Native Hawaiian Advancement Task Force  
August 25, 2011 (Thursday), 4:30-6:30pm  
Kamakakūokalani Center for Hawaiian Studies, Seminar Room 210  

Minutes

I. Pule

II. E Komo Mai (Welcome) – Message from Chancellor Virginia Hinshaw
   • Mahalo to Elmer Kaai & Deb Ishii for coming to the meeting to represent the Chancellor. On behalf of the Chancellor, they wanted to reaffirm the strategic direction of this taskforce and continue to support the advancement of Native Hawaiians at UH-Mānoa.

III. Introductions (All)
   • Pohai Kukea-Shultz is the administrative support for this task force. She will be sending out emails, organizing minutes, etc.
   • All members introduced themselves and talked about their departments and backgrounds, representing a variety of disciplines and departments.

IV. Purpose, Scope, Process and Timeline of Work (Maenette and Noreen)
   • Purpose:
     o The Chancellor has a vision of creating an inclusive process whereby we can move forward with a collective voice for Native Hawaiians at Mānoa. The chancellor has committed to an action plan where we can truly make Mānoa a Hawaiian place of learning and prioritize Native Hawaiian advancement.
     o A group of Native Hawaiian leaders, brought together by Noreen and Maenette, recommended to the Chancellor that a task force be formed to assist in the plan and design of NH advancement.

   • The scope, process and timeline of this Task Force works in parallel with the Indigenous Serving Institution Task Force at the UH system level:
     o MRC Greenwood charged VP Rockne Freitas (and Lui Hokoana, AVP) to put together a systemwide task force to study what it would take to create an indigenous institution. This system task force was put together in June 2011.
     o Each campus in the system has 2 representatives (Maenette & Noreen representing Mānoa)
To date, this task force has developed statements of thematic summary, goals and objectives around three key areas that would need support and resources in order to indigenize the institution: 1) Hawaiian language and culture, 2) Community engagement, and 3) Leadership development at all levels (student – executive). A draft of the community engagement material was distributed for information. As other materials become available, Maenette and Nor will share with the Mānoa Task Force.

The intent is to disseminate this work very quickly and receive feedback from Native Hawaiians across all 10 campuses so that it will be reflective of many people. A strategic directions report from the systemwide task force is due to the President December 2011; the chancellor has asked us to develop our strategic direction report by January 2012.

A question was brought up about what makes this process different from what is already happening with Kūaliʻi and Pūkoʻa Councils.

- Three points to keep in mind:
  1. The nature of a task force is different than the role of the advisory councils, that is, the task force has a specific objective that must be met within a “bounded” period of time. Once completed the task force is disbanded.
  2. The members of the UHM Native Hawaiian Advancement task force are representative of a broad community of NH scholars and programs that may not be currently represented on the Kualiʻi Council (keep in mind that there are task force members who also serve on the Kualiʻi Council), Indeed, the task force can take advantage of what we know from Pūkoʻa and Kūaliʻi.
  3. In light of the diverse representation of voices on the task force, there is great potential for forward thinking strategies, broader dissemination of information and inclusivity of feedback, and the opportunity for greater representation of diverse Native Hawaiian perspectives.

- All the deans on the Mānoa campus were given 3 Strategic Directives by the Chancellor: 1) demonstration of making strides in graduate studies, 2) improved retention and graduation rates, and 3) Native Hawaiian Advancement. Along with the Chancellor’s cluster hires, this means that we have the attention of all of the deans across campus. Task force members are encouraged to continue to have conversations with your deans to work with them to have some of what comes out of this group influence decisions that they make at the college/school level.

V. Background Context
a. **Models:** Indigenous Colleges & Universities (Maenette)

- Maenette was charged with giving the system task force a picture of what indigenizing the academy means. In her report, she stated there are certain things that must be present in order to indigenize an institution of higher education:

  1) The President and/or Chancellor have to make this a high personal priority, including having a Vice Chancellor of Native Affairs, an elder counsel of indigenous people from the community, a native studies and language department on every campus, indigenous senior native faculty in leadership positions, and a number of funding streams to help support recruitment of faculty, students and staff;

  2) There needs to be Native Student Services in every unit, department, across the campus;

  3) The system/campus needs to invest in creating a vital and sustained indigenous college fund; and

  4) There needs to be a Native Hawaiian institutional research organization where you can easily access snapshots of data.

b. **Then:** Kaʻū Task Force Report (Noreen)

- The system taskforce took the time to review the Kaʻū report – gave us an understanding of what our predecessors did. This is included in your folder, including a summary. This summary identified 5 problems:

  1) No Hawaiian Studies Department

  2) Limited research on Native Hawaiian culture and people, and if it was done, it was done by non Hawaiians

  3) Native Hawaiian students and were underrepresented and would not graduate

  4) Faculty selection – Native Hawaiians were severely underrepresented

  5) Relationship with the community – limited faculty and community partnerships.

- This is the foundation upon which we can build upon in working towards our Native Hawaiian advancement priorities.

c. **Now:** UH System Mission – Relevance for Native Hawaiians and UH System Indigenous Institution Task Force (Noreen and Maenette)

- UHM Mission – Relevance for Native Hawaiians (Noreen and Maenette)
• In our work in this task force, we need to clearly align our work with the mission of creating a Hawaiian place of learning.

• We have the opportunity to dream and hold the institution responsible for this mission statement.

