic Plan 2011-2015</u>					
	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
Goal 1: Prepare students of Hawaiian ancestry to assume leadership positions at UH and in the community	X		X	X	X	X
Goal 2: Prepare faculty and staff of Hawaiian ancestry to assume leadership positions within UH and in their community	X	X	X	X	X	X
Goal 3: Ensure Native Hawaiian values are practiced at all levels of institutional decision-making	X	X	X	X	X	X

<u>Hawai'i Papa O Ke Ao Goals Leadership Development</u>	<u>UH System Strategic Outcomes and Performance Measures</u>					
	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
Goal 1: Prepare students of Hawaiian ancestry to assume leadership positions at UH and in the community	X	x		X		?
Goal 2: Prepare faculty and staff of Hawaiian ancestry to assume leadership positions within UH and in their community	X	X	X	X	X	?
Goal 3: Ensure Native Hawaiian values are practiced at all levels of institutional decision-making	X	X	X	X	X	?

# COMMUNITY ENGAGEMENT GOALS AGAINST UH HILO STRATEGIC PLAN (2011-2015) AND UH SYSTEM STRATEGIC OUTCOMES AND PERFORMANCE MEASURES

<u>Hawai'i Papa O Ke Ao Goal - Community Engagement</u>	<u>UH Hilo Strategic Plan 2011-2015</u>					
	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
Goal 1: Intra-Campus Development - Building community on each campus.	X	X	X	X	X	X
Goal 2: Inter-Campus Development - Building community connections with ALL campuses.	X				X	X
Goal 3: Broader Community - UH Hilo bridging with the larger community	X	X	X	X	X	X

<u>Hawai'i Papa O Ke Ao Goal - Community Engagement</u>	<u>UH System Strategic Outcomes and Performance Measures</u>				
	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
Goal 1: Intra-Campus Development - Building community on each campus	X	X	X	X	
Goal 2: Inter-Campus Development - Building community connections with ALL campuses	X	X	X	X	X
Goal 3: Broader Community - UH Hilo bridging with the larger community	X	X	X		X

# HAWAIIAN CULTURE AND LANGUAGE PARITY GOALS AGAINST UH HILO STRATEGIC PLAN (2011-2015) AND UH SYSTEM STRATEGIC OUTCOMES AND PERFORMANCE MEASURES

<u>Hawai'i Papa O Ke Ao Goals</u> <u>Hawaiian Culture and Language</u> <u>Parity</u>	<u>UH Hilo Strategic Plan 2011-2015</u>					
	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
Goal 1: Vibrant Language and Culture Programs of Study at All UH Campuses				X	X	
Goal 2: Hawaiian Language at Parity with English Usage throughout the UH System	X	X	X	X	X	X
Goal 3: Innovative Programming (Curriculum) Using Hawaiian Language and Culture				X		
Goal 4: Embed Hawaiian Culture and Language Understanding in the Hiring of New Employees				X		X

<u>Hawai'i Papa O Ke Ao Goals</u> <u>Hawaiian Culture and Language</u> <u>Parity</u>	<u>UH System Strategic Outcomes and Performance</u> <u>Measures</u>					
	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
Goal 1: Vibrant Language and Culture Programs of Study at All UH Campuses			X			
Goal 2: Hawaiian Language at Parity with English Usage throughout the UH System			X			
Goal 3: Innovative Programming (Curriculum) Using Hawaiian Language and Culture			X			
Goal 4: Embed Hawaiian Culture and Language Understanding in the Hiring of New Employees	X		X			

### 3. NATIVE HAWAIIAN STUDENT ACCESS, ENROLLMENT, RETENTION, AND GRADUATION DATA

Graph 1

Going Rates of Public & Private High Schools to UH Hilo

Academic Year	Goal Rate	Actual
2012-2013	2.7	TBD
2011-2012	2.6	2.3
2010-2011	2.5	2.0

Source: UH Institutional Research and Analysis Office

Graph 2

Transfers into UH Hilo

Fall Semester	Total Transfers	Transfers from HawCC	Hawai'i Institution		Non-Hawai'i Institution	
			No.	V%	No.	V%
2012	637	155	259	40.7	378	59.3
2011	646	133	264	40.9	380	58.8
2010	607	124	238	39.2	366	60.3
2009	607	94	202	33.3	404	66.6
2008	497	77	176	35.4	321	64.6

Source: UH Institutional Research and Analysis Office

Graph 3

Native Hawaiian Transfers from all UH Community Colleges

Fall Semester	No.	V%	HawCC	HonCC	KapCC	KauCC	LeeCC	MauiC	WinCC
2012	85	41.5	62	1	7	1	3	11	0
2011	81	43.6	53	1	4	2	4	14	3
2010	70	39.8	55	0	3	2	2	5	3
2009	53	36.6	35	1	5	5	4	3	0

