

New Program Code Replace Program Code Date: _____

REQUESTOR CONTACT INFORMATION

Name _____ Campus _____
 Title _____ Email _____
 Office/Dept _____ Phone _____

NEW PROGRAM CODE TO CREATE

Institution _____ Campus _____
 Level _____ Effective Term _____

	Code (Max. Characters)	Description	Check if requesting new code:
College	(2) _____	_____	<input type="checkbox"/> See Banner form STV_COLL
Department	(4) _____	_____	<input type="checkbox"/> See Banner form STV_DEPT
Degree/Certificate	(6) _____	_____	<input type="checkbox"/> See Banner form STV_DEGC
Major	(4) _____	_____	<input type="checkbox"/> See Banner form STV_MAJR
Concentration	(4) _____	_____	<input type="checkbox"/> See Banner form STV_MAJR
Minor	(4) _____	_____	<input type="checkbox"/> See Banner form STV_MAJR

If a similar major/concentration code exists in Banner, please list the code: _____

Justification to warrant a new major/concentration code similar to an existing major/concentration code:

Is this major/concentration code being used the same way at the other UH campuses? Yes No

Should this program be available for applicants to select as their planned course of study on the online application? *If yes, student may select the code as their only program of study.* Yes No

RULES PERTAINING TO FINANCIAL AID AND 150% DIRECT SUBSIDIZED LOAN LIMIT LEGISLATION

Is 50% or greater of the classes in this program offered at a location other than the Home Campus? Yes No

Is this program/major/certificate financial aid eligible? Yes No

Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)? Yes No

See <http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html>

Program Length

In academic years; decimals are acceptable. The length of the program should match what is published by the campus in any online and/or written publication.

Special Program Designations A B N P T U

See *Special Program Designations Code Definitions on IRAO Program Code Request webpage*

Required Terms of Enrollment: Fall Spring Summer Extended

EXISTING PROGRAM CODE TO REPLACE, IF APPLICABLE

Program Code _____	Program Description _____
Institution _____	Campus _____
College _____	Department _____
Level _____	
Are current students "grandfathered" under the program code? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Should the old program code be available for use in Banner? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Effective , old program code will no longer be available to admit or recruit students.	
<small>Term (ie. Fall 2020)</small>	
<i>This will turn off the online application, recruitment (effects Banner forms SRASUMI and SRAQUIK) and admissions (effects Banner forms SAADCRV, SAAADMS, SAASUMI, SAAQUIK, and SAAQUAN) Banner modules.</i>	
Effective , old program code will no longer be available to award degree to students.	
<small>Term (ie. Fall 2020)</small>	
<i>This will turn off the general student (effects Banner form SGASTDN) and academic history (effects Banner form SHADEGR) Banner modules.</i>	

ATTACHMENTS

BOR Approved: Sole-credential Certificate, Associate, Bachelor and Graduate Degrees, and sole credential certificates

- BOR Meeting Minutes & Supporting Documents Curriculum

Chancellor Approved: Concentrations, Certificates and Associate in Technical Studies (ATS) Degree

- Memo from Chancellor to notify Vice President for Academic Planning and Policy regarding program action.
 Curriculum

<p>CERTIFICATES ONLY: Please check one (1) statement. This certificate is a...</p> <p><input type="checkbox"/> BOR approved certificate. BOR Meeting/Approval Date: _____</p> <p><input type="checkbox"/> Chancellor approved within an authorized BOR program. BOR Program: _____</p> <p><input type="checkbox"/> Chancellor approved CO in accordance with UHCCP 5.203, Section IV.B.10.</p>

VERIFICATIONS

By signing below, I verify that I have reviewed and confirm the above information that is pertinent to my position.

<p>Registrar (Print Name)</p> <p>_____</p>	<p>Financial Aid Officer (Print Name)</p> <p>_____</p>	<p>For Community Colleges, verification of consultation with OVPCC Academic Affairs: Tammi Oyadomari-Chun</p> <p>_____</p>
Signature	Date	Signature
Signature	Date	Signature
Date	Date	Date

ADDITIONAL COMMENTS



June 8th, 2021

MEMORANDUM

TO: David Lassner
President

VIA: Michael Bruno *Michael Bruno*
Provost

VIA: Laura E. Lyons *Laura E. Lyons*
Interim Vice Provost for Academic Excellence

VIA: Julienne Maeda *Julienne Maeda*
Acting Dean of Graduate Division

VIA: Dean Jon Osorio *Jonathan K Osorio*
Hawai‘inuiākea School of Hawaiian Knowledge

FROM: Chair Kekuewa Kikiloi *Kekuewa Kikiloi*
Kamakakūokalani Center for Hawaiian Studies

SUBJECT: APPROVAL OF THE NEW GRADUATE CERTIFICATE IN KŪ‘OKO‘A - ‘ĀINA
BASED LEADERSHIP

SPECIFIC ACTION REQUESTED:

It is respectfully requested that the new graduate certificate in **KŪ‘OKO‘A - ‘ĀINA BASED LEADERSHIP** be approved.

RECOMMENDED EFFECTIVE DATE:

To begin recruiting for start Fall 2022

ADDITIONAL COST:

The Kū‘oko‘a Graduate Certificate will enhance collaboration across departments through cross-college course offerings, making efficient use of faculty time, existing under-enrolled courses, buildings, classrooms, and other resources. We are not requesting any additional resources for this program as all other costs including funding support for student airfare, accommodations and food for field-based courses; hosting collaborative workshops or speaker series and events to share student work; and honoraria for community hosts and classroom guest speakers are funded through faculty secured external and departmental financial support. The program could generate income for UHM.



PURPOSE:

The Kamakakūokalani Center for Hawaiian Studies is proposing a pathway that would extend higher education opportunities to professionals in mālama 'āina fields through a Kū'oko'a Graduate Certificate in 'Āina Based Leadership. This Graduate Certificate is designed to cultivate aloha 'āina leaders connected to and caring for Hawai'i's 'āina (land and resources) using interdisciplinary skills and the integration of multi-disciplinary courses grounded in a strong foundation of 'ike kūpuna (ancestral knowledge). Kū'oko'a, meaning independence, refers to the ability of communities to kia'i (protect, care for and make decisions about) natural and cultural resources. This certificate name references two key ancestors, sustaining like the 'ai 'oko'a (cooked kalo) and providing a space of shelter like the ko'a (coral), seeding abundance across the pae 'āina (archipelago) and inspiring ideas and collaboration.

The Kū'oko'a Graduate Certificate aligns with the University of Hawai'i (UH) system's mission to "provide environments in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of present and future generations with improvement in the quality of life. In carrying out that mission, it is the basic purpose of the university to afford all qualified people of Hawai'i an equal opportunity for quality college and university education at both undergraduate and graduate levels. 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 Hawai'i'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." (UH Website, 2020) The certificate program will extend access to graduate level courses to non-traditional learners and working professionals, enhance collaboration beyond the UH system, helping the University to be viewed as a desirable partner and extension of ahupua'a. Through team-taught field-based courses, students will engage in community projects that will be useful for the organizations and places that host them, and for enhancing community ability to sustain resource health. By also building strong partnerships with government and non-profit employers, the certificate program will prepare graduates to meet the professional workforce needs of Hawai'i as well as create pathways to secure jobs in their fields.

BACKGROUND:

Hawai'i's communities face compelling issues of natural and cultural resource management, sustainability, food security, and Native Hawaiian rights. Today, Hawai'i's land and sea resources continue to decline under a centralized state management system challenged by underfunded and understaffed agencies, with little grounding in Hawaiian approaches to sustainability. To prepare Hawai'i's future leaders to address these issues, programs like the Kū'oko'a Graduate Certificate are needed to instill critical thinking and practical applied skills grounded in traditional Hawaiian knowledge and practices that will aid them in developing interdisciplinary and holistic solutions. This certificate program is based on research to identify existing professional development needs in sustainability, resilience, and natural resource management in Hawai'i. In 2017, Hui 'Āina Momona, a cluster hire of four Native Hawaiian professors, with the support of 36 faculty in 13 departments across the University of Hawai'i at Mānoa, conducted an assessment of professional development needs in mālama 'āina fields in Hawai'i. They interviewed 10 key leaders and surveyed 154 individuals representing 85 non-profits, conservation organizations, government agencies, community



groups, landowners, and other resource management entities. Findings from the interviews and surveys indicate:

- Extensive need for training in leadership, applied research, field skills and cultural grounding for employees in many diverse sectors beyond those thought of as related to land and resource management;
- Preference for graduate level courses and certificates;
- Need for field-based training, and courses offered at work sites and on neighbor islands to cohorts of professionals and graduate students together;
- Preference for hybrid options that blend online offerings with in-person, onsite instruction in concentrated summer, weekend and evening sessions; and
- Ideal program length of 14-15 months.

Findings from the 2017 statewide professional development needs assessment strongly support the need for a program like the Kūʻokoʻa Graduate Certificate program. The majority of survey responses (64%) indicated that it is difficult or very difficult to recruit job applicants, in part due to the challenges of finding Hawaiʻi residents with the required degrees and skills in resource management, or mainland applicants with knowledge of Hawaiian culture, history, and ecosystems. Regarding ease of retaining qualified personnel, 36% of survey participants expressed that it is difficult, due to Hawaiʻi's high cost of living and employees that move back to the mainland or leave for better paying jobs. On the other hand, 36% of survey participants expressed that it is easy to retain employees who are from the area and committed to the long-term well-being of the place and community. These survey responses indicate a great need for extending higher education opportunities in mālama ʻāina fields to Hawaiʻi communities, whereas currently, resource management entities rely on mainland hires who often do not stay.


On November 2, 2018 the Committee of Curriculum and Program Planning of Kamakakūokalani Center for Hawaiian Studies (KCHS) unanimously approved the proposed Authorization to Plan (ATP-1) to move forward and received the endorsement of Kamakakūokalani Center for Hawaiian Studies (KCHS) faculty on December 7, 2018. On January 23, 2019, the Office of the Vice Chancellor for Academic Affairs (OVCAA) informed us of the approval of the ATP-1 proposal. From May - November 2019, we collectively developed the full proposal of the certificate. On March 12, 2020, the School Curriculum Committee (SCC) of Hawaiʻinuiākea School of Hawaiian Knowledge approved the concept for the proposed Kūʻokoʻa Graduate Certificate. After several rounds of revision to the proposal, the final version was accepted by the SCC on June 8, 2021 and transmitted to the Dean of Hawaiʻinuiākea.

