Native Hawaiian Advancement Task Force

October 27, 2011 (Thursday), 5:00pm – 7:00pm

Kamakakūokalani Center for Hawaiian Studies, Seminar Room 207

Minutes

Present: Benham, Cashman, Evansen, Ishii, Kaai, Kaakua, Kaopua, Kukea-Shultz, Lipe, Mackenzie, Moniz-Kahoʻohanohano, Oliveira, Tengan, and Wright

Excused: Andrade, Arista, Coleman, Minton, and Mokuau

Kūaliʻi/Pūkoʻa: Gora and Kameʻeleihiwa

I. PULE WEHE

II. UPDATES

• Objectives for tonight’s meeting:
  o Develop a plan to finalize a draft report of the task force’s work in preparation for vetting
  o Develop a plan to vet the draft report, including the groups we will take it to, who will facilitate those discussions, and when it is going to happen.
  o Go through each sub-group’s drafts so that the groups can do one more revision
  o After tonight’s meeting, take the time to send Pohai more comments about the drafts.

• UHM Deans and Directors
  o Deans and Directors were tasked with putting together a plan for meeting the Chancellor’s priorities. A handout was passed out (blue) that represents Noreen and Maenette’s first draft of an overview of all of the reports as in relates specifically Native Hawaiian advancement. Task force members were invited to look at this information to see how it can be included in their sub-group reports.
  o The Deans and Directors were also asked to provide feedback to the UHM Native Hawaiian Serving Programs document. What was distributed was a compilation of all of the information we received from the various units. Please send feedback to Pohai so that she can continue to update and correct this list.

• Kūaliʻi and Pūkoʻa Councils
  o Mahalo to Kealiʻi Gora and Lilikalā Kameʻeleihiwa, who were invited to participate in tonight’s meeting as representatives of Kūaliʻi and Pūkoʻa.
  o Materials were distributed (these will also be put in the Dropbox) to provide the task force members with some historical background on the work of Pūkoʻa and Kūaliʻi, as well as a formal letter with 13 recommendations for the
task force to consider. These materials were discussed at outlined by Keali‘i and Llikalā.
  o Pūko‘a and Kūali‘i have been very successful in securing permanent FTEs for Native Hawaiian faculty and staff at the system and Mānoa level and advocates for a continued push to increase the percentage of Native Hawaiian faculty and staff.
  o It was recommended that as the task force begins to talk about outcomes and indicators of success, that we look to the information in this packet. The projections made and data provided by Pūko‘a and Kūali‘i could be very valuable and informative as we go through this process.

• UHM Communication and Public Relations
  o The website is up and running! The link to the site is: http://manoa.hawaii.edu/chancellor/NHATF/index.html. It can be viewed via the Chancellor’s initiatives page. The purpose of setting up the website is to ensure that everything we are doing is transparent – the goal is to pass the link on to as many people as possible (Maenette and Noreen will pass on to the Deans and Directors). We are working on putting up a page where people can also submit feedback, but it is not up and running yet.

• Strategic Planning Committee
  o The Progress Indicators for the Strategic Plan Goals (yellow sheet) was distributed.
  o The charge of this committee is to meet with a variety of different task forces across campus to get an idea what everyone is doing. Their job is to cull information and data from all of these different groups in order to understand how the university is meeting its strategic planning goals and where the pukas are.
  o This was distributed so that our task force can see what kinds of data the Strategic Planning Committee (SPC) is collecting.

III. GROUP REPORTS – GOALS, OBJECTIVES, AND ACTIVITIES (6 MONTH, 1-3 YEAR, DELIVERABLES)

• People: Students
  o Sub-committee members provided an overview of the report for the task force and then feedback was given. It is summarized below.
    ▪ The main recommendation was that recruitment play a much larger role in the report, including engaging community and culture-based organizations.
    ▪ Include Gifted and Talented Native Hawaiian students statewide as a way to link into Nā Pua No‘eau.
    ▪ It is disappointing that some departments do not have any Native Hawaiian faculty. Without the faculty to mentor students, recruitment can be difficult. Recruitment efforts should be focused not only at the student level, but also on faculty who can mentor them.
17 Native Hawaiian faculty hired per year is the target that Kūali‘i has established – may want to link the report to this in some way and give colleges and schools incentives to hire more Native Hawaiian faculty.

There was a recommendation to include the hiring of Native Hawaiian GRAs and TRAs as a way to grow professors and faculty. This is an important financial incentive that could be provided to students to enter into particular disciplines.

Find a way to do more creative interdisciplinary mentoring

Include paid undergraduate student assistantships, internships, and fellowships – create a more deliberate way (rather than just providing more scholarships) of providing financial incentives for Native Hawaiian students.

The recommendation to have the committee’s report written in Hawaiian was supported.

We should also be looking at ways that we can use our athletic and academic scholars to be role models and help in the recruitment efforts. Approximately 25% of our student athletes are Native Hawaiian. The Native Hawaiian youth in our communities look up to these athletes, and all groups were encouraged to think about ways that we can utilize these student athletes to make connections to Native Hawaiian youth and our communities.

All groups were encouraged to not shy away from getting specific and listing something to shoot for in the final drafts of these reports.