Fall Semester	No.	V%	HawCC	HonCC	KapCC	KauCC	LeeCC	MauiC	WinCC
2008	39	31.7	29	0	3	2	1	3	1

Source: UH Institutional Research and Analysis Office

Graph 4  
Native Hawaiian Applications<sup>1</sup> Processed at UH Hilo

Semester	Applied		Accepted		Enrolled		Acceptance Rate	Yield Rate
	No.	V%	No.	V%	No.	V%	%	%
Spring 2013	168	16.1	139	18.9	85	18.2	82.7	61.2
Fall 2012	835	24.0	654	23.8	391	27.2	78.3	59.8
Spring 2012	223	22.3	179	22.2	121	23.2	80.3	67.6
Fall 2011	736	21.5	557	21.3	344	23.9	75.7	61.8
Spring 2011	203	20.2	173	20.6	93	18.6	85.2	53.8
Fall 2010	750	21.7	581	21.9	348	25.4	77.5	59.9

Source: UH Institutional Research and Analysis Office

1. Counts do not include applications from the College of Pharmacy (PharmD)

Graph 5  
UH Hilo Native Hawaiian Fall Enrollment

Fall 2012		Fall 2011		Fall 2010
No.	%C	No.	%C	No.
1074	3.86	1034	0.58	1028

Source: UH Institutional Research and Analysis Office

Graph 6  
Native Hawaiian Degree Attainment at UH Hilo<sup>2</sup>

Academic Year	Goal	Actual
2012-2013	121	tba
2011-2012	111	182
2010-2011	103	169

Source: UH System Strategic Outcomes and Performance Measures.

2. Total degrees and certificates of achievement earned includes baccalaureate, graduate, doctoral, professional, and post-baccalaureate certificates for students with the ethnicity code of NH (Native Hawaiian).

# 4. EXTERNAL PROFESSIONAL LEADERSHIP OPPORTUNITIES

## External Professional Leadership Opportunities

There are a number of leadership development programs offered within the community. UH Hilo faculty and staff would need to meet program criteria, apply and be accepted into each program. Some UH faculty and staff have participated in these programs in the past. A brief description of four programs follow.

First Nations' Futures Program  
(<http://www.fnfp.org/web/guest/fellowship>)

Each of the First Nations' Futures Program partners will select four or more fellows annually to form a program cohort of emerging leaders who will go through the fellowship program together.

The core fellowship program combines leadership development topics with case studies/ problem based learning modules, and place/problem - based research projects in order to develop well-balanced leaders and more integrated solutions for First Nation's issues.

These development experiences also involve cultural, community and academic exchange among the first nations and the program's academic consortium to give participants a broader view of challenges faced by partner communities.

### First Nations' Futures Program Values

Responsibility	Service	Integrity	Tenacity
Innovation	Kinship	Stewardship	

### First Nations' Futures Program Goals

Develop values & service based leadership within First Nation communities

Bridge western and First Nations' knowledge to develop effective capacity building models for First Nations' communities

Create innovative interdisciplinary solutions through the problem based learning models in responsive to key issues for First Nations' people

Establish an international network of First Nations' leadership through the program.

Hawai'i Leadership Forum  
(<http://www.hawaiileadershipforum.org>)

New dynamics are altering what successful leaders will need in the future: Global affects local, technology makes information ubiquitous and instantaneous, and social networks affects

hierarchies. In order for Hawai'i to prosper, we need to build new leadership skills and new cadres of leaders.

The Hawai'i Leadership Forum is dedicated to advancing leadership in and for Hawai'i. It serves as a catalyst and convener for initiatives that improve leadership throughout the state and view leadership development as an essential ingredient for the future.

Toward that end, the cornerstone program of the Hawai'i Leadership Forum—Omidyar Fellows—is designed to enhance the capabilities of emerging leaders who can mobilize other individuals and organizations to create positive and lasting change.

Omidyar Fellows Program  
(<http://www.omidyarfellows.org>)

The Omidyar Fellows program has been thoughtfully designed to build critical skills, create a strong peer network, and allow for self-reflection and personal growth. These key program elements are what define and differentiate this leadership development opportunity:

#### Cohort-Based Learning

The context for transformative learning is community. The ability of a group of emerging leaders to form a learning community is vital to the experience of leadership development.

#### Executive Coaching

Individual coaching is the single element of greatest impact for leadership development. Typically occurring during 60-90 minute one-on-one meetings or phone calls every two to three weeks, sessions are confidential, goal-oriented, and customized to each Fellow's leadership demands.

