Native Hawaiian Advancement Task Force
September 15, 2011 (Thursday), 5:00pm – 7:00pm
Kamakakūokalani Center for Hawaiian Studies, Seminar Room 207

Minutes

Present: Arista, Benham, Evansen, Kaakua, Kaopua, Kukea, Lipe, Mackenzie, Minton, Tengan, and Wright
Excused: Andrade, Cashman, Coleman, Moniz-Kahoʻohanohano, Mokuau, Oliveira

I. Pule

II. Strategic Themes/Directions: Facilitated Activity

• Based on our last meeting, 3 main themes were identified:
  o People Development
  o Community Relationships
  o Control of Data
• Overview of the handouts (all of these are in the Dropbox):
  o A hard copy of the minutes from the last meeting
  o UH-Mānoa Native Hawaiian serving programs: Maenette is going to circulate this list to the deans’ of other school’s and colleges for additions and/or corrections. It was decided that as many programs should be added to this list as possible, including community-based programs, student groups, and programs that Native Hawaiian students typically take advantage of. The task force can then look at this comprehensive list and make decisions on which programs should remain on the list. It was also suggested that this list turn into some kind of database that could be accessed by faculty, staff, and students as a way to connect and get support.
  o Pūko’a Native Hawaiian serving programs: a digital (pdf) copy is accessible in the Dropbox.
  o Native Hawaiian Student and Faculty data: Nālani Balutski, IRO in HSHK, will continue to collect both student and faculty data for the task force. The student enrollment data in this document is a snapshot from a particular point in time. If task force members want additional data let Pohai know and we will forward the request to Nālani. There is not much faculty data here, but that is currently being worked on and will be distributed when it is ready. Maenette and Nalani have been in communication with System IRO who have reminded us that employee data is only as good as the personnel officer entering and updating the data.
  o UH System Indigenous Serving Institution Task Force: Noreen and Maenette included an overview of the meeting notes (summarizing their perspective of the meetings), and working documents from this task force. These documents and the process used should serve as an example/template for our work.
III. Small Group Brainstorming Around Strategic Themes/Directions (All)

- The objective of our brainstorming activity was to get many ideas down on paper around important themes. Because our timeline is short, and based on the process the UH System task force has followed, it was recommended that we stick to about 3-4 themes.
- Task force members were told that after the brainstorming activity they would work on making sense of the mana'o in small groups.
- Post-it notes were passed out and task force members were asked to write down as many ideas that they had in terms of objectives, action activities, concerns, questions about the three themes: People, Community, Data.
- Large easel pad sheets were placed around the room with each theme written on them. For about 15 minutes task force members wrote ideas on post-it notes and put them on the appropriate theme sheet. This generated a good deal of possible objective and strategies.
- There was also opportunity, during the process, to add new emergent themes. Two additional themes were identified:
  - People: Student focused” (Revising the initial them to People: Faculty and Staff Focused)
  - Environment (facilities, “Hawaiian sense of place”)
- ‘Ōlelo Hawai‘i and Data were identified as things that should be integrated throughout the identified themes, rather than as separate themes. (Note: many ideas were collected about data. See list of ideas shared below.)
- Maenette drew everyone’s attention to Achieving our Destiny document (UH-Mānoa Strategic Plan), We need to make sure we are informed by the goals of the Mānoa Strategic plan as we decide what our goals, objectives, and activities.
- Noreen was going to open our session with a value-based activity that would help us to identify the values or principles on which we would ground our work. Although she was unable to make it, task force members contributed to a collective list of values that we will build on in our next meeting. (See list of those values/principles below.)
- After talking about the handouts, task force members congregated into small groups around each of the identified themes and organizing and refining the ideas framing at least 3-4 thematic goals, objectives for each goal, and strategic activities for each objective. (Following the UH System Task Force model.) If there were ideas that did not seem to fit under that broad goal, they were moved into a different group, or onto the “Parking Lot”.

**NOTE: Please contact Pohai should you need help with the Dropbox**
• The values and guiding principles that were identified by task force members were read aloud so that they would be kept in mind. A more thorough activity to truly ground our work in these principles will be planned.
• It was asked where policy fits into this process – Maenette clarified that the goals and objectives that the smaller groups articulate should lead to some kind of policy development.

**Thematic Working Groups:**

**People: Faculty and Staff Focus**
- Kawïka Tengan*
- Deb Ishii
- Noelani Arista
- Paul Coleman

**People: Student Focus**
- Melody MacKenzie
- E. Kahunawai Wright
- Kapâ Oliveira
- Kimo Cashman

**Environment Focus**
- Nālani Minton
- Josh Ka‘akuā*
- Kawaiipuni Lipe
- Marilyn Moniz-Kaho‘ohanohano

**Community Focus**
- Elmer Ka‘ai
- Lana Kaopua
- Carl Evansen
- Naleen Andrade

**HOMEWORK:** Each group assigned a recorder to transcribe the ideas developed and workshop these goals, objectives, and activities in their small groups. The timeline for each group to provide their outlines:

- **10/13** – Small groups email their drafts to Pohai. Pohai will send out drafts to the entire taskforce for feedback
- **10/14 – 10/23** – Task force members send feedback to Pohai on the drafts
- **10/25** – Pohai will merge all feedback and send back to each small group
- **10/27** – Next task force meeting; Task Force discussion on each theme and small groups refine and revise drafts
NEXT STEPS:
Maenette will contact TF members to bring them up to speed over-viewing the work of the small teams and putting them in-touch with the work group.

