

UNIVERSITY OF HAWAII  
CODE REQUEST FORM FOR ACADEMIC PROGRAM CODES

REQUESTOR CONTACT INFORMATION	
Date: October 22, 2014	Effective term of request (Semester-Year): FALL 2014
Name: Jean Ippolito	Title: Curriculum Planning Liaison
Campus: UH Hilo	Office/Department: Academic Affairs
Phone: 932-7112	Email: jippolit@hawaii.edu

1. PROGRAM CODE, MAJOR CODE, CONCENTRATION CODE		Banner forms: SMAPRLE, SOACURR, STVMAJR
UH Hilo (title) Institution: UH Hilo	College: Arts and Sciences	Department: Anthropology
<input checked="" type="checkbox"/> New program code <input type="checkbox"/> Change/replace existing program code:		
Level: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate <input type="checkbox"/> First-Professional <input type="checkbox"/> Post-Baccalaureate <input type="checkbox"/> Other:		
Degree: Master of Arts in Heritage Management	Certificate:	
If requesting an existing Major code and/or Concentration code in Banner:		
Existing Major:	Existing Concentration:	
<small>Code</small>	<small>Description</small>	<small>Code</small> <small>Description</small>
If requesting a new <input checked="" type="checkbox"/> Major code or <input type="checkbox"/> Concentration code that does not exist in Banner:		
New Code [4 char/space limit]: HRMA	Description [30 char/space limit]: Heritage Management	
If a similar major/concentration code exists in Banner, please list the code:		
Is this major/concentration code being used the same way at other UH campuses?		
Is 50% or greater of the classes in this program offered at a location other than the Home Campus? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <small>(Please consult your Financial Aid Officer on Program Participation Agreement impact)</small>		
Is this program/major/certificate financial aid eligible? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <small>(Financial Aid Officer consultation required for all new program codes)</small>		
Should this program be available for applicants to select as their planned course of study on the online application? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <small>(If yes, students may select the code as their <u>only</u> program of study.)</small>		

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**Replacing or eliminating an existing program code:**

If replacing an existing program code, are current students "grandfathered" under the old code?  Yes  No

Should the old program code be available for use in Banner?  Yes  No

Will the old program code be available for:	Banner Module	Yes	No	Ending Term (Semester-Year)
	Online Application	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Recruitment	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Admissions	<input type="checkbox"/>	<input type="checkbox"/>	_____
	General Student	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Academic History	<input type="checkbox"/>	<input type="checkbox"/>	_____

**2. CERTIFICATES ONLY:**

Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)?  Yes  No  
(Please consult your Financial Aid Officer or see: <http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html>)

For new certificates approved by the Chancellor, the related BOR authorized academic program is:

**3. NEW CAMPUS, COLLEGE, DIVISION, OR DEPARTMENT CODE**

Banner forms: STVCAMP, STV\_COLL, STVDIVS, STVDEPT

Campus code [3 char]:	Campus description [30 char/space limit]:
College code [2 char]:	College description [30 char/space limit]:
Division code [4 char/space limit]:	Division description [30 char/space limit]:
Department code [4 char/space limit]:	Department description [30 char/space limit]:

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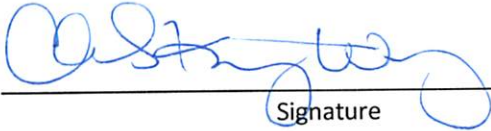
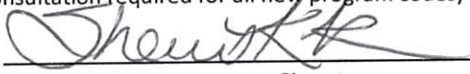
<b>4. NEW COURSE SUBJECT CODE (Subject Alpha)</b>		Banner form: STVSUBJ
College:	Department:	
Subject code [4 char/space limit]:	Subject description [30 char/space limit]:	

<b>5. NEW MINOR (Minor codes are listed on the Major code table)</b>		Banner form: STVMAJR
Minor Code [4 char/space limit]:	Minor Description [30 char/space limit]:	

Please briefly describe your request and explain why you are requesting the code(s):  
 MA in Heritage Management program was approved by the BOR in August, 2014.  
 All course are ANTH alpha, but a new program code is needed.

