Engaged Scholarship Working Group
Final Report and Recommendations

The Achieving Our Destiny (AoD) Engaged Scholarship Working Group (ESWG) was convened on September 6, 2012 and has met each month during AY 2012-2013. ESWG membership includes members from a range of Native Hawaiian programs and constituency groups, as well as student and faculty governance. The ESWG charge was, in pertinent part:

[To develop] a comprehensive plan to strengthen support for engaged scholarship at UH Mānoa that includes funding for student and faculty research, addresses criteria for tenure and promotion, and reinforces incorporation and expansion of Hawaiian knowledge and language across colleges and disciplines. Once the plan is developed and vetted it will be benchmarked so that our progress can be regularly assessed.

The ESWG considered various approaches and agreed upon three (3) recommendation intended to address the various aspects of its charge. Recommendation 1 was transmitted to the Strategic Planning Committee in January 2013, which approved forwarding the recommendation to departments via deans and directors. Recommendation 1 is included in toto below. Recommendations 2 and 3 were developed during the Spring 2013 and are included in this Report, which completes the work of the ESWG.

Recommendation 1: Modifying Criteria in Departmental T&P Procedures to Include Engaged Scholarship

On January 14, 2013 the Strategic Planning Committee sent the following to Deans and Department heads:

A major area of focus for the Mānoa Strategic Planning Committee (SPC) is enhancing faculty professional development by supporting scholarship of engagement and outreach. This initiative merges core values inherent in Achieving Our Destiny and the Native Hawaiian Advancement Task Force Report in an effort to support and sustain a community of scholars and scholarship imbedded within and integral to Native Hawaiian communities and values.

Toward this end, the Strategic Planning Committee believes it is necessary to 1) identify, support and invest in Native Hawaiian scholars and scholarship to ensure that Native Hawaiian representation increases and enhance the preservation and generation of Hawaiian knowledge and language, and 2) support the continued development of robust and rigorous faculty scholarship activities across multiple disciplines that involve engagement with Native Hawaiian and other communities.

Many current UHM faculty ground some or all of their scholarship activities (teaching,

---

research and/or service) within these communities. In order to strengthen institutional support for these and other scholars who may wish to expand their efforts in such areas, the Strategic Planning Committee has prepared the following “Engaged Scholarship Activities” template that departments may find useful as they revise criteria and procedures for faculty contract renewal, tenure and promotion. This template is not intended to create a new or additional category of activities for which faculty must be evaluated, nor is it intended to replace or override expectations regarding academic rigor and professional standards for conduct or overall professional productivity. The template is intended only to assist departments wishing to clarify the definition of scholarship activities to ensure that faculty in their units who conduct engaged research, teaching and service receive performance “credit” for such work.

In order to maintain consistency, units that have adopted engaged scholarship language into their criteria, or will be doing so in the future, will need to articulate the form that engaged scholarship takes in their specific field. In addition, if there are specific forms, or mechanisms for dissemination that are more influential within a particular field or fields, departments should articulate this in their criteria. As engaged scholarship is often interdisciplinary in nature, departments should also articulate markers that might indicate the success of the engagement and how its interdisciplinary nature can be accurately and effectively documented.

Engaged Scholarship Activities

(Department) values the UHM land grant and Native Hawaiian serving institution missions, and encourages all faculty to contribute toward fulfilling these missions via engaged community-based endeavors in teaching, research and/or service. Along with more traditional metrics of teaching, research and service, such engaged community-based scholarship activities help to meet the University's core function. Academic excellence and rigor are expected in all community-based activities.

Rate and significance of engaged community based projects are assessed by the DPC. Quality of the work may be assessed based on creativity, difficulty, and importance, while the overall value will necessarily consider the impact, length, and difficulty of the project. The nature of much engaged community-based scholarship renders rates of productivity (i.e., number of publications, publication venue) difficult to evaluate on traditional scales. Although quality work and productivity are hard to define precisely in the area of engaged community based scholarship, their presence is generally recognizable. A faculty member concerned about his/her rating in this area may ask the DPC for preliminary assessments and guidance.

Recommendation 2: Native Hawaiian Community Engaged Scholarship Criteria for Targeted Research Support
The second recommendation involved developing Native Hawaiian Community Engaged Scholarship Criteria for use in reviewing funding applications for undergraduate students, graduate students, and faculty, and recommending a review process for funding. The ESWG has also developed a recommended committee structure intended to ensure the integrity and credibility of the review process, and suggests an initial commitment of $120,000 annually, including $100,000 to be divided between graduate student and faculty support and $20,000 to support directed undergraduate research. The recommended criteria and review procedures are as follows:

Native Hawaiian Community Engaged Scholarship Funding Criteria

Two general types of applications will be considered for support: (1) Native Hawaiian student or faculty member working in any academic field; and (2) any student or faculty member participating in Native Hawaiian community-engaged scholarship.

