

Diversity Activities at the University of Hawai‘i at Hilo

Status Report for WASC

In March 2004 the University of Hawai‘i at Hilo completed its WASC Educational Effectiveness review. The University’s accreditation was affirmed through 2014, and the site team identified four issues to be addressed in a March 2008 Special Visit. Among these was campus diversity.

During the 2008 Special Visit, the visiting team commended the University for making several positive efforts toward improving campus diversity. In addition, the visiting team made the following recommendations:

1. The campus, in concert with UH system wide officials, should begin discussions and planning regarding the institutionalization of successful diversity programs, Keaholoa STEM and Kīpuka
2. The University should continue development and implementation of the faculty and staff diversification plan
3. A formal campus-wide plan should be developed regarding the infusion of diversity issues across the curriculum
4. Diversity should be included as a priority in the university’s long-term strategic planning efforts
5. The campus should remain cognizant and committed to a broad definition of diversity

The campus community was appreciative of the visiting team’s recommendations and has been working diligently to more clearly demonstrate our commitment to diversity. It is our hope that the narrative that follows will articulate our thoughtful consideration and actions to address these recommendations.

Institutionalization of Curricular and Faculty/Student Development Projects of Kīpuka and Keaholoa STEM

When the WASC site team visited in 2008, their recommendations supporting institutionalization of successful diversity programs focused specifically on Kīpuka Native Hawaiian Student Center and Keaholoa STEM. In order to fully articulate the university’s efforts to institutionalize successful diversity programs, we feel it imperative to also highlight initiatives occurring under the leadership of Ka Haka ‘Ula O Ke ‘elikōlani, the College of Hawaiian Language. UH Hilo is the home of Ka Haka ‘Ula O Ke ‘elikōlani, the College of Hawaiian Language, which has the mission of benefitting “all of Hawai‘i’s people through the revitalization of Hawaiian language, traditional

culture, and education in a Hawaiian medium setting.” The college includes the Hale Kuamo‘o Center, where curriculum is developed for the state of Hawaii’s Hawaiian medium K-12 schools, and where teachers are trained for the schools. Hale Kuamo‘o serves as the Polynesian Languages Forum which unites the developing indigenous languages of 13 Polynesian governments.

The college offers the Bachelor of Arts degree in Hawaiian Studies and in linguistics; and graduate study in Hawaiian language and literature and indigenous language education, culminating in the Ph.D., which reaches far beyond Hawaii to the revitalization of indigenous cultures and languages across the world.

Full descriptions of the college’s degree programs, outreach activities, and curriculum development efforts are available at: <http://www.uhh.hawaii.edu/academics/hawn/>

As part of the commitment to enhance the college, the university system is submitting a supplemental budget request to the Board of Regents seeking approval to move forward with construction of the College of Hawaiian Language building. If approved by the Board of Regents and the legislature, the building will be an important step toward formalizing and strengthening our commitment to indigenous cultures.

Within the institution, UH Hilo also seeks to bring to all of its students and faculty an understanding of the culture and perspective of the Hawaiian culture in which they work, study, and live. Two programs with this particular focus are the Kīpuka Native Hawaiian Student Center and the Keaholoa STEM program. Consistent with the 2008 WASC site team recommendation, UH Hilo is working to institutionalize structures developed by these programs.

Kīpuka Native Hawaiian Student Support Center

In 2005 Kīpuka received a five-year U.S. Department of Education Title III, Native Hawaiian Serving Institutions Development Grant that was used to establish the Uluākea faculty and curriculum development program and to fund an activity of Ka Haka ‘Ula Ke ‘elikōlani College of Hawaiian Language. The grant ends on September 30, 2010, and UH Hilo must determine how Uluākea can become institutionalized, as required by the grant.

UH Hilo is fully aware of the contribution Kīpuka Native Hawaiian Student Support Center has played in infusing Native Hawaiian perspectives into all facets of our institution. The university has worked toward institutionalization of the Kīpuka model. Institutionalization can be seen as comprised of:

- Efforts to increase state funds to support Kīpuka
- New Kīpuka G-funded positions

- Expansion of programs that infuse Native Hawaiian perspectives in curriculum offerings

Kīpuka materials are presented in the site team room.

