LISTENING TOUR 2010: MEETING FOR KA HAKA ‘ULA O KE’ELIKÖLANI COLLEGE OF HAWAIIAN LANGUAGE
OCTOBER 29TH 2010

This note represents a summary of the meeting held for Ka Haka ‘Ula O Ke’elikolani College of Hawaiian Language on October 29th 2010 as part of the 2010 Listening Tour to prepare for development of the next UH Hilo Strategic Plan. The summary reflects the collection of individual comments made, not necessarily the consensus view of the entire group or the official view of UH Hilo. The order of the note may not necessarily reflect the order of the discussion.

Strengths of UH Hilo
The group identified the following as key strengths of UH Hilo:

General:
• Location
  o Natural and cultural environment

• Many programs at UH Hilo emphasize Hawaiian culture and teachings in their curriculum (especially when utilizing the natural and cultural resources offered by the Big Island.

• Small size
  o Small campus size gives the university a community feel
  o Generally small class sizes which adds to educational quality due to greater interaction between students and faculty

• ‘Imiloa
  o The collaborative partnership between ‘Imiloa and Ka Haka ‘Ula helped ‘Imiloa to gain community support giving the college’s existing strong history of community engagement

College specific:
• The presence of Ka Haka ‘Ula at UH Hilo
  o Excellent Hawaiian studies program
  o Promotion of indigenous/Hawaiian language revitalization
    ▪ The multi-lingual education (Hawaiian-medium) offered by Ka Haka ‘Ula at UH Hilo has a positive effect on student learning
    ▪ Amazing job of changing perceptions about the Hawaiian language and its use
Incorporation of linguistics at the college and the positive effect this has on helping student better learn/understanding the Hawaiian language
The college represents and serves indigenous populations of the Pacific region/world – it is internationally recognized and respected
The college has gained WINHEC (World Indigenous Nations Higher Education Consortium) accreditation
Ability of Ka Haka ‘Ula to be flexible, responsive and innovative. Changing practices/procedures to better suit the college e.g. changed tenure practices; faculty/staff are able to take degrees offered in the college (thinking ‘outside of the box’)
The college has a shared philosophy that informs all of its programs – Kumu Honua Mauli Ola

- Diversity of faculty, staff and students at Ka Haka ‘Ula
  - Faculty/staff/students acknowledge and utilize Hawaiian genealogical history to make decisions and move forward collectively
    - Faculty/staff/students have a good attitude and are not afraid of change

- Responsive to the local community
  - Supporting P to K-12 and continuing into university-level education (represents a comprehensive system of supporting and promoting the Hawaiian language and culture – providing curriculum and teacher education to Hawaiian-medium schools)
  - Graduates of Ka Haka ‘Ula tend to want to give back to the community

- Faculty and staff are recognized in the local community as practitioners

- Ability to leverage limited resources (money and personnel) and continue to provide new materials to support learning and teaching

- The programs at Ka Haka ‘Ula offer lots of opportunities for students to get internships/important work experience to supplement their learning and prepare them for the workforce

- Encouragement of double-majors due to links to Hawaiian culture/language in other disciplines at UH Hilo

- The college offers many cultural classes for students across the university (not just in Ka Haka ‘Ula) – this keeps the culture alive and relevant and encourages cultural sensitivity

**Weaknesses of UH Hilo**
The group identified the following as key weaknesses of UH Hilo:

- Physical infrastructure
  - Poor bathroom facilities in EKH
  - Lack of childcare facility
  - Not enough buildings to house programs/faculty/staff/students
• Declining financial support from the state for higher education

• Lack of financial aid for students

• Lack of support for graduate programs
  o No graduate assistantships/scholarships
  o General lack of resources for graduate students
  o No credit given to faculty who teach graduate courses

• Library, specifically:
  o Limited opening hours
  o Lack of required textbooks

• Difficult for students to transfer to UH Hilo from the community colleges

• Not enough students graduating

• Class scheduling
  o The four month summer recess is detrimental to language learners as so much is forgotten during that time and therefore the first month or so of classes has to be spent on refreshers
    ▪ Year round learning and through improved open scheduling would be better but is not feasible within the current structure of the university

• ‘Imiloa is minimally integrated to the academic side of the university

• No active student recruitment to Ka Haka ‘Ula

• Not enough Native Hawaiian students
  o Though the UH System target is for an increase of 6-9 per year from 2008 to 2015

• Limited ability to institutionalize the Hawaiian language into the university’s system – orally or written

• UH Hilo is not flexible enough to enable Ka Haka ‘Ula to provide P-20 services required by law

Challenges for UH Hilo
The group identified the following as challenges for UH Hilo:

• Access to transportation
  o It is difficult to provide transport for student field trips
  o There is a current lack of public transportation to and from campus
  o Between different parts of the campus – especially as we grow and the new College of Pharmacy and Ka Haka ‘Ula buildings are built further up Nowelo street
• Ensuring that ‘Imiloa remains committed to the Hawaiian culture and community

• How to solve the parking problem

• Determining if UH Hilo is a university in Hawaii or a Hawaiian university – and what those two mean

• Ensuring that planning for the new Ka Haka ‘Ula building moves to the next phase

• Finding ways for faculty and support services staff outside of Ka Haka ‘Ula to have opportunities to learn and utilize the Hawaiian language

• Funding for graduate programs and graduate students

• How to better tailor our programs to address the needs of our local community

• How to grow appropriately, ensuring fully funded faculty and staff lines

• How to influence the UH System to be less UH Manoa centric

• How to get students more actively involved in planning their college career and keeping that on track

Priorities for UH Hilo
The group suggested that UH Hilo should focus on the following priorities over the coming years:

• Clarify our identity – a Hawaiian university rather than a university in Hawaii (recognizing that we need to define what this means)
  o Position the UH Hilo as one of the world’s foremost indigenous serving institutions

• Be student-focused in all activities

• Review and change where appropriate rules, regulations, procedures, processes and structures to support our mission

• Strengthen and address our current weaknesses

• Actively recruit, support and graduate more Hawaiian students and students in general

• Continue to support the unique P-20 structure of Ka Haka ‘Ula as a unique strength of UH Hilo

• In-house curriculum development and support
Appropriateness of the Current UHH Strategic Goals
The group discussed the current UHH strategic goals and made the following comments:

General points:
- Develop a unique identity for UH Hilo and develop goals that support that identity
- Emphasize the natural and cultural resources available outside of the classroom that support UH Hilo’s activities
- Highlight signature programs that give UH Hilo a unique identity

Goal specific points:
- Goals 1 and 2 are missing reference to graduate programs
- Goal 5 – instead of ‘embrace’ opportunities for community involvement which sounds passive, use the words ‘pursue’ or ‘establish’ instead
- Goal 6 – should refer to development of more effective internal communication systems