In response to the rapidly evolving situation with SARS-CoV-2 (COVID-19), we will be utilizing the guidelines provided by the UH Human Studies Program and the appropriate links are available in the proposal. Each faculty member will have a safety plan consistent with CDC guidelines, applicable University policies and will communicate safety plan changes to all personnel and participants.

ACTION RECOMMENDED:

It is respectfully recommended that the new graduate certificate in KŪʻOKOʻA - ʻĀINA BASED LEADERSHIP be approved.

APPROVED:


David Lassner, February 7, 2022

2645 Dole Street, Kamakakūokalani Building, Rm 209A Honolulu, Hawaiʻi 96822
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ATTACHMENTS

- Graduate Certificate Proposal
- Appendices
 - Appendix A - Colleges/departments and faculty who have agreed to offer courses through the proposed certificate program
 - Appendix B - Courses to be counted toward the (2) ELECTIVES requirement in attainment of the Kū'oko'a Graduate Certificate
 - Appendix C – Alternative Pathways for the Kū'oko'a Program - 1, 2, and 3 year plans
 - Appendix D - Sample Evaluation Rubric

**Kū‘oko‘a Graduate Certificate in ‘Āina Based Leadership
Graduate Certificate Proposal, November 2021
Proposed by Kamakakūokalani Center for Hawaiian Studies,
Hawai‘inuiākea School of Hawaiian Knowledge**

1. Purpose and Objectives of the Proposed Graduate Certificate Program

What is the purpose and objectives of the proposed academic subject certificate program, including the relationship to existing degree programs(s), if any?

The purpose of the proposed graduate level Kū‘oko‘a Graduate Certificate in ‘Āina Based Leadership is to cultivate aloha ‘āina¹ leaders connected to and caring for Hawai‘i’s ‘āina (land and resources) using interdisciplinary skills grounded in a strong foundation of ‘ike kūpuna (ancestral knowledge). Kū‘oko‘a, meaning independence, refers to the ability of communities to kia‘i (protect, care for and make decisions about) natural and cultural resources. This certificate name references two key ancestors, sustaining like the ‘ai ‘oko‘a (cooked kalo) and providing a space of shelter like the ko‘a (coral), seeding abundance across the pae ‘āina (archipelago) and inspiring ideas and collaboration.

Students enrolled and faculty teaching in the certificate program will work together to develop culminating projects addressing on-the-ground needs related to land and resources in Hawai‘i. The proposed program will enhance UH Mānoa’s relationships with communities, agencies, and organizations such as KUPU, Department of Land and Natural Resources, Kua‘āina Ulu ‘Auamo, and Office of Hawaiian Affairs across Hawai‘i. Through these relationships and collaborative projects, the program will enhance the skills of professionals already working in mālama ‘āina (land and resource stewardship) fields in Hawai‘i, while also preparing UH graduate students to secure jobs in their fields. The proposed Kū‘oko‘a Graduate Certificate in ‘Āina Based Leadership offers a culturally-grounded interdisciplinary approach to working on and with the land and natural resources, to foster collaborative decision-making and enhance community resilience in the face of climate change.

Kahua (Guiding Values):

- A‘o aku, A‘o mai: Teach and learn from ‘āina together with community
- Piko: Build a strong and grounding identity in students.
- Konohiki: Invite ability to care for ‘āina at all levels.
- Hana: Take actions with immediate impacts and adapt.
- Pilina: Build relationships and connections by bringing together diverse perspectives.
- Ea: Address current needs while innovating for systems change and a decolonized future.

¹ The term aloha ‘āina is difficult to define and encompasses many important things. Kanaeokana, a network of ‘ōlelo Hawai‘i, Hawaiian culture, and ‘āina-based schools (preschool through university level) and organizations engaged in collaborative efforts to strengthen Hawaiian education and the lāhui states, "We understand aloha ‘āina to involve a deeply rooted connection and commitment to the physical and spiritual health of our lands, seas, and skies; an unwavering dedication to the well-being of our lāhui, and a devotion to protect and support our cultural practices that take place within the embrace of our ‘āina."

Kū'oko'a will provide an innovative learning program to serve a broad population of students, including practitioners, professionals, and individuals. The program will prepare students, alongside practitioners and professionals, to:

- Address environmental, cultural, legal, and social aspects of aloha 'āina, through collaborative research, teaching, and training;
- Focus on interdisciplinary and holistic solutions to natural and cultural resource management, sustainability, and food security issues; and
- Ground approaches in Hawaiian knowledge, methodologies, and practices, while drawing on cutting edge strategies and tools from around the world.

Relationship with Existing Programs

The Kū'oko'a Graduate Certificate will build upon the Mālama 'Āina strand within Kamakūokalani Center for Hawaiian Studies (KCHS), drawing on courses from this program while engaging four of its key faculty. The certificate also connects with other existing courses and research opportunities related to natural resource management, sustainability, and resilience across campus. By bringing together existing courses and faculty working in these fields across multiple departments at UHM, this interdisciplinary program will help to weave pathways and connections to strengthen relationships and care of 'āina in Hawai'i. Specifically, the Kū'oko'a graduate certificate supports the third Program Objective in Kamakūokalani's graduate program: "to promote experiences for leadership development to enlarge the numbers of future leaders in the field of Hawaiian Studies to assume positions within the public and private sector, government, higher education, and increase contributions in the broader community."

2. Program Administration

How will the program be administered? Who will be responsible for advising of students (e.g., department chair, program director or staff, individual faculty from the various participating departments)?

The Kū'oko'a Graduate Certificate will be administered by a Kū'oko'a Kōmike Ho'okele that will include a minimum of 5 faculty members (2 from KCHS, 1 faculty member from within the Hawai'inuiākea School of Hawaiian Knowledge (HSHK) , 1 faculty member from Natural Resources and Environmental Management (NREM), and 1 faculty member from a collaborating academic unit that is serving as a Kū'oko'a Mentor (see list in response to question 3). Once the program is approved, the current HSHK Director of Strategic Partnerships and Community Engagement (Malia Nobrega-Olivera) will serve as the interim alaka'i to oversee the formation of the Kōmike Ho'okele and assist with developing processes for program administration. The Director of Strategic Partnerships and Community Engagement will also assist with responsibilities such as outreach and recruitment, communications, and logistical planning for field courses, pre- and post-program events.

KCHS Graduate Chair, Rochelle Piilani Kaaloa, will serve as the Academic Coordinator and student contact for the Certificate. She will work closely with the Alaka'i and the Kū'oko'a

Kōmike Ho‘okele on administration of the Graduate Certificate. The KCHS Graduate Chair will advise students, helping to make sure they meet course and credit requirements, and tracking their progress through the certificate program. Upon acceptance into the program, students will be assigned a Kū‘oko‘a faculty member that will mentor students through the program, and help to guide their individual/capstone projects (see listed faculty in response to question 3). In response to the rapidly evolving situation with SARS-CoV-2 (COVID-19), we will be utilizing the guidelines provided by the UH Human Studies Program². Each faculty member will have a safety plan consistent with CDC guidelines, applicable University policies and will communicate safety plan changes to all personnel and participants.

3. Program Structure - Units and Faculty Involved

What units (e.g., programs, departments, schools, colleges) are involved? Who are the faculty involved in the planning process and who will be involved in implementing the proposed academic subject certificate?

The proposed interdisciplinary graduate certificate will be administered through HSHK, and the five person Kū‘oko‘a Kōmike Ho‘okele described above (in question 2). Over nine Native Hawaiian faculty members from colleges and schools at the UHM campus have contributed to the planning of this certificate and indicate willingness to stay involved going forward by serving on the Kōmike Ho‘okele and mentoring student projects.

Kū‘oko‘a Mentoring Faculty will include but not be limited to the following:

Hawai‘inuiākea School of Hawaiian Knowledge, Mālama ‘Āina Strand

- Malia Akutagawa – KCHS, William S. Richardson School of Law, Hui ‘Āina Momona
- Kamana Beamer – KCHS, Hui ‘Āina Momona
- Kekuewa Kikiloi – KCHS
- Noelani Puniwai – KCHS

College of Tropical Agriculture & Human Resources (CTAHR)

- Mehana Blaich Vaughan – NREM (CTAHR), UH Sea Grant CREST Coastal Sustainability Hire, Hui ‘Āina Momona

College of Engineering

- Oceana Puananilei Francis – Department of Civil and Environmental Engineering (College of Engineering), UH Sea Grant CREST Coastal Sustainability Hire

School of Ocean and Earth Science and Technology

- Rosie Alegado – Center of Microbial Oceanography, Department of Oceanography (SOEST), UH Sea Grant CREST Coastal Sustainability Hire

² SARS-CoV-2 (COVID-19) Impact Safety Guidelines:
<https://researchcompliance.hawaii.edu/uh-hsp-covid-19-response/>

College of Social Sciences

- Noelani Goodyear-Ka'ōpua – Department of Political Science, Indigenous Politics Program (CSS)
- Ty Tengan - Anthropology & Ethnic Studies (CSS)

Over twenty-five faculty and their program administrators across the university have been consulted and have offered to list their courses as electives which can be taken as part of the certificate, providing students in the certificate with a range of possible courses and expertise that is truly university-wide (Appendix A). These courses include offerings as diverse as Hawaiian Archival Research, Aquatic Medicine, Restoration Ecology, Kūkulu Aupuni, Hawaiian Nationhood and Place Based Education. This list will continue to grow, adding additional interested faculty and courses as the certificate becomes more established.

4. Population Served

What population will be served by the program (e.g., graduate students enrolled in degree programs at the University; professionals working in the community who wish to upgrade knowledge and skills, desire a certificate only, and will not enroll in a degree program; undergraduate students enrolled in degree program at the University (full-time, part-time)? What is the anticipated number of students to be served each year?