Increase in legislative support. Efforts have been underway to increase the amount of general funds supporting Kīpuka. Beginning in 2005, the university successfully convinced the legislature to provide incremental increases to the level of state funds allocated to Kīpuka. In the past four years, the university has obtained \$80,000 from the legislature to provide supplemental operating funds for Kipuka.

New Kīpuka G-funded positions. Since 2007, the university has transitioned five positions in Kīpuka from grant funds to general funds. These positions are:

- Associate Director (Assistant Specialist)
- Cultural Development and Research Coordinator (Jr. Specialist)
- Student Development Coordinator (Jr. Specialist)
- Student Development Specialist (APT)
- Technology and Educational Specialist (APT)

Two additional positions have been authorized to transition to general funds but have been delayed due to state and system budgetary restrictions. The pending positions are an Office Assistant and a Cultural and Community Development Specialist.

Infusing Hawai‘i perspectives into the curriculum. Kīpuka is the home of the Uluākea program, with the mission of “engendering presentation of the Hawaiian world view throughout the curriculum” through intensive faculty training and support. With respect to curriculum, Uluākea engages in “modification of current courses and the development of new courses which will be the model and catalyst for curricular change. These courses—some on Hawaiian topics and some not—will be based on a Hawaiian worldview.” Uluākea also supports development of a Cultural Studies discipline which would be “conducive to the acceptance and value of traditionally marginalized perspectives.”

Learning opportunities include workshops, seminars, classes, excursions, and support for research. A total of 18 UH Hilo faculty from disciplines across the curriculum have completed the program, and a fourth cohort of eight is starting this fall.

Kīpuka reaches out to other UH Hilo units, joining with the Office of Information Technology and User Services and the College of Continuing Education and Community Service to combine the curricular initiative with innovative pedagogy. In summer 2009, Uluākea faculty offered a dozen new online courses in which Hawaiian perspectives were infused. Examples: a biology course in which aspects of the Hawaiian creation myth were compared with modern evolutionary accounts; and a sports psychology course which examined traditional Hawaiian warrior training along with other motivational techniques. Uluākea faculty have found that such enriched courses are

very engaging to students, both Hawaii-born and those from the continental U.S. and abroad.

While most at UH Hilo firmly believe there is importance in promoting Hawaiian cultural perspectives, we also recognize that universities are places of diversity and thus we provide an environment in which choice and variety flourish. UH Hilo offers over 180 courses on Asian, Pacific, or Hawaiian themes in the whole array of disciplines, as well as courses with Middle Eastern and European content, and faculty are encouraged to enrich these offerings.

Keaholoa STEM Program

The UH Hilo Keaholoa STEM program is a multi-dimensional effort whose overall goal is to increase the level of student interest and participation in science, technology, engineering and mathematics majors and professions. Funded by the National Science Foundation Tribal Colleges and Universities Program (TCUP), the program's focus is on improving in the STEM metrics within the Native Hawaiian student population. Activities have included faculty seminars and off-campus retreats, annual presentations of student-faculty research, support for tutoring in STEM courses, and central to the project, student internships in scientific research.

A detailed report on Keaholoa STEM is presented in the site team room.

Since Fall 2003, students completing the Keaholoa internship program (now Keaholoa scholars) have gone on to careers in scientific research, teaching in the sciences, and graduate study in science. The UH Hilo administration is fully aware of the powerful role that Keaholoa STEM internships have played in student engagement in STEM majors and they have acted to support and promote the program to achieve student success and institutional change. Institutionalization of Keaholoa STEM activities is apparent in the following areas:

- Broad acceptance of the value of student internships in research
- Partnerships for curriculum-based internships
- Structures for academic success

Broad acceptance of the value of student internships in research. UH Hilo administrators and faculty are supportive of research internship experiences for students. Faculty are eager to serve as mentors to student interns; the number of such internships each semester has risen steadily from fewer than ten in Fall 2003 to an average of 26 per semester over the past three semesters. Consequently, there is clearly recognition of the benefits for both faculty and students. Beyond STEM faculty participation in the Keaholoa Internship Program, STEM faculty applying for new extramural grants routinely include student research assistants and/or research interns in their budgets.