• This is a way to show all of the partnerships we have and why, as well as identifying pukas, barriers, have a common understanding of the landscape

VI. Developing a Plan for Action (Noreen and Maenette; All)

a. UHM NH data (e.g. faculty, staff, students, programs, program initiatives)

• There are some big gaps in how we are being counted, however, this process have been ongoing, starting with Konia writing a Title 3 grant and continuing with Nālani’s, Kahunawai’s, and Konia’s work in developing a Native Hawaiian database. Getting data from IRO has been somewhat problematic (particularly when our numbers and the numbers we receive from IRO do not jive), but we are hoping to continue to improve our access to the data.

• Adjacent to that body of student data of students that come to our campus – we also need data on where they are before they come to Mānoa and where they go after they leave Mānoa – this is being worked (a group being sent to California) on so we can access community college data, etc.

• How can we not only get the numbers but also the names of students – this will enable us to create a network of Native Hawaiian students and graduates

• Maenette and Noreen will work on the data requests (see below, section entitled Data Requests)

b. Group Feedback

• In light of the Chancellor’s recent announcement, it is important for us to figure out, as a task force, how we can address these issues while the Chancellor is still here.

• Many members highlighted the importance of working together and knowing the good work that others are doing across campus. This can aid in Native Hawaiian serving programs across campus coming together to create programs that are interdisciplinary in nature that serve our communities (i.e., Papakōlea). We can find our strength in working together, recognizing the people who have cleared the way (i.e., Queen’s Health System)
In the folder of papers, there is a sheet that Hawai‘inuiākea has put together that highlights all of the Hawaiian serving programs on campus. If there are programs that are missing from that sheet, please email Pohai the information so that it can be updated.

The Ka‘ū report really shows us how far we have come, particularly when we have a Chancellor who is prioritizing Native Hawaiian advancement and there is movement among individual departments towards making their curriculum more Hawaiian-focused. Hopefully we can create something that people can look back to in 25 years in the same way.

The community work is a very important strategic initiative, but how do we make it happen? How do we create a paradigm shift so that our work in our communities is valued and that we can bring value and expertise into our communities in order to address their needs?

A task force has a limited shelf life – but community engagement is a long term commitment. We are going to have to grapple with how to prioritize the things that we can address immediately, as well as in 3-5 years.

UH-Mānoa is a land grant institution, but it does not act like it – how we do that may be an important part of the recommendations of this committee.

It was suggested that: 1) we decide as a group as to what are the things that Kūali‘i & Pūko’a cannot do that we can and prioritize those areas (i.e. Native Hawaiian Chancellor), 2) we see the data for Mānoa only, not just system data, because it can be very deceiving, 3) think as big as possible

Focus on the low-hanging fruit: what are the things that we can get accomplished right now, while the stars are aligned (i.e., before the Chancellor leaves, with a Native Hawaiian as the chair of the BOR, etc.). But we should also come up with a plan for the next 3-5 years.

Native Hawaiian tuition waivers as a way to break down financial barriers and increase Native Hawaiian student enrollment.

Love to hear more from the group– we need to understand what we know, the depth and breadth of our experiences. It would be helpful to know more about each other and our work.

Preliminary Directions
We need a high level administrator of Hawaiian Affairs, either at the campus or system level that can be charged with setting priorities from the strategic plan (e.g. Vice Chancellor). We currently have a VP with dedicated scope on Native Hawaiian topics, but VP Freitas also oversees student affairs and community relations. The position needs resources to implement changes and put all of the pieces in place. This was also a suggestion made by the systemwide task force.

We need to emphasize the importance of the university-community relationship. We have the perfect opportunity to listen to our communities, pool our resources, and understand and value what the community needs are.

We need to emphasize people development – what do we need for our existing leaders and future leaders – positions, skills, permanent positions, leadership development (intellectual links that can direct university and community work)

We want to identify and prioritize the low-hanging fruit, and understand what are the things we will work towards in the longer term.

- Funding streams can undergird all of these recommendations: what funding stream paths did other indigenous groups develop, how can we develop those same things, is there a policy where we can get RTRF funds (a %) to build and sustain a Native Hawaiian Research Institution – this is a way to sustain the work into perpetuity.

- Part of the work of this task force should also be to recommend policy and policy language for UH-Mānoa to implement

### Data Needs

- Data of Native Hawaiian faculty in the following ranks: I, J, S, R, M, C, & L, across the system and disaggregated

- How many doctoral level faculty do we have vs masters level – this is important because in academia you have to have that in order to have a voice that influences change

c. Calendar of meetings for Fall 2011

- Thursdays at 5pm at Kamakakūokalani

- Most of our work will be done in smaller work groups; we will not always need to meet as an entire group.
- We are looking at how we can provide childcare during our meetings.

VII. Next Meeting

- Next meeting is September 15, 5pm, Kamakakūokalani

- Next meeting will be a brainstorming session focusing on what we consider strategic directions and priorities. We will also determine smaller work groups and a timeline for our work.

- Maenette and Noreen: will work on getting the data that was requested, and meet with the Chancellor to get feedback from her on what she believes are the do-able things.

- Minutes will be distributed and all task force members will be given access to a Dropbox folder with the materials from our meetings.

- If you require childcare for the next meeting, let Punihei (Punihei Lipe kaiwipun@hawaii.edu) know how many children and their ages.

Note: If you are unable to attend a meeting, please contact Pohai Kukea. She will send you all the minutes and missed handouts.

Handouts: Agenda
UHM NH Advancement Task Force Contact Info
Ka`u Report
NHSP 2010
UH Mission
UHM 2011-2015 Strategic Plan - excerpt Vision, Mission, Values?