The Kū'oko'a Graduate Certificate program will be offered to both classified UH students who are already enrolled in a graduate program as well as those who desire a graduate level certificate only. The certificate also seeks to enhance collaborative decision-making regarding land and natural resources in Hawai'i by targeting professionals who work in environmental fields but who may not have Hawaiian cultural grounding or experience working with Hawai'i communities. Once the certificate is firmly established, the anticipated enrollment will be no more than 20 students per year.

5. Program Organization

a. What are the foundation courses and prerequisites needed for acceptance into the program (e.g., graduate or undergraduate status, grade point average; work experience)?

Prospective students will meet UH Mānoa Graduate admissions requirements including a Bachelor's degree with a minimum 3.0 GPA. We invite applications from current degree-seeking graduate students as well as from prospective students from diverse disciplines (e.g., HWST, HAW, NREM or related field) interested and/or possessing knowledge and experience in mālama 'āina. While having a basic foundation in 'ōlelo Hawai'i (Hawaiian language) is desired, our program will offer opportunities to gain greater facility in this area in order to enhance foundational knowledge and practice in aloha and mālama 'āina (e.g., through orientation activities; learning cultural protocol; interweaving special activities in 'ōlelo Hawai'i during instruction in various classes within the certificate program and in their capstone projects.) Enrollment in elective courses which have their own prerequisite(s) will be determined on a

case-by-case basis at the discretion of the professor, who may waive the prerequisite(s) if a student demonstrates the knowledge and/or experience necessary for the coursework.

b. What are the fields of concentration (tracks, areas of specialization) in the program? If there is more than one concentration, how do the fields differ?

This certificate does not have tracks or areas of specialization. Students can focus selection of their elective courses and their final capstones on particular areas within mālama ‘āina, sustainability, and resilience related fields (Appendix B).

c. What are the number of credits required for the academic subject certificate? (Note that the minimum required credits for graduate and undergraduate academic subject certificates are 15.)

The number of credits required for completion of the certificate program is 16 and at least 9 credits must be at the 6xx level or higher. The final capstone course however is deemed essential for completion of this certificate (See Section 5.d.5 below)

2 Required Core Courses	6 credits
1 Field Course	3 credits
2 Electives	6 credits
1 Capstone	1 credit
TOTAL	16 credits

d. What courses are required for the certificate program? What is the rationale for including these courses?

Students will be required to complete two core courses (a total of 6 credits) - one interweaving policy and culture and the other, ecology and culture. Together, these two core courses provide a culturally grounded and interdisciplinary foundation for students to build upon.

1. Core Course I – HWST 458/NREM 458/SUST 456- Resource Issues and Ethics in Hawai‘i (3 credits)

This course is team taught, lecture based, and focused on the policy, legal, cultural, ethical and community development dimensions of natural resource issues in Hawai‘i.

Course Description- Overview of the history of land, resources and power in Hawai‘i; players and processes influencing land and natural resources policies today explored from Native Hawaiian and other viewpoints. Extensive use of case studies. Pre: 207 or 307 or 356. (Cross-listed as NREM 458 and SUST 456) The course instructor has the discretion to waive these prerequisites.

2. Core Course II – HWST 650 - Hawaiian Geography & Resource Management (3 credits)

This course provides Native Hawaiian perspectives on resource management, enabling students to define and develop research methods consistent with Native Hawaiian understandings and traditions.

Course Description- Seminar in geography of Hawai‘i from a Native Hawaiian perspective that will enable the researcher to define and develop resource management methods consistent with Native Hawaiian understandings and traditions. A-F only. Pre: 107, 270, 341 (or concurrent), 342 (or concurrent), and one of the following: 343 (or concurrent) or 390 (or concurrent) or 490 (or concurrent). (Once a year) The course instructor has the discretion to waive these prerequisites.

3. Required Field-based course (3 credits)

Students will also be required to complete a field-based course (3 credits) focused on a community mālama ‘āina project. Through field-based courses, students engage in a focused class project addressing a community need, and present their findings and recommendations in a form that a community can carry forward. Field-based courses provide students with invaluable, on-the-ground learning opportunities, while taking UHM into the communities it serves. These courses are not visits or tours, but structured to engage students in projects which create products useful to the organizations and places that host them, enhancing community ability to sustain resource health. As such, these courses are offered with variable credit options with a minimum of 3 credits required as part of this certificate.

Current Field-based offerings that students can choose from:

FALL	SPRING	SUMMER
	HWST 456- Kia‘i Kanaloa–Guarding Our Ocean Resources	HWST 467- Mālama ‘Āina Field Methods Course
	NREM 620- Kaiāulu: Care and Collaborative Management of Natural Resources	
	NREM 625- ‘Imi ‘Ike: Social Science Field Methods for Environmental Research	
	ANTH 493/ES 493- Oral History: Theory and Practice	

	ANTH 682- Applied Cultural Anthropology Practicum	
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4. Two Elective Courses (3 credits each- Total 6 credits)

The remaining 6 credits of the proposed 16-credit program will be electives that students may choose to meet individual professional development needs (Appendix B). Elective courses also allow faculty to teach in specialization areas they are passionate about, which are of great interest and value to professionals and practitioners seeking specific knowledge and skills. They may also choose from the Field-based courses listed above (see 5.e.).

5. Capstone - HWST 631 - Pono Science: Ethical Implications of Science in Hawai'i (1 credit)

This course, offered by a Kamakakūokalani Faculty, will be a required course for students to present their final project at a culminating end-of-program hō'ike (see 5.g). As a cohort students will synthesize coursework and lessons learned. Offered at the end of Summer. Course Description- Support student dialogue on the foundations of pono science. Through discussions and structured guidance, students will explore Hawaiian ethics, implications of research, and decolonizing methodology. Repeatable three times. Graduate students only.

e. What is the structure of the program (e.g., first-semester courses; required or core courses; electives)?

The program is designed as a 1 year program, including a pre-Fall orientation (3-5 day immersive training to set expectations, visit and work together in partner communities, get to know one another and provide a cultural foundation for the program), course enrollment during Fall, Spring and Summer semesters, and a culminating end-of-Summer gathering for student presentations. However, we recognize students may come to the program with other responsibilities, backgrounds, etc., which may impact their time to certificate. See Appendix C for alternative pathways. Students may enroll in classes as follows:

FIRST YEAR					
Summer 1	no credit	Fall	6 credits	Spring	6 credits
Mandatory Orientation		HWST 458	3 credits	HWST 650	3 credits
		ELECTIVE	3 credits	ELECTIVE	3 credits
SECOND YEAR					
Summer 2	4 credits				

Field Course	3 credits				
HWST 631	1 credit				

f. Will a practicum or internship be required for the academic subject certificate? If so, how will the certificate program arrange for and administer the practicum?

A practicum or internship is NOT required for all students, though an internship can be used in fulfillment of the capstone experience, see Section 5.g. below.

g. Is there an integrative experience at the end of the certificate program and if so, of what nature, e.g., scholarly paper, research project, written examination, integrative interdisciplinary seminar?

Students will be required to pursue a capstone/individual project designed to address a community need and will present their project at a culminating end-of-program summer hō'ike. Building upon their course work and field practicum course, students will develop an independent capstone project. Students and Kū'oko'a Mentoring Faculty must identify the type of applied learning experience they wish to develop. Students' final capstone project could take the form of research or another form of applied project, as long as it has real world benefits to community and other partners, applies rigorous methods to solve problems, incorporates reflection, and is presented in a professional way. Students will earn credit for this experience by registering in the capstone course HWST 631. Below includes some examples:

- *Internship* – Real-world mentored experience with identified learning objectives
- *Community Project* – Co-led by a community group, solve or address an identified need
- *Service Learning* – Highly structured activity serving a community need, including structured reflection
- *Creative Activities* – Professional presentation of work, documentation of preparation
- *Research* – Rigorous questions and methodology to answer a pre-defined question

6. Resources for Program Implementation

What resources are required for program implementation and operation? How will these resources be obtained? Are additional resources required for the operation of the program?

The Kū'oko'a Graduate Certificate will enhance collaboration across departments through cross-college course offerings, making efficient use of faculty time, existing courses, buildings, classrooms, and other resources. We are not requesting any additional resources for this program as all other costs including funding support for student airfare, accommodations and food for field-based courses; hosting collaborative workshops or speaker series and events to share student work; and honoraria for community hosts and classroom guest speakers are funded through faculty secured external and departmental financial support. We will continue to secure future external and internal funding and will adjust course offerings as needed to align with funding opportunities.

7. Program Assessment

How will the effectiveness of the program be demonstrated and measured? How will student learning be assessed?

By the end of the certificate program, all students will be able to meet the following five student learning objectives. We have included in parentheses the UH Mānoa Advanced Degree Institutional Learning Objectives that most closely align with the Kū'oko'a learning objectives :

1. *Makawalu*: Students will demonstrate interdisciplinary knowledge of the following areas, all underpinned by 'ike kūpuna (Hawaiian knowledge and practices): (Advanced ILO 1)
 - a. Natural and cultural resource management
 - b. Community and organizational development
 - c. Education, outreach, and communication
 - d. Law, policy, and advocacy
 - e. Water, energy and food sustainability
2. *Hana*: Students will apply interdisciplinary strategies and adaptive solutions designed to restore relationships with 'āina, community, and kānaka. (Advanced ILO 3, 4)
3. *Ho'olono*: Students will listen, communicate and collaborate proactively regarding complex issues in diverse settings within and beyond the university. (Advanced ILO 5)
4. *Kuleana*: Students will exercise kuleana guided by community and 'āina. They will demonstrate leadership in caring for that which is theirs to care for in ways that benefit others through group projects, in class, in their home communities and 'āina. (Advanced ILO 6)
5. *A'o Aku A'o Mai*: Students will be effective teachers and life-long learners. Students will be able to identify strategies of effective teaching in the field of 'āina-based leadership and apply these strategies in order to promote life-long learning. (Advanced ILO 2, 7)

Core courses, including field courses, are tailored to prepare and assess students in meeting these learning outcomes with assignments and class projects providing opportunities to develop their abilities in these areas and to practice. Students' individual final projects and hō'ike as part of HWST 631 will demonstrate their ability to meet all of the outcomes, including exercise of kuleana, and their ability to effectively teach and share what they have learned. Lifelong learning, while vital to the program, and emphasized throughout, will not be assessable during the certificate as, of course, it extends much beyond. Throughout their time in the certificate program, student learning will be tracked through successful completion of courses, along with assessments of class projects and their final capstone based on a rubric to be co-developed by the Kū'oko'a leadership faculty and students. This rubric will be used to assess student performance and products throughout the certificate program and in the final Hō'ike. See sample rubric currently used for HWST 458, the first certificate core course (Appendix D).