Recent such grants include:

- NSF EPSCoR grant was submitted May 2009 and included a request to fund 24 interns (approved, \$20 million).
- NSF-Institutional Integration (I-3) grant was submitted in August 2009 (under review).
- NSF- S-STEM grant, to support Keaholoa STEM type scholarships, was submitted in September 2009 (under review)
- NSF-CREST grant was awarded for 2008-2013. The grant includes financial support for graduate and undergraduate students. In first year, the grant supported eleven students. Fifty percent of the students served in the first year were members of underserved minority groups

Partnerships for curriculum-based internships. In fall 2008 the Keaholoa STEM Internship Program partnered with the NSF-LSAMP Islands of Opportunity Alliance program at UH Hilo and received additional funds from Department of Education to expand internship opportunities to students that are from groups underrepresented in STEM professions.

Credit-bearing (non-paid) internships are currently offered across the curriculum: Astronomy, Physics, Biology, Communication, Geography/Planning, Marine Science, Political Science, Psychology, Sociology. Through partnerships with over 100 individuals, agencies, and organizations, the university has been able to provide a variety of internship and service learning opportunities for our students.

Structures for academic success. The success of Keaholoa's efforts in tutoring, modified supplemental education, and summer bridging courses in math and chemistry have highlighted the need, as well as the efficacy of, these activities. Keaholoa and other campus agents strongly advocated for a student academic success center. In 2008 UH Hilo obtained funding for the establishment of the Kilohana Academic Success Center. Kilohana is located on the ground floor of the UH Hilo Library. While the mission of the center is to support students' success in writing and STEM disciplines, the intention is to provide academic support for all students and faculty. The Center's director came on board in February 2009.

Faculty and Staff Diversification

UH Hilo has made progress toward increasing the diversity of our faculty and staff.

Table 1 provides a comparison of faculty and staff demographics in 2002, 2007, and 2008 in percentages. Numbers are given in Appendix 1.

Table 1. UHH Employee Race/Ethnicity

Category	Race/Ethnicity Percentages by Year											
	White Percent			Asian Percent			Native Hawaiian Percent			Other Percent		
	2002	2007	2008	2002	2007	2008	2002	2007	2008	2002	2007	2008
APT	32.2	28.8	34.1	65.6	66.7	61.0	18.3	21.6	22.8	3.3	4.5	4.9
NTF	35.7	39.5	45.5	64.3	45.5	43.2	14.3	15.1	20.5	0	15.0	11.3
CS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
E/M	58.8	44.5	47.4	35.3	49.9	47.4	5.9	11.2	15.8	5.9	5.6	5.2
Lecturer	59.7	57.8	54.9	38.8	39.8	42.7	13.4	20.5	21.9	1.5	2.4	2.4
Instructor	85.0	77.8	83.9	15.0	18.5	16.1	0	3.7	6.5	0	3.7	0
Asst Prof	66.7	62.7	61.8	24.1	36.0	36.0	11.2	16.0	13.0	9.3	1.3	2.7
Assoc Prof	63.2	67.3	65.9	31.6	24.5	27.3	7.9	4.1	4.5	5.3	4.1	6.8
Full Prof	67.3	73.3	77.6	30.8	21.7	19.0	3.8	3.3	3.4	1.9	1.7	3.4

Note: See Appendix 1 for chart showing numbers

From 2007 to 2008, there were increases in the representation of Native Hawaiians in the following employee categories:

- Administrative, Professional and Technical (APT): 21.6% (n=24) v. 22.8% (n=28)
- Non-teaching Faculty (NTF): 15.1% (n=5) v. 20.5% (n=9)
- Executive/Managerial (E/M): 11.2% (n=2) v. 15.8% (n=3)
- Lecturers (Adjunct faculty): 20.5% (n=17) v. 21.9% (n=18)
- Instructors (Non-tenure track faculty): 3.7% (n=1) v. 6.5% (n=2)

