November 8, 2020

To: Erika Lacro, Vice President of Community College

Via: Charles Sasaki, Vice Chancellor of Academic Affairs, Windward Community College

From: AA in Hawaiian Studies Coordinators’ Group
   N. Kaʻiako Tagab-Cruz, Kuʻulei Kanahēle ( Hawaiʻi Community College)
   Alapaki Luke, Tiani Akeo-Basques ( Honolulu Community College)
   T. ‘Iwalani Koide, Donovan Preza ( Kapiʻolani Community College)
   Pualii Rossi-Fukino ( Kauaʻi Community College)
   T. Kuʻuipo Losch, Luʻukia Archer, ‘Iokepa Badis ( Leeward Community College)
   Kaleikoa Kāʻeo ( Maui College)
   P. Kalawaiʻa Moore, Keoki Faria ( Windward Community College)
   Nāwaʻa Napoleon, Dean of Arts and Sciences ( Kapiʻolani Community College)

Re: Phase 1:  *We put the Hawaiʻi in the University of Hawaiʻi and the State of Hawaiʻi.*

We want to open by saying mahalo to VCAA Charles Sasaki for his candid and open discussion of the tasks we were called together to discuss. We also want to mahalo Nāwaʻa Napoleon and Jennifer Higa-King for helping facilitate the discussions and lead them at some points. The support and guidance from all three of you has been invaluable.

RECOMMENDATIONS

Recommendation 1: The Associate of Arts in Hawaiian Studies (AA in HWST) Programs should not be subject to any cuts or consolidation.
   A. These programs are strategically and philosophically crucial to both the University of Hawaiʻi System and their respective communities (see *Appendix B*).
   B. These programs also play a vital role in each community college’s mission, the four-year colleges’ mission, and the University of Hawaiʻi System as a whole.
   C. The AA in HWST is the foundation for ensuring each campus is a Hawaiian Place of Learning. The AA in HWST provides the Hawaiian culture, language, values, and background for students working in diverse private, government, and community careers.
   D. While discussion did take place about collaborative work and cooperation across campuses, no specific decisions were made at this time, and it was agreed that we would continue to look at the ideas that came up in the future.

Recommendation 2: The AA in HWST Programs should be supported as they are in the midst of pioneering new areas of growth for the community colleges through their online AA in HWST Programs and their anchoring of the Early College Program.
A. The Hawai‘iloa Online A.A. in Hawaiian Studies Program at Windward CC onboarded 53 new majors as of October 2020 and will onboard 80 new majors in January 2021 (see Appendix A). All representatives agreed to explore each campus creating an online A.A. in Hawaiian Studies degree, and working to leverage further the contacts and resources available at each campus. It was agreed that all programs should be status quo while the possibility of a successful online AA in HWST at each campus is being developed.

B. Early College enrollment in Hawaiian Studies classes has risen each year. It is an additional revenue source for the colleges while using our expertise to provide direct community support to local high schools.

C. Since its inception in 2012, the AAHS Coordinators’ Group has collaborated on multi-campus program alignment and coherence, updated the minimum requirements for Hawaiian Studies instructional faculty in the CCs, coordinated professional development activities on multiple campuses.

KEY DATA AND TRENDS
We, the instructors of Hawaiian Studies and Hawaiian Language, are the Hawai‘i in the University of Hawai‘i and the State of Hawai‘i. We are all products of the University of Hawai‘i system. Each of the college’s mission statements recognizes a special responsibility to Native Hawaiians. As a program, there was no additional cost to start up this degree in 2012 on each campus as all AA in HWST faculty positions already existed and fell under the Liberal Arts programs. More importantly, dismantling any part of the AA in HWST degree would jeopardize student access to financial aid. As former peers and now colleagues at different institutions, we continue to collaborate across all Community College campuses. We recognize that each campus services a unique and diverse community. These are the highlights of our discussions:

Increasing demand
- Campuses HWST and HAW courses are experiencing higher demands due to innovative and unique courses and programs.
- Many Hawaiian Studies Programs are currently generating revenue for their colleges and should be supported.