The effectiveness of the program will be measured through end-of-program, one year follow-up and five year follow-up surveys. Assessment will focus on student evaluations of the graduate certificate program, job attainment and security, and on-the-job application of knowledge and skills gained through the program. The two required core courses will be assessed through student evaluations including a third party assessment offered through the University's Center for

Teaching Excellence (with approval by teaching faculty). The ultimate effectiveness of the program will be evident in the long-term contributions of graduates, and the health and thriving of Hawai‘i’s ‘āina and people. Success of the program will be evaluated by metrics such as number of certificates earned, the average time to completion, retention of students in the program, and admission inquiries and applications. Financial support for field courses will also reveal the collaborative nature of the program as well as the diversity of courses that are used to complete the certificate.

8. Program Need

Are the program objectives appropriate functions of the college and university? (Applies to proposals for all graduate certificates and for undergraduate certificates that involve units in more than one college or that require the commitment of new resources by the University.) Discuss relationship to University and campus mission and evidence of continuing need for the program.

Proposed program’s relationship to University and campus mission

The Kū‘oko‘a Graduate Certificate aligns with the University of Hawai‘i (UH) system’s mission to “provide environments in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom, and values that will help ensure the survival of present and future generations with improvement in the quality of life. In carrying out that mission, it is the basic purpose of the university to afford all qualified people of Hawai‘i an equal opportunity for quality college and university education at both undergraduate and graduate levels. 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 Hawai‘i’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 rigorous programs of study and support for the Hawaiian language, history, and culture.” (UH Website, 2020) The certificate program will also enhance collaboration beyond the UH system, helping the University to be viewed as a desirable partner and extension of ahupua‘a. Through team-taught field-based courses, students will engage in community projects that will be useful for the organizations and places that host them, and for enhancing community ability to sustain resource health. By also building strong partnerships with government and non-profit employers, the certificate program will prepare graduates to meet the professional workforce needs of Hawai‘i as well as create pathways to secure jobs in their fields.

Evidence of continuing need for the program

Hawai‘i’s communities face compelling issues of natural and cultural resource management, sustainability, food security, and Native Hawaiian rights. Today, Hawai‘i’s land and sea resources continue to decline under a centralized state management system challenged by underfunded and understaffed agencies, with little grounding in Hawaiian approaches to sustainability. To prepare Hawai‘i’s future leaders to address these issues, programs like the Kū‘oko‘a Graduate Certificate are needed to instill critical thinking and practical applied skills grounded in traditional Hawaiian knowledge and practices that will aid them in developing interdisciplinary and holistic solutions.

This certificate program is based on research to identify existing professional development needs in sustainability, resilience, and natural resource management in Hawai‘i. In 2017, Hui ‘Āina Momona, a cluster hire of four Native Hawaiian professors, with the support of 36 faculty in 13 departments across the University of Hawai‘i at Mānoa, conducted an assessment of professional development needs in mālama ‘āina fields in Hawai‘i. They interviewed 10 key leaders and surveyed 154 individuals representing 85 non-profits, conservation organizations, government agencies, community groups, landowners, and other resource management entities. Findings from the interviews and surveys indicate:

- Extensive need for training in leadership, applied research, field skills and cultural grounding for employees in many diverse sectors beyond those thought of as related to land and resource management;
- Preference for graduate level courses and certificates;
- Need for field-based training, and courses offered at work sites and on neighbor islands to cohorts of professionals and graduate students together;
- Preference for hybrid options that blend online offerings with in-person, onsite instruction in concentrated summer, weekend and evening sessions; and
- Ideal program length of 14-15 months.

Findings from the 2017 statewide professional development needs assessment strongly support the need for a program like the Kū‘oko‘a Graduate Certificate program. The majority of survey responses (64%) indicated that it is difficult or very difficult to recruit job applicants, in part due to the challenges of finding Hawai‘i residents with the required degrees and skills in resource management, or mainland applicants with knowledge of Hawaiian culture, history, and ecosystems. Regarding ease of retaining qualified personnel, 36% of survey participants expressed that it is difficult, due to Hawai‘i’s high cost of living and employees that move back to the mainland or leave for better paying jobs. On the other hand, 36% of survey participants expressed that it is easy to retain employees who are from the area and committed to the long-term well-being of the place and community. These survey responses indicate a great need for extending higher education opportunities in mālama ‘āina fields to Hawai‘i communities, whereas currently, resource management entities rely on mainland hires who often do not stay.

In a survey of 20 UHM undergraduate and graduate students, also administered in 2017, 80% expressed interest in a certificate program in culturally-grounded natural resource management. When asked to rate 47 different skills or training needs, the majority of responses indicated the following to be “very important” for meeting personal education and career goals: Hawaiian cultural protocol, Hawaiian history, Native Hawaiian rights law, communication, and sustainability. In terms of program delivery, the majority of students expressed that field-based learning, a cohort model, and internships are most effective. E-cale evaluations for the team-taught course HWST 458 and NREM 491, the certificate program’s core course in policy and culture, also capture support for interdisciplinary learning of culturally-grounded natural resource management. One evaluation captures the value of the course: *“This was quite honestly the best college course I have ever taken, for a few reasons. The team of instructors represented a diversity of fields, all pertaining directly to the course subject matter. Likewise, the student group was interdisciplinary across a wide range of fields. Not only did we learn key concepts of natural resource management in Hawaii, we also have developed a network of allies in these*

various fields. The excellence of this format is proven by the fact that ALL students felt deeply engaged and enthusiastic about learning about these issues.” Another student evaluation captures the demand for similar courses: *“Hope to see this class taught again, there is a great need for this kind of instruction and this material.”*

In addition, faculty contributing to the Kū‘oko‘a Graduate Certificate have instituted a new tradition of sharing work in mālama ‘āina related courses across the University at the end of each semester. Open to students and faculty as well as community members, these hō‘ike highlight the value of public sharing of the type of work students in the Kū‘oko‘a Graduate Certificate may engage in. Held each semester for the past two years, these hō‘ike have engaged over 400 undergraduate and graduate students in courses taught by fifteen (15) different UH faculty in informal interactive presentations of their course projects and independent research. Participants meet one another, network, and share their scholarship in a comfortable setting, while discussing their learning together over a meal. Some comments in evaluations from the 2017 hō‘ike focused on what attendees liked about the event:

- Everyone is friendly, outgoing, willing to teach and learn, very aloha experience. A lot of passion behind everyone’s presentation. That we are able to provide feedback, opinions, and be constructive with the presenters. The different studies/background that sometimes could correlate with one another, potentially helping each other out.
- Place based projects. Interesting marriage of research and technical tools. Loved the interdisciplinary research and sharing.
- This was AWESOME!! I loved hearing the passion and aloha that all these haumana had when talking about projects. It was a warm inviting environment that took the pressure off students to be shy. Amazing ho‘oike of work!! Love all the website resources that were created!
- Breadth and depth of projects and ‘ike (knowledge). Integration of traditional ecological knowledge (TEK) and science. So many different projects!
- I am amazed by so many inspiring class projects and thesis that are coming from Hawaiian natural resources. It shows not only the rich & abundant natural resources but that there are many angles to address issues about this from different perspectives.
- I think that the work students are doing to collate resources in one place is incredibly powerful and valuable.

We believe that these hō‘ike, which share student projects after only a semester of work, hint at the waiwai (wealth) of knowledge, interactions and capabilities that could be built over a more extended and integrated certificate program, in which students, working professionals, and community members learn and problem solve alongside one another for the future thriving of ‘āina and kānaka across Hawai‘i and beyond. Hō‘ike have proven to be a model of authentic performance-based assessment that demonstrates the principle known as Ma Ka Hana Ka ‘Ike (In working, one learns). The capstone project allows for reflection and synthesis of learning throughout the Kū‘oko‘a Graduate Certificate program and is a meaningful task delivered to an authentic community.

APPENDIX A

Colleges/departments and faculty who have agreed to offer courses through the proposed certificate program:

Hawai‘inuiākea School of Hawaiian Knowledge

Kamakakūokalani Center for Hawaiian Studies

- Malia Akutagawa
- Keoki Baclayon
- Kamana Beamer
- Lilikalā Kame‘eleihiwa
- Kekuēwa Kikilo
- Noelani Puniwai

Kawaihuelani Center for Hawaiian Language

- Kahikina de Silva

College of Tropical Agriculture and Human Resources

Department of Natural Resources & Environmental Management

- Susan Crow
- Kirsten Oleson
- Melissa Price
- Clay Trauernicht
- Mehana Vaughan

Department of Tropical Plant and Soil Sciences

- Noa Lincoln

William S. Richardson School of Law

- Malia Akutagawa
- Kamana Beamer

School of Ocean and Earth Science and Technology

Department of Oceanography

- Rosie Alegado
- Craig Nelson

College of Social Sciences

Department of Ethnic Studies

- Davianna McGregor

Department of Political Science

- Noelani Goodyear-Kaopua

Department of Anthropology

- Ty Tengan

College of Engineering

Department of Civil & Environmental Engineering

- Oceana Francis

College of Education

Department of Curriculum Studies

- Julie Kaomea
- Summer Maunakea

College of Languages, Linguistics & Literature

Department of English

- Ku‘ualoha Ho‘omanawanui



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Institute for Sustainability and Resilience

Thursday, September 16, 2021

Dear Graduate Council and MFS Committee on Academic Policy and Planning,

I write in strong support of the Kū'oko'a Graduate Certificate in 'Āina-Based Leadership. The proposal represents multiple years of effort to build capacity and implement interdisciplinary curricular programs that center in Native Hawaiian knowledge systems. The program engages faculty from across the Mānoa campus with varying expertise in aspects of 'aina-based leadership, and also encompasses systems from mauka to makai. It identifies clear pathways for students to apply this knowledge in Hawai'i's important and growing place-based restoration efforts, as well as to broader land use and conservation fields. The first core course, Resource Issues and Ethics in Hawai'i, is cross-listed under SUST. I see opportunities to cross-list other courses in this certificate as well. In my capacity as ISR director, if this certificate is approved, I would help to make this certificate known to students via the ISR webpage and advise interested students towards the program.