<b>SUPPORTING DOCUMENTATION</b>
<p>Please see the <b>Code Request Guide</b> for the required supporting documents to be submitted. Documents submitted with this form:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board of Regents meeting minutes and supporting documents provided to the BOR</li> <li><input type="checkbox"/> Memo from UH President</li> <li><input checked="" type="checkbox"/> Memo from Chancellor</li> <li><input checked="" type="checkbox"/> Curriculum (required for requests for new programs/majors/minors/certificates)</li> <li><input type="checkbox"/> Gainful Employment Program notification to the US Department of Education</li> <li><input type="checkbox"/> Other: _____</li> </ul>

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CAMPUS VERIFICATION		
<b>Requestor Signature</b> <u>Jan M. Ippolito</u>	Date <u>Oct. 22, 2014</u>	
<b>Registrar</b> (If different from Requestor) <u>Chelsea Kay-Wong</u> Print name	<u></u> Signature	<u>10/22/14</u> Date
Email/memo in lieu of Registrar's signature may be attached		
<b>Financial Aid Officer</b> (Financial Aid Officer consultation required for all new program codes) <u>Sherric K Padilla</u> Print name	<u></u> Signature	<u>10/22/14</u> Date
Email/memo in lieu of Financial Aid Officer's signature may be attached		
<b>For Community Colleges, verification of consultation with OVPCC Academic Affairs:</b>		
_____ Print name	_____ Signature	_____ Date
Email/memo in lieu of signature may be attached		

**Send completed form and supporting documentation to:**

Institutional Research and Analysis Office (IRAO)  
1633 Bachman Place  
Sinclair Annex 2, Room 4  
Honolulu, HI 96822

Email: iro-mail@lists.hawaii.edu  
Fax: 808-956-9870  
Phone: 808-956-7532

After all required forms and supporting documents have been submitted, please allow at least two weeks for processing by IRAO and Banner Central.

<b>FOR INTERNAL USE ONLY</b>	Date form/docs received:
Program code [12]:	Program Description [30]:
CIP code [6]:	CIP description [30]:



June 3, 2014

MEMORANDUM

TO: John Holzman  
Chair, Board of Regents  
University of Hawai'i

VIA: David Lassner  
President, University of Hawai'i

VIA: *Donald D. Straney*  
Donald Straney  
Chancellor, University of Hawai'i at Hilo

FROM: Matthew Platz *Matthew Platz*  
Vice Chancellor for Academic Affairs, University of Hawai'i at Hilo

SUBJECT: REQUEST TO APPROVE PROVISIONAL MASTERS IN HERITAGE  
MANAGEMENT TO BE OFFERED THROUGH THE DEPARTMENT OF  
ANTHROPOLOGY, UNIVERSITY OF HAWAII AT HILO

SPECIFIC ACTION REQUESTED:

It is requested that the University of Hawai'i Board of Regents approve a "provisional" M.A. degree to be offered through the Department of Anthropology, College of Arts and Sciences, University of Hawai'i at Hilo (UH Hilo). In addition to the summary of the program below, please find attached the full program proposal and appendices for your review.

Approval of:  
X New Program Proposal  
— "Provisional" to "Established"

RECOMMENDED EFFECTIVE DATE:

Upon Board approval

ADDITIONAL COST:

We expect to hire two new faculty members from existing position numbers, and provide operational assistance with a .5 APT. With tuition and current collaborative funding, the program will generate a surplus through the first three years. With continued fundraising success, no additional costs are associated with this request. See the budget in the program description for detailed accounting.

**PURPOSE:**

In accordance with Board of Regents' policy, the proposal was reviewed under the procedures of program review at UH Hilo, and recommended for provisional status.

The Heritage Management program is a two-year course of study leading to Master of Arts degree in Anthropology. The curriculum, centered on community-based anthropological practices in Hawai'i and the Pacific, is designed for students to acquire professional skills necessary to work as principal investigators for private consulting firms engaged in heritage management, or to work in a multitude of county, state, and federal positions related to heritage management. Although housed in the social sciences, the field involves the application of many STEM related sciences to anthropological problems from paleobotany to geochemistry, and is intended to expand the participation of descendant communities in leadership positions in government and in cultural/environmental consulting throughout the Pacific. The program involves a strong internship program that will integrate each student's graduate research within the community.

**BACKGROUND:**

Board of Regents' Policy {5-1.a; <http://www.hawaii.edu/offices/bor/policy/borpch5.pdf> } authorizes the Board to approve "the establishment of all new instructional programs granting academic credit leading to a degree" including provisional degree programs. University of Hawai'i Executive Policy E5.201 (<https://www.hawaii.edu/apis/ep/e5/e5201.pdf>) describes the process of review of provisional degree Quantitative Indicators. This information is presented in the attached document.

**Summary for BOR Academic Affairs Committee review.**

**Significance/Contribution of this degree:**

Heritage Management is a major cultural and economic force in Hawai'i, the Pacific, and throughout the nation. In Hawai'i alone, 26 private consulting firms and a multitude of county, state, and federal employees are engaged in heritage management professions that have the power to positively or negatively affect billions of dollars in project development. Despite dozens of similar MA programs around the globe, none of the major extant programs focus on the Pacific Islands. The region has unique cultural, historical, social, and environmental characteristics that would make localized training more effective in creating competent and culturally sensitive professionals. Well-designed heritage management programs can often generate income, and avoid unnecessary project development costs from delays and litigation from mismanagement. By training individuals from descendant communities in heritage management, we hope to limit state money lost in delays and litigation from understaffed agencies and inadequately trained contractors.