During the same time period, there were percentage increases in the representation of American Indian, African-American/Black, and Latino employees (refer to category labeled "Other" in Table 1) in the following categories:

- Assistant Professor: 1.3% (n=1) v. 2.7% (n=2)
- Associate Professor: 4.1% (n=4) v. 6.8% (n=3)
- Full Professor: 1.7% (n=3) v. 3.4% (n=2)

Table 2 provides data from the National Center for Education Statistics detailing the demographic profile of postsecondary faculty. In 2007, national statistics indicate 82.9% of tenured faculty and 69.5% of tenure track faculty were Caucasian. In 2008, 61.8% (n = 47) of Assistant Professors at UH Hilo self-identified as Caucasian. During the same time period, the percentages of tenured faculty who self-identified as Caucasian range from 65.9% (n = 29) for Associate Professors to 77.6% (n = 45) for Full Professors. Furthermore, national data indicate that Asian, Native Hawaiian, and other Pacific Islander individuals represent 9.8% of all tenure track faculty (Assistant

Professors). At UH Hilo, 49% (n = 27) of Assistant Professors self-identify as Asian, Native Hawaiian and other Pacific Islander.

These data indicate that UH Hilo faculty diversity is above national norms.

Table 2. Full-time faculty at Title IV degree-granting institutions, by faculty status and race/ethnicity: United States, fall 2007

Race/Ethnicity	Faculty Types									
	Total faculty ¹		With tenure		On tenure track		Not on tenure track		No tenure system	
	#	%	#	%	#	%	#	%	#	%
Total	702,491	100.0	290,581	100.0	134,826	100.0	171,144	100.0	80,217	100.0
Race/ethnicity										
White	539,646	76.8	240,911	82.9	93,745	69.5	125,207	73.2	65,919	82.2
Black	37,862	5.4	13,388	4.6	8,713	6.5	9,171	5.4	5,879	7.3
Hispanic	24,956	3.6	9,568	3.3	5,710	4.2	5,896	3.4	2,916	3.6
Asian/Pacific Islander	53,615	7.6	20,440	7.0	13,159	9.8	14,430	8.4	2,464	3.1
Amer Ind/Alaska Nat	3,337	0.5	1,268	0.4	605	0.4	680	0.4	720	0.9
Unknown	11,863	1.7	2,158	0.7	3,121	2.3	3,462	2.0	1,963	2.4
Nonresident alien	31,212	4.4	2,848	1.0	9,773	7.2	12,298	7.2	356	0.4

Rounds to zero.

¹Staff whose primary responsibility is instruction, research, and/or public service.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Dept. of Education, National Center for Educational Statistics, Integrated Postsecondary Education Data System, Winter 2007-08

Institutional Commitment to a Broad Definition of Diversity

Steps have been taken to affirm the university's commitment to a broad definition of diversity.

The EEO/AA Office has been developing strategies to educate the campus community on issues of disability status, gender identity and expression, discrimination, and sexual harassment. The Office is working to establish recruiting relationships that would assist in enhancing the diversity of our applicant pools. Some of the efforts include identifying resources to recruit:

- Women in STEM fields
- African-Americans, Latinos, American Indians, Native Hawaiian, and Filipinos for faculty positions

- Individuals with disabilities
- Veterans

The Division of Student Affairs is in the process of developing a social justice education center. The role of the center will be to provide a comprehensive approach to identity/diversity to include emphasis on gender, race, ethnicity, sexual orientation, and gender identity. The center will focus on teaching students the skills to be culturally competent individuals who advocate for social change. The job description for a director level position, who will lead the center, is currently under development. The university hopes to fill the position in fall 2010.