Sincerely,

A handwritten signature in cursive script that reads 'Makena Coffman'.

Makena Coffman
Director, Institute for Sustainability and Resilience
Professor, Urban and Regional Planning
University of Hawai'i at Mānoa

2424 Maile Way, Saunders Hall 113
Honolulu, HI 96822, USA
Telephone: (808)-956-2890



Gina Malia Nobrega <nobrega@hawaii.edu>

Ku'oko'a Grad Certificate- Request for Email Statement of Support from Anthropology

Christopher Bae <k_s_g@hotmail.com>

Mon, Oct 25, 2021 at 2:30 PM

To: Ty Tengan <ttengan@hawaii.edu>

Cc: Kekuewa Kikiloi <kikiloi@hawaii.edu>, Malia Nobrega-Olivera <nobrega@hawaii.edu>

Works for me. I approve.

Christopher J. Bae, Ph.D.
Professor & Dept. Chair

Department of Anthropology
University of Hawai'i at Manoa
Phone: (808) 956-7353 / (808) 956-8193
E-mail: cjbae@hawaii.edu
<https://anthropology.manoa.hawaii.edu/christopher-bae/>
<http://www.asianprehistory.org>
<https://scholar.google.com/citations?user=SbUfs0UAAAAJ&hl=en>

From: Ty Tengan <ttengan@hawaii.edu>

Sent: Monday, October 25, 2021 2:17 PM

To: Christopher Bae <k_s_g@hotmail.com>

Cc: Kekuewa Kikiloi <kikiloi@hawaii.edu>; Malia Nobrega-Olivera <nobrega@hawaii.edu>

Subject: Re: Ku'oko'a Grad Certificate- Request for Email Statement of Support from Anthropology

Aloha e Chris,

As I've been most involved, I'll respond by saying the focus is certainly on Native Hawaiian graduate students, though open to all. The 493 and 682 combo were put on there when the field school was running; even though it is not at the moment, there may be opportunities to run other field schools with those numbers, and as you know Davianna McGregor is currently teaching 493 (cross-listed in ES) in the Fall (and a number of our students are enrolled). So my suggestion would be to support inclusion of the classes.

Mahalo,

Ty

On Mon, Oct 25, 2021 at 1:49 PM Christopher Bae <k_s_g@hotmail.com> wrote:

Dear Kekuewa,

Good to hear from you and if this is something Kawika supports, I will certainly support it as well. But before I formally approve, just to clarify, our ANTH 493 and ANTH 682 would be electives in your program, correct? This means students from Native Hawaiian Studies would be taking our classes? Please confirm.

Thanks,
c



Gina Malia Nobrega <nobrega@hawaii.edu>

Ku'oko'a Grad Certificate- Request for Email Statement of Support from English

English Department Chair <engchair@hawaii.edu>

Mon, Oct 25, 2021 at 5:23 PM

To: Kekuewa Kikiloi <kikiloi@hawaii.edu>, UHM English Graduate Director <enggradd@hawaii.edu>

Cc: Ku'ualooha Ho'omanawanui <kuualooha@hawaii.edu>, Malia Nobrega-Olivera <nobrega@hawaii.edu>

Dear Kekuewa: Director of Graduate Studies John Zuern and I have had the chance to review the proposal and confer. We are happy to have ENG773 count toward this certificate and to offer our support to this wonderful new effort.

Would you let me know if you need something more than this email to indicate support? John Zuern is cc'd on this email to keep him in the loop.

With best regards--

On Mon, Oct 25, 2021 at 1:03 PM Kekuewa Kikiloi <kikiloi@hawaii.edu> wrote:

[Quoted text hidden]

[Quoted text hidden]



Gina Malia Nobrega <nobrega@hawaii.edu>

Ku'oko'a Grad Certificate- Request for Email Statement of Support from ES

Ty Tengan <ttengan@hawaii.edu>

Tue, Oct 26, 2021 at 10:38 AM

To: Kekuewa Kikiloi <kikiloi@hawaii.edu>

Cc: Malia Nobrega-Olivera <nobrega@hawaii.edu>, Davianna McGregor <davianna@hawaii.edu>

Aloha e Kekuewa,

As department chair, I am writing to reaffirm the earlier approval of including ES 493 Oral History: Theory and Practice (cross-listed with ANTH 493) in the Kū'oko'a graduate certificate. I have used the course along with ANTH 682 Applied Cultural Anthropology Practicum to offer credits for undergraduate and graduate students enrolled in the North Shore Ethnographic Field School in Waialua. Professor Davianna McGregor, director of the Center for Oral History in the Department of Ethnic Studies, also offers the course separately in support of the Center's work. We both fully support the inclusion of this and other ES courses in the certificate, and we urge the faculty senate to approve the proposal. Feel free to contact us if have any questions.

Best,

Ty and Davianna

On Mon, Oct 25, 2021 at 1:10 PM Kekuewa Kikiloi <kikiloi@hawaii.edu> wrote:

[Quoted text hidden]

[Quoted text hidden]



Gina Malia Nobrega <nobrega@hawaii.edu>

Kuoko'a Grad Certificate- Request for Email Statement of Support from TPSS

Jonathan Deenik <jdeenik@hawaii.edu>

Wed, Oct 27, 2021 at 2:47 PM

To: Kekuewa Kikiloi <kikiloi@hawaii.edu>

Cc: Malia Nobrega-Olivera <nobrega@hawaii.edu>, Noa Lincoln <nlincoln@hawaii.edu>

Aloha e Kikiloi,

Thank you very much for this opportunity to learn of your efforts to create such an exciting, necessary, and timely transdisciplinary program.

I have read through the materials you provided, and as the Chair of TPSS, I fully support the program and am happy and honored to see that you have included Noa and the TPSS 670 class. I am a strong supporter and active participant in grounding my research, instruction and extension programs in Aloha Aina (please excuse my spelling - not so good with manipulating the keyboard). TPSS looks forward to more collaboration with Hawaiian Studies.

Please do not hesitate to contact me if you need anything else.

Me ka ha'aha'a

Jonathan

[Quoted text hidden]

--

Jonathan L. Deenik, Ph.D.
Professor and Chair
Department of Tropical Plant and Soil Sciences
University of Hawai'i Mānoa

11/2/21, 1:41 PM

University of Hawaii Mail - Kuoko'a Grad Certificate- Requesting Email Statement of Support from SOEST



Gina Malia Nobrega <nobrega@hawaii.edu>

Kuoko'a Grad Certificate- Requesting Email Statement of Support from SOEST

Margaret McManus <mamc@hawaii.edu>

Thu, Oct 28, 2021 at 4:01 PM

To: Kekuewa Kikiloi <kikiloi@hawaii.edu>, Margaret McManus <mamc@hawaii.edu>

Cc: Rosie Alegado <r alegado@hawaii.edu>, Malia Nobrega-Olivera <nobrega@hawaii.edu>

Aloha Kekuewa,

Mahalo for your email.

I strongly support having Department of Oceanography courses used towards this graduate certificate. I have spoken with the Department of Oceanography Curriculum Committee, who are also supportive of the effort.

Warm regards,
Margaret

Professor Margaret Anne McManus
Chairwoman of the Department of Oceanography
University of Hawaii at Manoa
Honolulu, Hawaii 96822
she/her

mamc@hawaii.edu
<https://www.margaretmcmanus.com/>
<https://www.soest.hawaii.edu/oceanography/>

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MEMO

DATE: 04 November 2021
TO: Manoa Faculty Senate
FROM: Travis Idol, Department Chair *T.I.*

RE: Kū'oko'a Graduate Certificate in 'Āina Based Leadership

This memo is a statement of strong support for the Kū'oko'a Graduate Certificate in 'Āina Based Leadership, a collaborative effort of several academic departments and colleges at UH-Manoa. Many NREM faculty have eagerly participated in the development of this certificate program, including the creation of a new course that will serve as one of the options for meeting the elective requirements, NREM 625 'Imi 'Ike: Social Science Field Methods for Environmental Research. We recognize the potential of this innovative program to provide exceptional higher education opportunities to professionals in mālama 'āina (resource management) fields.

We strongly support the goal of the program to cultivate leadership and improve how we care for Hawaii's natural resources and communities. The interdisciplinary nature of the program aligns with NREM's approach to natural resource management. It also aligns with the university's strategic goals of Becoming a Native Hawaiian Place of Learning, Enhancing Student Success, and Excellence in Research.

Finally we see great benefits for our faculty and students to learn not only from other academic disciplines but from the diversity of students this certificate is intended to attract and benefit, especially non-traditional post-graduate students. Recent interviews with NREM external partners and stakeholders as part of our own strategic planning process highlight their appreciation for our interdisciplinary work and training of thought leaders in natural resource management in Hawaii. We hope this will be a significant contribution to the work and outcomes of the Kū'oko'a Graduate Certificate in 'Āina Based Leadership, and it will, in turn, strengthen our own programs by diversifying the expertise, skills, and productivity of our students and faculty.

Ku'oko'a Grad Certificate- Request for Email Statement of Support from Law

School of Law <lawdean@hawaii.edu>
To: Kekuewa Kikiloi <kikiloi@hawaii.edu>
Cc: Malia Nobrega-Olivera <nobrega@hawaii.edu>

Mon, Nov 8, 2021 at 7:18 PM

Dear Kekuewa,
Thank you for your email. I apologize for my delayed response. A dear colleague of ours recently lost her partner and stepped down, so we have been busy trying to cover the role.

Re the proposal, I also reached out to our colleagues in Ka Huli Ao and we are all excited by this opportunity. We are supportive.

I wish you the very best with this important initiative.