- **People:** Faculty and Staff
  - Sub-committee members provided an overview of the report for the task force and then feedback was given. It is summarized below.
    - There is overwhelming support for the idea of a VC for Native Hawaiian Affairs, but the structure may need to be more clearly defined in this report.
    - The sub-committee intends to create some sort of benchmark, which can establish parity and gain commitments from deans and directors.
    - May want to identify a director who could start the process of establishing this position and work through infrastructure issues.
    - Part of the responsibility of this Vice Chancellor’s office could be to help faculty obtain grants and manage them, in addition to funding allocations.
    - Goal 3 was a good example of how we can infuse our values into what we do; with a VC we can set the tone.
    - While having a VC is clearly important, there is so much work to be done, that there needs to be more than one person to shoulder the burden of this work. Might want to look at some other models (i.e., Maori) to see what this might look like.
• The sub-committee was encouraged to get more specific. In some cases it may make better sense to speak generally, but let’s not sell ourselves short if specificity is required (i.e., 200 GRAs).
• Goal 2 lists some potentially punitive aspects of not meeting benchmarks. It was recommended that this get rephrased.
• All groups were encouraged to not shy away from getting specific and listing something to shoot for in the final drafts of these reports.
• Approximately 25% of our student athletes are Native Hawaiian. The Native Hawaiian youth in our communities look up to these athletes, and all groups were encouraged to think about ways that we can utilize these student athletes to make connections to Native Hawaiian youth and our communities.

• Community
  o Sub-committee members provided an overview of the report for the task force and then feedback was given. It is summarized below.
    • Do not get rid of goals that seem too difficult or that may take longer – just identify them as such.
    • It was emphasized that we need to have a systematic strategy in engaging with the community with the recognition that the community has much to offer us.
    • The task force overwhelmingly supported the idea of a shared and reciprocal relationship with the community, with the ultimate goal of having an organic, two-way, seamless relationship – the sub-committee was encouraged to continue to embrace that idea in their report.
    • Place-based learning is something that should be applied to faculty as well, and not just students.
    • Approximately 25% of our student athletes are Native Hawaiian. The Native Hawaiian youth in our communities look up to these athletes, and all groups were encouraged to think about ways that we can utilize these student athletes to make connections to Native Hawaiian youth and our communities.
    • We need to do more listening and showing face out in the community, not just by providing trainings, but looking at how the community can advise us and build our capacity.
    • It was recommended that the idea of a bi-mutual relationship be clarified and highlighted.
    • It was noted that the vision of the Community sub-group was excellent, but that as we start crafting our recommendations we are going to have to be more specific and identify things like funding resources and people resources.
    • All groups were encouraged to not shy away from getting specific and listing something to shoot for in the final drafts of these reports.
• **Environment**
  - Sub-committee members provided an overview of the report for the task force and then feedback was given. It is summarized below.
    - The task force agreed that we need to take more pride in this place and step up.
    - We talk a lot about the ahupua’a, but the reality is, we cannot travel from the top of our ahupua’a to the bottom; this may be something to consider.
    - One strength of this sub-committee’s draft is looking at Environment as a very interdisciplinary commitment.
    - We should work at educating people about the traditional names of the places on campus, rather than solely educating them about the history of the names of the buildings on campus.
    - Incorporate Makahiki
    - In terms of Goal 1.5.1 – set a tone with that goal and be specific about what is needed.
    - Insert something into the report that talks about using this place to live our calendar, as a way to look at environment as not just space but also time.
    - Incorporate the idea of spirituality on campus
    - Want to create an environment that would get buy in from everybody, not just Native Hawaiians on campus.
    - The group might want to include something about when including Native Hawaiians in promotional materials for the university, do include them in an appropriate way and not just as a way to include a brown face in the picture, but as a way to reflect our goals and mission.
    - Include the idea of an online space/environment in the next draft.
    - We need to be using our Hawaiian calendar more intentionally.
    - It would be nice to have some kind of protocol that is involved with entering this place, as a way to communicate to those coming on campus that there is a history and a future to this place.
    - We talk a lot about the changes we want to see in the environment, but it seems that the communications piece is missing from this conversation. That is why a VC for Native Hawaiian Affairs (at minimum) is important, as a way to funnel information.
    - Approximately 25% of our student athletes are Native Hawaiian. The Native Hawaiian youth in our communities look up to these athletes, and all groups were encouraged to think about ways that we can utilize these student athletes to make connections to Native Hawaiian youth and our communities.
    - All groups were encouraged to not shy away from getting specific and listing something to shoot for in the final drafts of these reports.
IV. SHARING INFORMATION WITH OUR PARTNERS AND NETWORKS – SCHEDULE

- Next Steps:
  - Revised drafts should be sent to Pohai no later than **Monday, November 14th**. This gives the sub-groups around three weeks to go through the comments that were received this evening and incorporate it into the reports. Pohai will format, post it to Dropbox, and have hard copies for the November 17th meeting.
  - Our next meeting is scheduled for **Thursday, November 17th**, 5pm – 7pm at Kamakakūokalani Room 207. At this meeting we will have a more deliberate discussion about what the vetting process is going to look like – how many focus groups do we want, what is the makeup of the focus groups, who will facilitate and how it will get done. The Hawai'inuiākea IRO is working on looking at all of the faculty and staff at UHM and putting them into clusters to help in this effort.
  - Pūko'a would like us to vet our report at their December meeting.
  - Noreen and Maenette will vet with the Deans and Directors at their December meeting.
  - It was recommended that all of the groups follow the format of the Community Sub-group and use that as a template for revising their drafts.
  - Task force members should not worry about the overlaps that may occur in each sub-group’s draft, as this will allow Maenette and Noreen to see what themes continue to come up throughout the work of the four groups.
  - It was recommended that we try to release the report for vetting on Lā Kū'oko'a (November 28)
  - Pohai will send out feedback from tonight to all of the groups
  - Two additional recommendations were made:
    - Sub-groups should look at the Kūali'i/Pūko'a recommendations as well as the Deans and Directors feedback as they revise the document
    - When sub-groups go back and review their objectives, make sure that they are measurable and that we can determine if we are being successful.