Role of the UH Hilo EEO/AA Office. Although the university's diversity is higher than national norms, the university is strongly committed to identifying strategies to build upon our current successes and further increase faculty diversity. Unfortunately, the university lost some momentum on diversification efforts due to transitions in the EEO/AA Office. The office was without a permanent director from 2007 until 2009. Realizing the critical importance of having a strong EEO/AA Office, the university restructured the office to enhance previous staffing levels.

A new director of the EEO/AA Office was appointed on May 1, 2009 who has expertise in developing faculty and staff diversity initiatives. A professional level position was added and filled June 19, 2009. This improved staffing has allowed the director to assist in providing leadership to strategic diversity initiatives.

The new director has led an effort to assess the legality of the university's draft spring 2008 faculty and staff diversification plan. The results of the assessment determined the plan would not withstand the strict scrutiny standards imposed by the courts. The university has begun the process of revising the plan. In recognition of the concerns the visiting team raised about retention, it has been proposed that the new plan take a comprehensive approach through addressing recruitment and retention issues. Additionally, discussions are occurring within the university's leadership to determine the best strategy to develop a diversity strategic plan. The EEO/AA Office, in collaboration with the Vice Chancellor for Student Affairs, is researching the Inclusive Excellence model proposed by the Association of American Colleges & Universities as a potential framework for a diversity strategic plan.

Additionally, EEO/AA has engaged in a variety of efforts to assist the university in sustaining a diverse and inclusive campus that is fully committed to a broad definition of diversity. Some recent activities include:

- Development of a diversity recruiting resources page
- Initiating the process to purchase software to update the affirmative action plan and to conduct regular compensation analyses
- Purchase of directories to aid in the recruitment of minority and women applicants

- Development of a search process improvement group to make the hiring process more efficient and effective with a special emphasis on increasing the diversity of our applicant pools
- Development of training programs and brochures to educate campus community on EEO/AA issues with the goal of improving campus climate
- Creation of a working group to develop strategies to educate the campus community on issues of gender identity and expression

Diversity as a Priority in UH Hilo Strategic Planning Efforts

In March 2009, the Board of Regents amended the University of Hawai‘i mission statement to clarify the system’s commitment to Native Hawaiian populations. The revised policy states: "As the only provider of public higher education in Hawai‘i, the University embraces its unique responsibilities to the indigenous people of Hawai‘i and to Hawaii’s indigenous language and culture. To fulfill this responsibility, the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history and culture." On August 25, 2009, the university system appointed a new President who reaffirmed the system’s commitment to indigenous populations. This revised mission honors and reflects the strategic goal UH Hilo embarked on in our 2002-2010 strategic plan to become a leader in studies of Hawaiian, East Asian, Pacific and indigenous cultures. Additionally, the enhanced mission complements the recommendations made by WASC. As UH Hilo updates our strategic plan, steps will be taken to make diversity a priority in planning efforts.

Respectfully submitted,

Sonia Juvik, Keaholoa STEM Co-PI and Program Manager

Kelly Oaks, EEO/AA Director

Appendix 1.

Race/Ethnicity Numbers by Year

	White			Asian			Native Hawaiian			Other			Total by Classification		
	Number			Number			Number			Number			Number		
	2002	2007	2008	2002	2007	2008	2002	2007	2008	2002	2007	2008	2002	2007	2008
Category															
APT	30	32	42	42	50	47	17	24	28	4	5	6	93	111	123
NTF	5	13	20	7	11	10	2	5	9	0	4	5	14	33	44
CS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
E/M	10	8	9	5	7	6	1	2	3	1	1	1	17	18	19
Lecturer	40	48	45	17	16	17	9	17	18	1	2	2	67	83	82
Instructor	17	21	26	3	4	3	0	1	2	0	1	0	20	27	31
Asst Prof	36	47	47	7	15	17	6	12	10	5	1	2	54	75	76
Assoc Prof	24	33	29	9	10	10	3	2	2	2	4	3	38	49	44
Full Prof	35	44	45	14	11	9	2	2	2	1	3	2	52	60	58
Total Employees (All Classifications excluding Civil Service)													355	456	477

Source: UHH Institutional Research, 2009