Be well,
Camille

[Quoted text hidden]

--



Camille A. Nelson

Dean and Professor of Law

P (808) 956-6363 | **F** (808) 956-6402 | **E** lawdean@hawaii.edu

Kuoko'a Grad Certificate- Request for Email Statement of Support from Curriculum Studies

Patricia Halagao <phalagao@hawaii.edu>
To: Kekuewa Kikiloi <kikiloi@hawaii.edu>, Julie Kaomea <thirugna@hawaii.edu>, Summer Maunakea <smauna@hawaii.edu>
Cc: Malia Nobrega-Olivera <nobrega@hawaii.edu>

Tue, Nov 9, 2021 at 10:06 AM

Hi Kekuewa and Malia,

Thank you for the opportunity to review and partner with the Kū'oko'a Graduate Certificate in 'Āina Based Leadership program. I have talked to faculty members, Dr. Julie Kaomea and Dr. Summer Maunakea and we are in support of your graduate certificate. As Department Chair, I support having EDCS courses be used towards Kū'oko'a Graduate Certificate in 'Āina Based Leadership.

In addition to **EDCS 640P Seminar, Place-Based Education** being listed as an elective, Dr. Kaomea would like to add the following new courses as electives:

EDCS 670 Indigenous and Postcolonial Perspectives in Education (please replace EDCS 640M with EDCS 670)
Examination of historical Impacts of U.S. and European imperialism on Indigenous educational communities across the globe. Introduction to contemporary Indigenous efforts towards cultural reclamation and educational sovereignty.

EDCS 671 Contemporary Native Hawaiian Education

Explores the landscapes, purposes, successes and challenges of contemporary Native Hawaiian education. Emphasizes educational kīpuka, resurgence, liberation and educational sovereignty. Topics include Hawaiian immersion education, Hawaiian-focused charter schools, 'āina and community education, and virtual learning.

UH Manoa recently approved our **Graduate Certificate in Sustainability and Resilience in Education (SRE)**, headed by Dr. Pauline Chinn. Dr. Summer Maunakea works closely in our SRE Graduate certificate and I asked her what she views are the distinctions between the two programs and possibilities of overlap. Dr. Maunakea shared below three key distinctions between Kū'oko'a Graduate Certificate and Sustainability and Resilience in Education: worldview, faculty expertise, coursework/capstone requirements, and prospective students.

DISTINCTIONS

1. Worldview: Kū'oko'a seems to have been designed from a Hawaiian worldview considering their guiding kahua (pg. 1), focus on aloha 'āina, and goal of grounding "approaches in Hawaiian knowledge, methodologies, and practices, while drawing on cutting edge strategies and tools from around the world" (pg. 2). The focus is aloha 'āina leaders across fields with a foundation of aloha 'āina equipped with resource management techniques "consistent with Native Hawaiian understandings and traditions" (pg. 8). Whereas, the SRE GCERT has a guiding philosophy of sustainability and resilience more broadly. SRE instructors may choose to teach from a Hawaiian perspective and incorporate ethics, histories, and practices of aloha 'āina but it is not stated as a guiding principle of the program.

2. Faculty Expertise and Coursework: Kū'oko'a draws from the expertise of faculty across departments to teach coursework, whereas all core courses for SRE are offered through EDCS with the exception of the elective.

3. Capstone Requirement/Prospective Studies: This also relates to coursework. The capstone requirement for Kū'oko'a looks more flexible including the following examples:

- Internship – Real-world mentored experience with identified learning objectives
- Community Project – Co-led by a community group, solve or address an identified need
- Service Learning – Highly structured activity serving a community need, including structured reflection
- Creative Activities – Professional presentation of work, documentation of preparation
- Research – Rigorous questions and methodology to answer a pre-defined question

4. Working alongside Pauline with the first graduating students, students were asked to develop, implement, and assess place-based curriculum, then provide sustainability and resilience implications of their teaching. Although this would be valuable for prospective students, if they do not have a teaching interest or focus, it may not be relevant.

OVERLAPS

For overlap, I can see their second goal of "focus on interdisciplinary and holistic solutions to natural and cultural resource management, sustainability, and food security issues" as a match. However, as I said with worldview, the solutions it seems Kū'oko'a are going for are more consistent with Native Hawaiian understandings and traditions pulling in cutting edge strategies and tools from around the world (pg. 2) and applied across diverse fields. I know SRE is relevant for education more broadly and inclusive of non-schooling educators, the program has students make connections to NGSS and Nā Hopena A'o frameworks which wouldn't be relevant for students going into non-teaching fields.

I know when submitting our SRE Graduate cert proposal to the Graduate Division, Graduate Council and UH Manoa Faculty Senate, they wanted to make sure there were no duplications of programs across the University. I hope sharing these distinctions and overlaps between our programs will be useful to you and I look forward to partnering with Kū'oko'a Graduate Certificate in 'Āina Based Leadership program. Please let me know if you have further questions.

Aloha,
Patricia

[Quoted text hidden]



Patricia Espiritu Halagao, PhD (she | her)

Professor & Chair, Department of Curriculum Studies

College of Education

University of Hawai'i, Mānoa

(808) 956-9295 | phalagao@hawaii.edu

CS Dept: <https://coe.hawaii.edu/cs/>

ZOOM Office: <https://coehawaii.zoom.us/my/patricia.halagao>



Gina Malia Nobrega <nobrega@hawaii.edu>

Ku'oko'a Grad Certificate- Request for Email Statement of Support from Political Science

Jairus Grove <jairusg@hawaii.edu>

Tue, Nov 16, 2021 at 9:55 AM

To: Kekuewa Kikiloi <kikiloi@hawaii.edu>

Cc: Noelani Goodyear-Kaopua <goodyear@hawaii.edu>, Malia Nobrega-Olivera <nobrega@hawaii.edu>

Sorry for the slow reply. I missed the first email. This is something we would like to continue to support. Let me draft a memo for you all this morning confirming that we would like POLS 684 to be part of and that as a department we express broad support for the initiative.

Best,
Jairus

[Quoted text hidden]

--

Department Chair and Associate Professor
Department of Political Science
Director, University of Hawai'i Research Center for Futures Studies
The University of Hawai'i at Manoa
Saunders 617A
jairusg@hawaii.edu
jairusgrove.com
Pronouns: He/Him/His

Re: Ku'oko'a Grad Certificate- Request for Email Statement of Support from Engineering

1 message

Kekuewa Kikiloi <kikiloi@hawaii.edu>

To: Ian Robertson <ianrob@hawaii.edu>

Cc: Gina Mallia Nobrega <nobrega@hawaii.edu>

Tue,

Aloha Ian,

Thanks for your reply of support. This email is sufficient, no need for an official letter. We're hoping to take this to the Faculty Senate for approval this December, we'll keep you posted.

Take care,
Kekuewa

On Wed, Oct 27, 2021 at 6:11 PM Ian Robertson <ianrob@hawaii.edu> wrote:

Hi Kekuewa,

Sorry for the late reply, but the Civil and Environmental Program is very happy that you are working with our faculty member, Oceana Francis, in the development of this Graduate Certificate course for students in this program and we are happy to have it listed as part of your program.

Please let me know if you need an official letter or any other support in this effort.

Thanks
Ian

Ian N. Robertson, Ph.D., S.E.
Chair and Arthur N. L. Chiu Distinguished Professor
Dept. of Civil and Environmental Engineering
University of Hawaii at Manoa
2540 Dole Street, Holmes Hall 383
Honolulu, Hawaii, 96822, USA

Phone: +1 (808) 956-6536
Fax: +1 (808) 956-5014
email: ianrob@hawaii.edu
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APPENDIX B

Courses to be counted toward the (2) ELECTIVES requirement in attainment of the Kū'oko'a Graduate Certificate:

- HWST 440 - Māhele Land Awards (Lilikalā Kame'eleihiwa)
- HWST 457 - 'Āina Mauiola: Hawaiian Ecosystems (Kekuewa Kikiloi, Noelani Puniwai)
- HWST 485 - Mahi Lā'au Lapa'au: Hawaiian Medicinal Horticulture (Keoki Baclayon)
- HWST 487 - Hawaiian Aquatic Medicine (Keoki Baclayon)
- HWST 602 - Hawaiian Archival Research (Kamana Beamer)
- HWST 640 - Mo'olelo 'Ōiwi: Historical Perspectives (Lilikalā Kame'eleihiwa)
- HWST 651 - 'Āina Waiwai: Water, Food Sovereignty, and Ancestral Abundance (Kamana Beamer, Kekuewa Kikiloi, Noelani Puniwai)
- HWST 652 - Kānāwai Lawai'a: Hawai'i's Ocean and Fishery Laws (Malia Akutagawa, Noelani Puniwai)
- HWST 653/LAW 503 - Historic Preservation Law (Malia Akutagawa)
- HWST 659 - He Ali'i Ka 'Āina; Land, Resources, and Leadership (Kamana Beamer)
- HWST 690 - Kūkulu Aupuni: Envisioning the Nation (Lilikalā Kame'eleihiwa)
- HAW 601 - Kākau Mo'olelo (Kahikina de Silva)
- NREM 420 - Community and Natural Resource Management (Mehana Vaughan)
- NREM 467 - Natural Resources Conservation Planning (Mehana Vaughan)
- NREM 610 - Advanced Methods in Wildlife Management and Conservation (Melissa Price)
- NREM 611- Resource and Environmental Policy Analysis (Kirsten Oleson)
- NREM 612 - Predicting and Controlling Degradation in Human-Dominated Terrestrial Ecosystems (Clay Trauernicht, Susan Crow)
- NREM 640 - Land Systems Science (TBD)
- NREM 658 - Advanced Environmental Benefit Cost Analysis (TBD)
- NREM 682 - Restoration Ecology (Melissa Price)
- TPSS 670 - Interdisciplinary Methods for Agrarian Systems (Noa Lincoln)
- OCN 457 - Ridge to Reef: Coastal Ecosystem Ecology & Connectivity (Craig Nelson)
- OCN 750 - Topics in Biological Oceanography (Rosie Alegado)
- ES 493 - Oral History: Theory and Practice (Davianna McGregor)
- POLS 684 - Contemporary Native Hawaiian Politics (Noelani Goodyear-Kaopua)
- CEE 440 - Vulnerability & Adaptation on Coastal Infrastructure (Oceana Francis)
- EDCS 640P - Seminar: Place-based Education (Summer Maunakea)
- EDCS 670 Indigenous and Postcolonial Perspectives in Education (Julie Kaomea)
- EDCS 671 Contemporary Native Hawaiian Education (Julie Kaomea)
- ENG 773 - Seminar in Hawaiian Literature (Ku'ualoha Ho'omanawanui)