Collaborative Work across disciplines
- Since its inception in 2012, the AAHS Coordinators’ Group has been working on multi-campus program alignment and coherence and are currently operating at capacity.
- The AA in HWST program has already re-write the Minimum Requirements for the Hawaiian Studies discipline, and provided professional development work.
- Title III or grant monies support low enrolled courses.
- The AA in HWST degree program is built upon the AA in Liberal Arts degree; therefore, students that earn a AA in HWST degree are also eligible for the AA in Liberal Arts.

Contributions to multiple fields and career paths
- Program graduates are in demand by the private sector, the government, and organizations that prioritize culturally responsive interactions with the community.
There is a need for understanding the importance of Hawai‘i’s native culture and language at all levels of Hawai‘i’s society. We provide these resources, knowledge, and skills.

- A significant portion of our graduates pursue degrees in 24 different fields besides Hawaiian Studies and Hawaiian Language such as Nursing, Natural Sciences, and Education. The AA in HWST degree provides a solid foundation in Hawaiian sciences, literature, and knowledge, and they bring such knowledge and experience to their respective fields.

**Community Service**

- This degree is critical in connecting the colleges to the communities they serve by providing place-based learning and service-learning opportunities.
- The program provides Hawaiian courses for the seven main campuses and several satellite campuses in the community.
- Hawaiian Studies is an anchor discipline in Early College supporting secondary education in Hawai‘i.
- The AA in HWST Program is Involved with and supports many areas at Hawai‘i CC that are part of indigenous serving institutions, including student services, student support, and faculty development.

**More data is needed**

- There is a lack of data on the AA in HWST students transferring outside of the University of Hawai‘i system.
- There is also insufficient data on the AA in HWST graduates entering into Hawai‘i’s workforce.

**DESCRIPTION OF PROCESS**

The college administrators informed and invited the Associate in Arts coordinators in Hawaiian Studies program via email on October 21, 2020. The coordinators included in the discussion on October 30, 2020 (10:00 am - 12:00 pm via Zoom) were Kalawai‘a Moore (Windward CC), Alapaki Luke (Honolulu CC), Puali‘i Rossi (Kaua‘i CC), No‘el Tagab-Cruz (Hawai‘i CC), Donovan Preza & ‘Iwalani Koide (Kapi‘olani CC), Ku‘uipo Losch (Leeward CC). Following the initial invite, each campus added named participants, Lu‘ukia Archer (Leeward CC), ʻIokepa Badis (Leeward CC), Tiani Akeo-Basques (Honolulu CC), Keoki Faria (Windward CC), and Ku‘ulei Kanahele (Hawai‘i CC).
Appendix A - ARPD: Overall UHCC Health Indicators AY 2020-2018

**UHCC HWST Comprehensive ARPD Data** (available in the 1_UHCC_Notes_Oct28.2020 folder)
*ARPD Data is skewed and does not accurately reflect UHCC AA HWST data

Additional Data to Outlining UHCC HWST contributions to UH and the Hawai‘i Community

1. Bridge to Community
   - Early College Onboarding: UHCC HWST Early College offerings
     - Hawai‘i: (K-12) Waiākea, Hilo, Pahoa, Kea‘au, Kohala, Kanu O Ka ‘Āina PCS, Kealakehe, Konawaena, Ke Kula ‘O ‘Ehunuikaimalino, Kaʻū
     - Maui/Molokaʻi:
     - O‘ahu:
     - Kauaʻi:

   - DOE ‘Ōlelo Initiative: **$436,863** in revenue for UHCC in 2020 (Spring, Summer, and Fall 2020); an additional **$125,000** will be generated for Spring 2021
     - Per Joshua Kaʻakua (UH System, Office of the Vice President for Community Colleges): “I should also mention it’s a testament to the program(s) that we were able to respond broadly (have HAW teaching capacity at all seven campuses to meet geographic needs). There is a ton of demand (we only scratched the surface, in my opinion), and the sponsor was happy with the project. Unfortunately, they are limited in their budget to ~ $560K at this time.”

   - Office of Higher Education (OHE) developing partnerships with the Kula Kaiapuni (ʻŌlelo Hawai‘i) K-12

2. Additional Extramural Funding for UH
   - USDOE Title III Alaska Native/Native Hawaiian Servings Institution Grants
     - (Pending UH Title III evaluation report)
Appendix B - Program Alignment with University Mission and Strategic Directions

Historical support for aboriginal Hawaiians

The AAHS program outcomes address the historical need to support Hawaiian culture, programs, and students. The University of Hawai‘i (UH) has an extensive and long-standing commitment to supporting the advancement of aboriginal Hawaiian language, culture, history, and practice.