Native Hawaiian community-engaged scholarship is defined as that which involves Native Hawaiian communities, groups, or individuals participating in planning and decision-making relating to project actions and priorities. For these scholarship funds, community engagement will be evaluated as those activities that intend to advance Native Hawaiian communities. Community-engagement may be illustrated by evidence that a Native Hawaiian community or communities initiated the research collaboration, evidence of significant Native Hawaiian community influence on project activities and researcher decisions, evidence of ongoing and meaningful “buy-in” from the relevant community or communities (e.g., with a support letter), or a well-articulated case for how the proposed activity intends to advance the community of Native Hawaiian scholars. In all cases, academic excellence is expected and the review committee will ensure that funding flows to individuals and projects that meet the spirit and intent of the funding initiative(s).

A standing Native Hawaiian Community Engaged Scholarship Review Committee (Committee) will be convened to review applications for Native Hawaiian Scholarship in all categories of funding for students and faculty. The Committee will consist of ten (10) people nominated by relevant constituencies: Kūaliʻi Council (3 seats), HSHK (2 seats including 1 representative of Kōkua a Puni), Deans and Directors (1 seat), Kua'ana Student Services (1 seat), Mānoa Faculty Senate (1 seat), GSO (1 seat), and ASUH (1 seat). Once individually supported projects are completed, awardees will be required to submit a report to the Committee summarizing their research and the manner in which it directly engaged, benefited and advanced the well-being and/or cultural preservation of Native Hawaiian communities, issues, knowledge and scholarship.

Estimated Cost and Resource Needs. The ESWG recommends an initial allocation of $120,000 annually to fund this initiative as follows: 1) $20,000 (allocated from the undergraduate research fund), 2) $50,000 for graduate student support, and 3) $50,000 for faculty support.
**Benchmarks and Campus Goals:** It is expected that this level of funding will support the scholarship activities of 15-30 scholars involved in a wide range of disciplines and activities. The ESWG recommends the following timeline:

- **Fall 2013:** Committee develops and publishes application procedures using the criteria outlined above with an application deadline no later than Nov 1, 2013. Announce initial awards by Dec 15, 2013.

- **Spring 2014:** Second application cycle begins for Summer 2014 funding; awards to be announced late Spring 2014 at the same time that Fall 2014 application cycle begins.

- **Fall 2014:** Fall 2014 funding cycle begins; application cycle for Spring 2015 begins.

- **Spring 2015:** Assessment of initiative and determination of most appropriate level of funding for initiative.

**Recommendation 3: Incorporation and Expansion of Native Hawaiian Knowledge and Language across Disciplines**

The third recommendation addresses overarching themes from AoD and the Native Hawaiian Task Force Report, both of which prioritize advancing Native Hawaiian language and knowledge and more fully integrating both throughout the campus and across the curriculum. UHM has a robust general education curriculum that requires students to satisfy a Hawaiian, Asian and Pacific (HAP) focus requirement. Of the four focus areas (HAP, ethics, oral communication, written communication), the fewest number of courses are offered in the HAP area and several colleges offer no HAP courses. General education “best practices” suggest that students should be able to satisfy most, if not all, of their general education requirements within their major in order to add depth to their disciplinary knowledge and reduce time to degree. The ESWG recommends, therefore, that all colleges and departments review their HAP course offerings, along with Banner data that will show how current majors satisfy their HAP requirement, and add additional sections to existing HAP courses, modify existing courses to satisfy HAP learning outcomes, and/or develop new courses that will satisfy the HAP criteria so that all UHM students will be able to satisfy their HAP requirement within their major or college.

**Estimated Cost and Resource Needs.** There should be little or no cost involved in implementing this initiative although it will require reallocation of faculty resources as courses are modified and or new courses are added to existing curricula.

**Benchmarks and Campus Goals:** UHM offers ninety-two (92) distinct bachelors degrees. Currently twenty-three (23) departments offer one or more HAP courses; six (6) colleges do not offer any HAP courses. The ELWG recommends the following timeline:
Fall 2013: Colleges and departments assess curricula and develop plans for modifying existing courses and/or adding new courses where necessary to ensure that all majors are able to satisfy their HAP requirement within their home department or college.

Spring 2014: Departments submit UHM-1 or UHM-2 forms as necessary and apply for HAP designation for their courses.

Fall 2015: Departments begin offering new and/or modified courses with HAP designation and 100% of UHM undergraduates are able to satisfy their HAP requirement within their home department or college.

\* This template does not attempt to articulate every scale that might be utilized; each unit should discuss and articulate, if possible, how productivity will be evaluated. If not through the traditional peer reviewed publication, for example, then how will faculty demonstrate productivity? Are there local venues that can/should be expected fora for disseminating the work? Are there non-traditional or emerging peer reviewed journals, conferences or other venues that promote discussion of engaged scholarship in the particular field? If so, are these ranked in some way?

\* Again, the SPC has provided general language that can serve as a starting point for departments. Each unit is responsible for defining how they will recognize engaged community scholarship.