APPENDIX C

Alternative Pathways for the Kū'oko'a Program - 1, 2, and 3 year plans

Suggested 1 year plan: 16 cr					2 Required Core			* 9 credits must be at 6xx level or higher			
FIRST YEAR					2 Required Core	6 credits					
Summer 1	no credit	Fall	6 credits	Spring	6 credits						
Mandatory Orientation		HWST 458	3 credits	HWST 650	3 credits		** 16 credits minimum to attain Kū'oko'a Graduate Certificate				
		ELECTIVE	3 credits	ELECTIVE	3 credits						
SECOND YEAR					TOTAL						
Summer 2	4 credits				16 credits						
Field Course	3 credits										
HWST 631	1 credit										
Suggested 2 year plan: 16 cr					Field-based Course Offerings						
FIRST YEAR					Fall	Spring	Summer				
Summer 1	no credit	Fall 1			Spring 1						
Mandatory Orientation		HWST 458	3 credits	HWST 650	3 credits						
SECOND YEAR											
Summer 2	Fall 2		Spring 2								
		ELECTIVE	3 credits	ELECTIVE	3 credits						
				Field Course	3 credits						
THIRD YEAR					Electives Course Offerings						
Summer 3	Fall 2		Spring 2		Fall	Spring	Fluctuates				
HWST 631	1 credit				HWST 440	HWST 490	OCN 457				
					HWST 457	HWST 640	CEE 440				
					HWST 485	HWST 651	NREM 610				
					HWST 487	NREM 420	NREM 658				
					HWST 602	NREM 467	NREM 682				
					HWST 652	NREM 620	ANTH 682				
					HWST 653/LAW 503	HAW 601	EDCS 640P				
					HWST 659	EDCS 670	EDCS 671				
					HWST 690	ES 493	POLS 684				
					ENG 773	*OCN 750					
					NREM 611						
					NREM 612						
					NREM 640						
					NREM 670 /TPSS 670						
					* Special Topics Courses:						
Suggested 3 year plan: 16 cr											
FIRST YEAR											
Summer 1	no credit	Fall 1			Spring 1						
Mandatory Orientation		HWST 458	3 credits	HWST 650	3 credits						
SECOND YEAR											
Summer 2	Fall 2		Spring 2								
		ELECTIVE	3 credits	Field Course	3 credits						
THIRD YEAR											
Summer 3	Fall 2		Spring 2								
		ELECTIVE	3 credits								
FOURTH YEAR											
Summer 4	Fall 2		Spring 2								
HWST 631	1 credit										

APPENDIX D

KA PAPAHAHA – Loiloi i ke Kilohana (Evaluation Rubric)

	Kilohana – Excellent	Maika'i Loa- (Very) Good	'Ano Maika'i (Good/OK)
1) 'Ike Enhances Knowledge of Place (with Quality Information)	Sources are diverse, quality, clear, thoroughly searched & explained & woven masterfully. Provides meaningful learning.	Draws upon multiple sources & interviews effectively. Points are well supported. Provides learning.	Learning about this place is still a bit scattered & not so meaningful. Sources are unclear, points not fully supported.
2) Komo Mai Accessible, Not Overwhelming (Interactive)	Your project is very well organized, easily understood, very engaging and wonderful to look at with excellent visuals. Interactive!!!	Your project is organized, interesting understandable engaging and good to look at with clear visuals. Somewhat Interactive!	Your project could be better organized, more engaging, interesting and clear both visually and conceptually. <i>Not interactive.</i>
3) A'o Learn and Share Process	Your work provides a clear model of a process that you and others could repeat in another place. Your work shows you have learned extensively from the class.	You know process you went through well and explain it clearly. Your work shows you have learned quite a lot from the class.	You know your process but it's still a bit unclear to audience. Your work shows little learning from class. -->You could have done the project anyway.
4) Konohiki Empowering / Useful / Inspiring	Your project truly inspires & teaches community (and you) valuable, relevant knowledge they did not already know and can use to take care of this place.	Your project inspires & teaches both students and community members knowledge that they can use. It is of uneven value & relevance.	Your project is not inspiring. It has some inconsistent educational value, relevance and usefulness.
5) Hō'ihī Honor & Give Back Stories	As you share, we feel the place as clearly as if there.	You share the place in a way that honors and gives voice to it.	Your sharing doesn't ring true to the place, could be about anywhere.
6) Laulima Working together as group, Taking care (mālama)	Everyone contributes their best work and different gifts to enhance project, takes good care of one another, and all are very prepared.	Everyone contributes and works together. Group has taken care of each other and is prepared.	Gaps in kuleana and preparation.
7) Ha'i 'Olelo Oral Quality of Final Presentation	Speakers communicate clearly, slowly, stand straight, and make eye contact.	Everyone in your group speaks and their presentation skills are good overall.	Could improve presentation skills.

Authorization to Plan 1 (ATP1) for New Academic Programs
Kū'oko'a Certificate in 'Āina Based Leadership

1. Campus, school/college and department/division proposing the new program

The Kū'oko'a Certificate in 'Āina Based Leadership is jointly proposed by the Department of Natural Resources and Environmental Management (NREM) in the College of Tropical Agriculture and Human Resources (CTAHR) and Kamakakūokalani Center for Hawaiian Studies (KCHS) in the Hawai'inuiākea School of Hawaiian Knowledge (HSHK) at the UH Mānoa campus.

2. Degree proposed and program objectives

The graduate level Kū'oko'a Certificate in 'Āina Based Leadership offers a culturally-grounded approach to working with natural resources and communities in Hawai'i. It seeks to:

- Address environmental, cultural, legal, and social aspects of mālama 'āina, through collaborative research, teaching, and training.
- Focus on interdisciplinary solutions to natural and cultural resource management, sustainability, and food security issues facing Hawai'i and the Pacific.
- Ground approaches in traditional knowledge and practices, while drawing on cutting edge strategies and tools from around the world.

The certificate will prepare students, alongside practitioners and professionals, to care for, cultivate and govern 'āina in Hawai'i, by building skills, knowledge and relationships in five focal areas: Hawaiian Culture, Environmental Science, Law and Policy, Community and Organizational Development, and Education. The certificate model consists of 15 credits including: two team taught core courses integrating ecological, cultural, policy, economic and social aspects of sustainability, one field-based course, two elective courses, and an individual research project or capstone designed to address a community need. Both classified and non-classified UH students will be eligible to apply, and will meet bi-weekly within their cohorts, check in regularly with their advising team, and mentor an undergraduate student or younger person they work with.

3. Alignment with the Campus and UH system mission, strategic plan and the Integrated Academic and Facilities Plan

The Kū'oko'a certificate aligns with the UH system's mission to provide all qualified people of Hawai'i an equal opportunity to quality education and learning environments, while fulfilling the university's unique responsibilities to the Indigenous culture and people of Hawai'i. The certificate also aligns with the Integrated Academic and Facilities Plan, to create more distance and online learning opportunities, increase and diversify UH enrollment, and enhance collaboration within the UH system and across sectors to meet community and employer needs. By converting existing courses to distance offerings, the Kū'oko'a certificate will be accessible to nontraditional students, including working professionals, practitioners, and students based on neighbor islands and beyond. This will not only help increase enrollment at UH by targeting new students (both traditional and non-traditional), but also enhance collaboration across UH departments, maximize efficient use of existing faculty time, and lessen the burden on campus facilities. The certificate program will also enhance collaboration beyond the UH system, helping the university to be viewed as a desirable partner and extension of ahupua'a. Through team-taught field-based courses, students will engage in community projects useful for the

organizations and places that host them, projects that enhance community ability to sustain resource health. By building strong partnerships with government and non-profit employers, the certificate program will prepare graduates to meet the professional workforce needs of Hawai'i as well as create pathways for graduates to secure jobs in their fields.

4. Justification of need that includes a clear rationale for the new program

Hawai'i's communities face compelling issues of natural and cultural resource management, sustainability, climate change, food security, and Native Hawaiian rights. Today, Hawai'i's land and sea resources continue to decline under a centralized state management system challenged by underfunded and understaffed agencies, with little grounding in Hawaiian approaches to governing and caring for 'āina. The Kūoko'a certificate is needed to prepare Hawai'i's future leaders with critical thinking and applied skills to develop interdisciplinary solutions grounded in traditional Hawaiian knowledge and practices. A statewide assessment conducted in 2016-2017 by the Kūoko'a certificate's lead faculty (with the support of colleagues across 17 UHM departments) highlighted the need for a graduate level certificate in culturally-grounded resource management. Professional development needs in mālama 'āina fields were identified in 10 interviews with key leaders and 154 surveys of individuals representing 85 different resource management entities in Hawai'i, including large landowners, state and local government agencies, and conservation and community-based non-profit organizations. Key findings include:

- Extensive need for employees with knowledge of Hawai'i ecosystems and species, practical experience with applied research and field skills, cultural grounding, and leadership capabilities.
- Significant interest in relevant individual courses (92%) and a graduate certificate (70%), over a master's (43%) or doctoral (31%) degree program.
- Need for field-based training, and courses offered at work sites and on neighbor islands to cohorts of professionals and graduate students together.
- Preference for program delivery options that blend online offerings with in-person, onsite instruction during concentrated summer, weekend and evening sessions.