1986 Kaʻū Report

In 1985, Vice President for Academic Affairs, Tony Marsella, advised UH President, Al Simone, to appoint an Ad Hoc Task Force from across the UH System to address the underrepresentation of aboriginal Hawaiians at the UH as both faculty and students. At that time, only 1% of the faculty and 5% of the student population were aboriginal Hawaiian. In 1986, the Hawaiian Studies department was established at the University of Hawai‘i at Mānoa (UHM). In 1986, fourteen aboriginal Hawaiians were appointed to the UHM Task Force to “Identify problems and recommend solutions to address Native Hawaiian education.” The group produced Kaʻū, University of Hawai‘i Hawaiian Studies Task Force Report (Kaʻū Report) that has since been used to establish and guide a multitude of Hawaiian initiatives throughout the UH system. The following recommendations from the Kaʻū Report specifically relate to the establishment of Hawaiian Studies degrees and student support services:

- Recruit more aboriginal Hawaiian Faculty and Staff
- Establish a physical Hawaiian Studies Center at the University of Hawai‘i at Mānoa and the University of Hawai‘i at Hilo followed by all of the Community Colleges
- Increase the number of Hawaiian language and culture courses offered

2012 Hawai‘i Papa o Ke Ao Report

https://www.hawaii.edu/offices/op/hpokeao.pdf

As stated in the report:

Hawai‘i Papa O Ke Ao was developed to meet the University of Hawai‘i’s commitment to Native Hawaiians. In Spring 2011, MRC Greenwood, University of Hawai‘i President, asked Vice President Rockne Freitas to convene a task force to articulate a plan that would make the University of Hawai‘i a leader in Indigenous (Hawaiian) education. … Vice President Freitas put out a call to the Chancellors from the University of Hawai‘i system to nominate members from their campus to serve on this newly created task force. VP Freitas selected members to create a well-balanced team of faculty and administrators.

In her opening message of the 2012 Hawai‘i Papa O Ke Ao Report, UH President MRC Greenwood explains:
Why is this an area in which the university should excel? We in Hawai‘i share the gift of living in the home of our host culture – Hawaiian. Everything we do is, or should be, imbued with Hawaiian values and respectful of the traditions practiced here for centuries, long before the ancestors of other ethnicities landed on our shores. It is incumbent on Hawaii’s only public institution of higher education to educate Hawaiian youth of our islands to prepare them for productive lives and continue to play a key role in preserving and perpetuating the culture that exists nowhere else on earth. It is a gift and an obligation of which we are keenly aware. If not the University of Hawai‘i, then who?

The relevant goals from Hawai‘i Papa O Ke Ao, the Task Force on Creating a Model Indigenous-Serving Institution, include:

**Community Engagement - University of Hawai‘i in the Community & Community in the University**

Goal 1: Intra-Campus Development - Building Community on Each Campus  
Objective 2: Build and sustain a community of learners.

Goal 2: Inter-Campus Development – Building Community Connections with ALL campuses  
Objective 1: Articulate programs between UH Community Colleges and 4-year institutions.

**Hawaiian Culture and Language Parity**

Goal 1: Vibrant Language and Culture Programs of Study at all UH campuses  
Objective 1: Establish an A.A. / A.S. degree in Hawaiian Studies at all seven community colleges.  
Objective 3: Provide appropriate staffing to support and expand each respective Hawaiian degree program.  
Objective 4: Create a true 60 + 60 Credit articulation in Hawaiian Studies between its community colleges and 4-year campuses.

**Current University Policies and Plans**

The University’s commitment to the advancement and success of aboriginal Hawaiian students and programs is well documented in the University of Hawai‘i Board of Regents (BOR) Policy Chapter 4-1, the University of Hawai‘i’s System (UHS) Strategic Plan 2002-2012, the University of Hawai‘i’s Community Colleges (UHCC) Strategic Outcomes and Performance Measures 2008-2015, and the Strategic Plans of the individual campuses of the UHCC.