The Department of Anthropology proposes a master's degree in Heritage Management for students who seek heritage-related careers in a multitude of government agencies, private-sector consulting firms, educational institutions, and various other organizations engaged in the interpretation and preservation of cultural heritage (such as heritage centers and museums). The anticipated start of the program is the Fall semester of 2015. The MA in Heritage Management also responds to House Resolution No. 130 of the 24<sup>th</sup> Hawai'i State Legislature. There are four main objectives: 1) to apply anthropological concepts to guide a workforce of historic preservationists who are committed to the long-term management of Oceanic cultural resources; 2) increase the number of individuals of local ancestry in leadership positions in heritage management; 3) provide training to meet the professional qualifications of principal investigators as defined in Hawai'i Administrative Rules (HAR)13-281 for conducting archaeological fieldwork and for conducting cultural impact assessments (Appendix 5); and 4) provide training to meet the federal professional standards for archaeologists as defined in 36 CFR Part 61.

**Cost and resource allocation/reallocation implications:**

Currently, the anthropology department consists of six tenure-track faculty and three part-time lecturers. Two new tenure-track faculty positions (a paleobotanist and a collections specialist) and an APT are requested to initiate the program. Additionally, the program intends to form long-term partnerships with heritage staff at Kamehameha Schools' new multi-million dollar project in Kona operated by the Keauhou-Kahalu'u Education Group. Kamehameha Schools has already entered into discussions to fund one of the UHH faculty positions for the first three years, and we are developing long-term collaborative relationships with the KS program through the Keauhou-Kahalu'u Education Group's heritage center. Additional external funds have been secured through collaborative programs with Koloko-Honokohau National Historic Park (\$50,000), and funds provided through the Department of Transportation as stipulated in a draft Memorandum of Agreement (\$800,000) for the Queen Ka'ahumanu Highway realignment, which is being managed jointly with Ka Haka 'Ula o Ke'elikōlani College of Hawaiian Language.

The M.A. program would take advantage of the strong ties that our anthropology department has with UHH's College of Hawaiian Language. Supporting laboratory space includes existing facilities in Kanaka'ole Hall (EKH) as well as the Geoarchaeology Laboratory in College Hall. New space requirements can be met by the occupation of office and lab space in EKH that is being vacated by the College of Business and Economics (COBE). Additional lab and office space in Hilo could be renovated to house faculty and support additional laboratory space, and the collaborative arrangements with KS should allow us to make use of the Keauhou-Kahalu'u Education Center as it is developed.

#### **Demand projections:**

A recent national study<sup>1</sup> of the Cultural Resource Management profession has predicted that the number of archaeologists with graduate degrees will need to double to meet the expected demand in the next 25 years. In Hawai'i, there are currently 26 private firms and nine universities permitted to conduct archaeological research. The five largest firms together employ approximately 150 persons. The remaining 21 firms employ ten or fewer persons each. A reasonable estimate would be 250 employees in private consulting alone, not including those employed by universities. Various agencies of the US government (such as the National Park Service, Department of Defense, Natural Resource Conservation Service, and US Fish and Wildlife), employ about a hundred specialists in cultural resource management in the Pacific region. The State maintains the Hawai'i State Historic Preservation Division within the Dept. of Land and Natural Resources and currently has about a dozen preservation specialists on board, but they often have employed more (around 30 in the 1990s).

#### **Accreditation impact (if any):**

If approved by BOR, the Heritage Management program would immediately begin an accreditation evaluation process set forth by the Western Association of Schools and Colleges (WASC).

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<sup>1</sup> Altschul, Jeffrey H., and Thomas C. Patterson (2010) Trends and Employment in American Archaeology. In *Voices in American Archaeology*, edited by Wendy Ashmore, Dorothy Lippert, and Barbara J. Mills, pp. 291–316. SAA Press, Washington, D.C.



**Examples (2-3) of similar models from peer institutions:**

<http://www.sonoma.edu/anthropology/graduate/master.html>

<http://oregonstate.edu/cla/anthropology/masters>

**Similar programs at other UH campuses (if duplication, why is this program necessary):**

There is a small applied archaeology MA program operating at UH Manoa (averaging two graduates per year) for the last six years. Even with the existence of this small program, only one of the 26 archaeological consulting firms operating in the state is managed by a principal investigator of Pacific ancestry. Expansion of graduate training opportunities to UH Hilo would primarily benefit Pacific Islander graduate students by positioning a robust heritage program within their geographic, financial, and philosophical reach. UH Hilo, with the highest percentages of Hawaiian and Pacific Islander students on the 4-year campuses, presents the best location for having Pacific Islander students trained in heritage professions that could be applied in their home communities.