#### Curriculum

The curriculum designed for the Omidyar Fellows incorporates a range of disciplines for a range of learning styles in a manner that is experiential and outcomes-driven. The unique cross-cultural competencies required of those leading in Hawai'i are integrated throughout.

#### Individual Learning Excursion

An individually tailored off-island experience helps to meet the unique learning goals and professional development plan for each Omidyar Fellow. There are also opportunities for shared learning, as Fellows debrief the experience with the group.

#### Conversations with Leaders

Informal conversations outside the monthly sessions with military, civic, business, community, and government leaders give Omidyar Fellows an opportunity to reflect on the challenges of leadership in Hawai'i.

#### Community Project

In small groups of three to five members, Omidyar Fellows identify and address a critical issue of interest to them and create an action paper with recommendations. Each group is assigned a project advisor and shares the results of its work with the entire class.

Ulumau - The Hawai'i Island Leadership Series  
(<http://ulumau.org/>)

Founded in 2003 by Mark McGuffie, The Hawai'i Island Leadership Series – Ulumau with roots firmly planted in core values: Hawaiian Values, Community, and Servant Leadership. Unlike a traditional “leadership” class, where attendees are usually taught how to “manage” people, Ulumau expands the ranks of community leadership, by providing a broad range of leaders – both existing and emerging – with the knowledge and incentive to confront the needs of our community.

By sharing a sense of who we are, where we are and who was before us, this leads participants through a pathway of engagement and connection, receiving a holistic view of the many facets and challenges of Hawai'i Island. Visiting places not usually visited, connecting and interacting directly with practitioners, experts, leaders, and alumni at gatherings across the island, allows class participants to grow intellectually, physically, emotionally and spiritually – ulumau – perpetuating growth.

# 5. UNIVERSITY OF HAWAII AFFIRMS UNIQUE COMMITMENT TO NATIVE HAWAIIANS



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## University of Hawaii Board of Regents affirms UH's unique commitment to Native Hawaiians

University of Hawaii

Contact: [Carolyn Tanaka, \(808\) 956-8109](#)  
External Affairs & University Relations

Posted: Mar 25, 2009

At its monthly meeting held at Honolulu Community College, the University of Hawaii Board of Regents (BOR) amended its policy concerning the university's mission to articulate the university's unique commitment to Native Hawaiians and to reflect current practice of the UH system and its 10 campuses.

"This Board of Regents action affirms our University's special relationship with Native Hawaiians," stated BOR Chair Al Landon.

"This action by the Board more firmly positions the University of Hawaii as one of the world's foremost indigenous-serving universities, consistent with our strategic plan," said University of Hawaii President David McClain.

The language added to BOR policy section 4-1c states, "As the only provider of public higher education in Hawaii, the University embraces its unique responsibilities to the indigenous people of Hawaii and to Hawaii's indigenous language and culture. To fulfill this responsibility, the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history and culture."

"This language is both timely and strategic, as it supports international standards established by the United Nations," said Lilikalā Kame'eleihiwa, UH Mānoa Professor of Hawaiian Studies and member of the systemwide Pūko'a Council, who testified representing the UH Mānoa Kualī'i Native Hawaiian Advisory Council. "This new BOR policy will transform the history of how we all, Native and non-Native, work together harmoniously here in Hawaii."

A new paragraph, 4-1c(3), also was added to BOR policy. It states:

"The University of Hawaii is committed to diversity within and among all racial and ethnic groups served by public higher education in Hawaii. The President, working with the Chancellors, ensures the unique commitment to Native Hawaiians is fulfilled by:

- providing positive system-wide executive support in the development, implementation, and improvement of programs and services for Native Hawaiians;
- encouraging increased representation of Native Hawaiians at the University of Hawaii;
- supporting full participation of Native Hawaiians in all initiatives and programs of the University;
- actively soliciting consultation from the Native Hawaiian community and specifically Pūko'a, the system-wide council of Native Hawaiian faculty, staff and students that serves as advisory to the President;
- providing for and promoting the use of the Hawaiian language within the University of Hawaii system
- providing a level of support for the study of Hawaiian language, culture and history within the University of Hawaii system that honors, perpetuates, and strengthens those disciplines into the future;
- encouraging Native Hawaiians to practice their language, culture and other aspects of their traditional customary rights throughout all University of Hawaii campuses and providing Hawaiian environments and facilities for such activities; and
- addressing the education needs of Native Hawaiians, the State of Hawaii, and the world at large, in the areas of Hawaiian language, culture and history through outreach."

Linda Johnsrud, UH vice president for academic planning and policy said, "By clearly articulating UH's commitment to Native Hawaiians in the mission statement, the BOR sends a message that we take our obligation seriously, and that we recognize the critical role of higher education to the quality of life of current and future generations of Hawaiians."