**Board of Regents Policy 4.201**


The Mission and Purpose of the University of Hawai‘i defines and shapes the University’s commitment by recognizing the unique condition of Hawai‘i and Hawaiians as the aboriginal people of Hawai‘i:

As the only provider of public higher education in Hawai‘i, the University embraces its unique responsibilities to the indigenous people of Hawai‘i and to Hawai‘i’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.

Sub-section c. (3) of Section 4-1 states how the University will fulfill its “unique commitment to Native Hawaiians” by:

F. providing a level of support for the study of Hawaiian language, culture, and history within the University that honors, perpetuates, and strengthens those disciplines into the future;
G. encouraging Native Hawaiians to practice their language, culture, and other aspects of their traditional customary rights throughout all University campuses and providing Hawaiian environments and facilities for such activities;

With regard to the UH Community Colleges, Section 4-7 of the BOR Policy states:

C. The University community colleges are a critical component of the University system. The community colleges are characterized by comprehensive programs, low tuition, open-door admission, educational guidance, high-quality teaching, and responsiveness to their respective communities by remaining at the forefront of educational innovation.
E. The community colleges complement each other in programs and contribute as equal partners in the University’s lower-division general education program.

**Strategic Directions 2015-2021**


The AAHS program outcomes align with the following Goals, Objectives, and Action Strategies of the University of Hawaiʻi System Strategic Directions:

**Hawaiʻi Graduation Initiative (HGI)**

Goal: Increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students, and those from underserved regions and populations and preparing them for success in the workforce and their communities.

HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.

Tactic
- Establish pathways for all degree programs, including transfer pathways from the community colleges
- Reduce gaps in college completion for Native Hawaiians, low-income and underrepresented groups

**High Performance Mission-Driven System (HPMS)**

Goal: Through cost-effective, transparent, and accountable practices, ensure financial viability and sustainability to ensure UH’s ability to provide a diverse student body throughout Hawaiʻi with affordable access to a superb higher education experience in support of the institutional mission of the university, which includes commitments to being a foremost indigenous-serving university and advancing sustainability.
HPMS Action Strategy 3: UH aspires to be the world’s foremost indigenous serving university and embraces its unique responsibilities to the indigenous people of Hawai‘i and to Hawai‘i’s indigenous language and culture. To fulfill this responsibility, the university ensures active support for the participation of Native Hawaiians and supports vigorous programs of study and support for the Hawaiian language, history, and culture. In addition to the Native Hawaiian student success agenda within the Hawai‘i Graduation Initiative, the following tactics align with the thematic areas set forth in Hawai‘i Papa O Ke Ao, UH’s plan for a model indigenous serving university.

Tactic
Advance the utilization and understanding of the Hawaiian language and culture throughout the UH System, including through articulated programs of study as well as through informal learning

**University of Hawai‘i Community College Strategic Plan Update 2015-2020**

The AAHS program outcomes align with the following Goals, Objectives, and Action.

Strategies of the University of Hawai‘i Community College Strategic Plan Update 2015-2020:

- **Goal A (part 2): Native Hawaiian educational Attainment**
- **Goal B: Functioning as a Seamless State System**

**Transfers and Articulation**
- **Goal D: Hawai‘i’s Educational Capital/Resources and Stewardship**

The AAHS outcomes also meet various goals, outcomes, and measures of the UH Community Colleges Strategic Plan (CC Plan) in accordance with the System Plan:

**GOAL A: Promote Learning & Teaching for Student Success**

- **Strategic Outcome A: Native Hawaiian Educational Attainment** - Position the University of Hawai‘i as one of the world’s foremost indigenous-serving universities by supporting the access and success of Native Hawaiians.

**Performance Measures**
- Increase Native Hawaiian enrollment by 3% per year, particularly in underserved regions
- Increase by 6-9% per year the number of Native Hawaiian students who successfully progress and graduate or transfer to baccalaureate institutions while maintaining the percentage of transfers who achieve a first-year GPA of 2.0 or higher at the transfer institution.

Accordingly, the advancement of Hawaiian studies and Hawaiian language courses, programs, and degrees are distinctly aligned with the University’s mission, vision, strategies, and objectives at all levels. This degree program provides a clear and focused pathway for students intending to pursue Hawaiian Studies or other baccalaureate degrees at a four-year institution.