IV. Notes:
   a. Our work is important to Chancellor Hinshaw and as such, she would like to put her resources into a Native Hawaiian Advancement agenda before she steps down.
   b. This task force needs to identify activities that can be done:
      i. In a short period of time, 1-6 months, before the Chancellor steps down in June 2012;
      ii. Activities that can be initiative within 1-6 months but would take approximately 1-3 years to implement; and
      iii. Activities that could be initiative within the 1-6 month period but will take longer than 3 years.
   c. It is likely that Native Hawaiian Advancement will continue to be a priority with a new Chancellor, considering its high profile at the UH System level and through the Mānoa Strategic Plan at UHM.
   d. Task force members may want to add a caveat in their individual theme reports actions that would ensure the institutionalization/sustainability of the goals ensuring that these activities continue to be a priority and capitalize on the momentum that is being felt at the Mānoa and System level.
   e. All minutes of this task force will be share with: Kūaliʻi Council (of which some NH Advancement Task Force members are part of) and the Mānoa Strategic Planning Team. If there are other groups that would also like to be kept informed Pohai will place them on our contact list.

V. Timeline
   • The following is a timeline of the work:
      o July-August: Setting the Direction and Plan
      o September Meeting: Development of Goals, Objectives, Strategic Activities
      o **September-October: Team develop Themes**
      o October Meeting: Refine Themes
      o November – December: Feedback from broader community and continued revisions by small groups
      o January – Written report finalized by small groups, refined and put together by Maenette, Noreen, and Pohai.

VI. Next Meeting
   
   Next meeting is on Thursday, October 27, 5pm – 7pm, Kama 207
ADDENDUM

Data (list of ideas)

- Native Hawaiian IRO that engages in qualitative and quantitative data gathering and analysis
- “Standardizing” data: operational defs – e.g. persistence, matriculation, retention, etc.
- Longitudinal database (and tracking system) for Native Hawaiian students
- Possible accessible and current data of Native Hawaiian related data – not only for faculty, but also staff and students (often another pipeline). So need to develop field and infrastructure for capturing data.
- Native Hawaiian serving program information at UH-Mānoa should be collected and organized so that faculty, staff, and students can access that database of information.
- Developing benchmarks – indicators that can capture, reflect the “whole” student
- Track and map out where everyone is working by communities, understand numbers:
  - 500 Native Hawaiian PhDs
  - 1000 Native Hawaiian nurses
  - 500 Native Hawaiian doctors
  - 30,000 Native Hawaiian speakers
  - etc.
- Qualitative data (success stories) for community outreach and publish (recruitment, relationship building)
- Best practices, sharing of Native Hawaiian programs/resources → communication and dissemination
- Indigenous Evaluation Systems (Data services, collection, etc.)
- Who are key and secondary users of UHM institutional data?
- Use 26% as % Native Hawaiian reflected in “state population” as reference point for research data and reflection and inclusion of UH Programs instead of 9% (UH census %)
- Sharing Native Hawaiian research between disciplines and collecting and using UH data from all Native Hawaiian programs…shared websites
- Who has access to Banner/IRO/Enrollment management data? How does this help/limit our objectives? What changes should be made?
- Native Hawaiian student data links P-12 to UH system to workforce
- Engaging 10 campus UH system through Native Hawaiian councils as in place database for recruitment, retention, graduation, placement as well as guidance, enrichment, skills building, employment opportunities, et al
- Create accurate and maintained Native Hawaiian student database; empower users
Values and Principles (list of ideas)

- Build on campus community culture, events, traditions
- ‘Iми loa
- Ola Hāloa
- Aloha kekahi i kekahi
- Excellence – E kūlia i ka nu'u
- Intergenerational: ‘ōpio → mākua → kūpuna
- Ke ala pono
- Begin and end each meeting with spiritual invitation to be guided in spirit through pule or oli
- No'eau
- No'i
- Service ↔ Leadership
- Hawai'i first
- Kupaianaha: manifesting excellence and positive outcomes
- Mālama kekahi i kekahi
- Pono
- Hana lawelawe
- ‘Ohana
- A Hawaiian place of learning should be holistic, integrating culture, language, arts, health, natural resource management, agriculture/fishing. Rooted in culture but taking advantage of modern knowledge and technology.
- Aloha
- ‘Ohana (kuleana, kua‘ana, kaikaina)
- ‘Ōlelo Hawai'i