Further expanding on workforce demand, relevant jobs available in Hawai'i as of October 2018 include: 37 job openings advertised within the Department of Land and Natural Resources, 23 full time and 2 part time job opportunities advertised by the Hawai'i Conservation Alliance, 130 "conservation jobs" listed on Indeed, and 113 "conservation jobs" on LinkedIn. These job opportunities are expected to grow as the State of Hawai'i ramps up efforts to achieve its sustainability goals, set forth in the 30-by-30 Sustainable Hawai'i Initiative and the Hawai'i 2050 Sustainability Plan. Ongoing growth of resource management and sustainability jobs is also evidenced in the Department of Labor and Industrial Relations' 2010 Hawai'i's Green Workforce Baseline Assessment, and in UHERO's 2012 report on Hawai'i's green economy, co-sponsored by Hau'oli Mau Loa Foundation and The Nature Conservancy. The 2016-2017 statewide survey also identified that the need for professional development in culturally-grounded natural resource management reaches beyond sectors traditionally thought to relate to mālama 'āina work. For example, grade school teachers, county planners and private consulting firms also expressed interest in the knowledge and skills delivered through the Kūoko'a certificate.

5. Demand for the program provides data/evidence that there is sufficient unmet demand

Findings from the 2016-2017 statewide professional development needs assessment show strong demand for a graduate certificate program like the Kūoko'a certificate. The majority of survey

responses (64%) indicated that it is difficult or very difficult to recruit applicants, in part due to the challenges of finding Hawai'i residents with the required degrees and skills in resource management, as well as to find individuals with Hawaiian culture, history and local knowledge. Regarding ease of retaining qualified personnel, 36% of survey participants expressed that it is difficult, in part due to non-competitive salaries, the high cost of living, and employees that move back to the mainland or leave for better paying jobs. On the other hand, 36% of survey participants expressed that it is easy to retain employees who are from the area and thus committed to the long-term well-being of the place and community. Many of the responses from agencies indicate that courses and certificates would help local people to obtain resource management jobs, or allow those who currently hold them to advance and earn higher salaries, shifting away from the current reliance on mainland hires who often do not stay. The certificate stands to enhance employability of interested graduate students from Hawaiian Studies, NREM, and many other departments across the University of Hawai'i at Mānoa.

There is also demand for interdisciplinary training in natural and cultural resource management among existing UHM students as suggested by eCAFE evaluations by students of the team-taught course HWST 458 and NREM 491 (Natural Resource Issues and Ethics in Hawai'i), which will be a core course of the Kū'oko'a certificate. One evaluation captures the value of the course: *"This was quite honestly the best college course I have ever taken, for a few reasons. The team of instructors represented a diversity of fields, all pertaining directly to the course subject matter. Likewise, the student group was interdisciplinary across a wide range of fields. Not only did we learn key concepts of natural resource management in Hawai'i, we also have developed a network of allies in these various fields. The excellence of this format is proven by the fact that ALL students felt deeply engaged and enthusiastic about learning about these issues."*

6. Non-duplication of programs

The Kū'oko'a graduate certificate is unique in its holistic approach to teaching natural resource management and sustainability. No other graduate level certificate program in the UH system combines an education in culturally-grounded natural resource management with scientific rigor, 'āina- or place-based learning, engagement with Hawai'i communities in real world projects, distance offerings, and cohorts of students, practitioners and professionals from diverse backgrounds learning together.

7. List potential risks


There are no foreseen potential risks in establishing this certificate program.

8. New Resources

The certificate program does not require new resources. The program will enhance collaboration across departments, and add new populations of students to currently under-enrolled courses. The program thus makes more efficient use of faculty time, existing courses, buildings and classrooms, equipment, and other campus resources.

Signature Page: Signature indicates that the person has reviewed the ATP1 and supports the proposed program. Signature page is to be completed upon submission to the VPAPP.

NREM Department Chair:


Signature _____ Catherine Chan-Halbrendt _____ 12/14/2018 _____
Signature Print Name Date

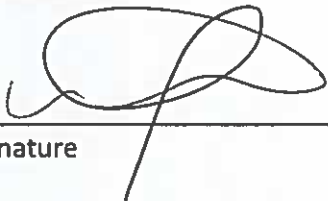
KCHS Department Chair


Signature _____ Antoinette Fraden _____ 12/14/18 _____
Signature Print Name Date

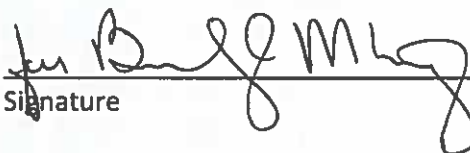
HSHK Dean


Signature _____ Jonathan K. Osorio _____ 12/14/18 _____
Signature Print Name Date

CTAHR Dean


Signature _____ Ania Wicczol _____ 12/18/18 _____
Signature Print Name Date

Campus Chief Academic Officer:


Signature _____ Michael Bruno _____ 1/16/19 _____
Signature Print Name Date

Chancellor:


Signature _____ David Lassner _____ 1/17/19 _____
Signature Print Name Date



Presented to the Mānoa Faculty Senate by the Graduate Council for a vote of the full senate on January 19, 2022, a resolution supporting the proposal for a Graduate Certificate in 'Aina Based Leadership. Approved by the Mānoa Faculty Senate on January 19, 2022 with 54 votes in support, 0 opposed; and 2 abstentions.

**RESOLUTION SUPPORTING THE PROPOSAL FOR A GRADUATE CERTIFICATE
IN 'ĀINA BASED LEADERSHIP IN THE SCHOOL OF HAWAIIAN KNOWLEDGE**

WHEREAS, the purpose of the proposed graduate level Kū'oko'a Graduate Certificate in 'Āina Based Leadership is to cultivate aloha 'āina leaders connected to and caring for Hawai'i's 'āina (land and resources) using interdisciplinary skills grounded in a strong foundation of 'ike kūpuna (ancestral knowledge). Kū'oko'a, meaning independence, refers to the ability of communities to kia'i (protect, care for and make decisions about) natural and cultural resources; and

WHEREAS, students enrolled and faculty teaching in the certificate program will work together to develop culminating projects addressing on-the-ground needs related to land and resources in Hawai'i which can enhance UH Mānoa's relationships with communities, agencies, and organizations; and

WHEREAS, the program will provide an innovative learning program to serve a broad population of students and prepare these students, alongside practitioners and professionals, to address environmental, cultural, legal and social aspects while focusing on interdisciplinary and holistic solutions to natural and cultural resource management, sustainability, and food security using Hawaiian methodologies and practices; and

WHEREAS, the Graduate Certificate will build upon the Mālama 'Āina strand within Kamakākūokalani Center for Hawaiian Studies (KCHS), drawing on courses from this program while engaging four of its key faculty while also connecting with other existing courses and research opportunities related to natural resource management, sustainability, and resilience across campus; and

WHEREAS, the program is designed as a 1-year program, including a pre-Fall orientation (3-5 day immersive training to set expectations, visit and work together in partner communities, get to know one another and provide a cultural foundation for the program), course enrollment during Fall, Spring and Summer semesters, and a culminating end-of-Summer gathering for student presentations; and

WHEREAS, no additional resources for this program are requested as all other costs including funding support for student airfare, accommodations and food for field-based courses; hosting collaborative workshops



or speaker series and events to share student work; and honoraria for community hosts and classroom guest speakers are funded through faculty secured external and departmental financial support; and

WHEREAS, this certificate program is based on research to identify existing professional development needs in sustainability, resilience, and natural resource management in Hawai‘i, through an assessment of professional development needs in mālama ‘āina fields in Hawai‘i, including interviews with 10 key leaders and surveys of 154 individuals representing 85 non-profits, conservation organizations, government agencies, community groups, landowners, and other resource management entities, as well as a survey of 20 UHM undergraduate and graduate students with 80% expressing interest in a certificate program in culturally grounded natural resource management; and

WHEREAS, the certificate has been reviewed and endorsed by the Kamakakūokalani Center for Hawaiian Studies (KCHS), the Dean and faculty of the Hawai‘inuiākea School of Hawaiian Knowledge, the Provost’s Office, the Office of Graduate Education, and the Graduate Council as well as having endorsements from a variety of departments across campus; therefore,

BE IT RESOLVED, that the Mānoa Faculty Senate approves the proposal to establish a Graduate Certificate in ‘Āina Based Leadership in the School of Hawaiian Knowledge.

Supporting document:

[Kū‘ok‘a Graduate Certificate in ‘Āina Based Leadership Graduate Certificate Proposal, November 2021](#)



OFFICE OF THE PROVOST

STATE OF HAWAI'I
UNIVERSITY OF HAWAI'I
UNIVERSITY OF HAWAI'I AT MĀNOA
OFFICE OF THE PROVOST
HAWAI'INUIĀKEA SCHOOL OF HAWAIIAN KNOWLEDGE
Organization Chart
Chart I

DEPARTMENT TOTAL: PERM TEMP
General Funds: 65.25 1.00

'AHA KUHINA

HAWAI'INUIĀKEA SCHOOL OF HAWAIIAN KNOWLEDGE
OFFICE OF THE DEAN
Org Code: MADNHK

Dean, #89489	1.00
Educational Spec, PBB, #77592	1.00
Educational Spec, PBB, #77160	1.00
Instructional Faculty:	1.75
#70241 (0.50), #70242 (0.75), #84196 (0.25), #85030 (0.25)	
Specialist Type Faculty:	2.00
#70091, #70094	
Graduate Asst:	0.50
#70101	

ADMINISTRATIVE OFFICE
Org Code: MAASHK

Senior Fiscal Spec, PBB, #78539	1.00
Administrative Officer, PBB, #78854	1.00
Administrative Officer, PBA, #78890	1.00
Admin & Fiscal Support Spec, PBA: #77887	1.00
Fiscal Specialist, PBB, #78692	1.00

NATIVE HAWAIIAN STUDENT SERVICES
Org Code: MASSHK

Specialist Type Faculty, #83520	1.00
Program Manager, PBC, #79854	1.00
Student Svcs Spec, PBB, #79426	1.00
Student Svcs Spec, PBA: #79036, #81919	2.00
Administrative Officer, PBB : #79777	1.00

KAMAKAKŪOKALANI CENTER FOR
HAWAIIAN STUDIES
Org Code: MAHWST
Chart II

KAWAIHUELANI CENTER FOR
HAWAIIAN LANGUAGE
Org Code: MAHAWN
Chart III

KA PAPA LO'I O KĀNEWAI
CULTURAL GARDEN
Org Code: MALOI
Chart IV

CHART TOTAL: PERM TEMP
General Funds: 19.25 --

Abolished position #70096 (1.00 FTE)