**Statement from campus administration of new program's strategic value within the UH priorities.**

UH Hilo has been proud to gain a national reputation as a center of indigenous higher education, and the Heritage Management MA program will expand the opportunities for indigenous students to take leadership positions related to their own cultural heritage. The program would contribute to the UH system's five 2008-2015 strategic areas: 1) Native Hawaiian Educational Attainment, by supporting the access and success of Native Hawaiians in a field of profound cultural and spiritual importance to them; 2) Hawaii's Educational Capital, in particular by making graduate education available to students living in under-served areas that contain significant archaeological sites; 3) Economic Contribution, by providing trained professionals in an area of high demand in the State; 4) Globally Competitive Workforce, by offering training in cultural resource management to students from areas where indigenous artifacts and sites are endangered by development and industrialization, and 5) Resources and Stewardship, by leveraging existing University resources and relations among University units.

John Holzman  
June 3, 2014  
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**IMPACT OF NEW PROGRAM/PROGRAM CHANGE REQUEST ON CAMPUS BUDGET ALLOCATIONS AND MISSION PRIORITY:**

There will be no change in campus budget allocations as long as Kamehameha Schools provide funding for the salary of one faculty member in Anthropology. If the Kamehameha Schools' funding is discontinued, UH Hilo will either reallocate resources or choose not to seek "Established" status. The new program supports the stated UH system's five 2008-2015 strategic areas: 1) Native Hawaiian Educational Attainment, by supporting the access and success of Native Hawaiians in a field of profound cultural and spiritual importance to them; 2) Hawaii's Educational Capital, in particular by making graduate education available to students living in under-served areas that contain significant archaeological sites; 3) Economic Contribution, by providing trained professionals in an area of high demand in the State; 4) Globally Competitive Workforce, by offering training in cultural resource management to students from areas where indigenous artifacts and sites are endangered by development and industrialization, and 5) Resources and Stewardship, by leveraging existing University resources and relations among University units.

**ACTION RECOMMENDED:**

It is recommended that the University of Hawai'i Board of Regents approve the "provisional" M.A. Degree in Heritage Management offered by the Department of Anthropology, University of Hawai'i at Hilo.

**Attachments - Program Proposal including Academic Program Cost and Revenues Template**

**Cc: Cynthia Quinn, Executive Administrator and Secretary of the Board of Regents  
Joanne Itano, Interim Executive Vice President for Academic Affairs**

## **MINUTES**

### **BOARD OF REGENTS' COMMITTEE ON ACADEMIC AFFAIRS MEETING**

**AUGUST 7, 2014**

#### **I. CALL TO ORDER**

Committee Chair Chuck Gee called the meeting to order at 9:00 a.m. on Wednesday, August 7, 2014, at the University of Hawai'i at Mānoa, Information Technology Building, 1<sup>st</sup> Floor Conference Room 105A, 2520 Correa Road, Honolulu, Hawai'i 96822.

Committee members in attendance: Committee Chair Chuck Gee; Committee Vice Chair, Regents Lee Putnam, and Michelle Tagorda.

Others in attendance: Regents Chair Randy Moore (ex officio committee member); Interim Executive Vice President for Academic Affairs, Joanne K. Itano; Vice President for Community Colleges John Morton; Executive Administrator and Secretary to the Board Cynthia Quinn; and others as noted.

#### **II. APPROVAL OF THE MINUTES OF THE APRIL 30, 2014 MEETING**

Regent Tagorda moved and Regent Putnam seconded the motion to approve the minutes of the April 30, 2014 meeting, which was unanimously approved.

#### **III. PUBLIC COMMENT PERIOD**

Secretary Quinn announced that the committee received written testimony from Bret Polopolus-Meredith, a UH Mānoa graduate student and member of the UH Mānoa GSO, in support of Chancellor Apple and crediting him with improving graduation rates and the STAR system; and other comments, letters, and a resolution regarding Chancellor Apple which were received via email and previously distributed to the regents.

Secretary Quinn announced that two people signed up to provide oral testimony:

1. Bret Polopolus-Meredith, a UH Mānoa graduate student and member of the UH Mānoa GSO, testified on the process surrounding the termination of Chancellor Apple and concern about the lack of engagement or dialog with students.
2. Michelle Tigchelaar, a UH Mānoa graduate student and President of the GSO, testified in support of Chancellor Apple and about her feeling that there was no student input regarding his termination.

#### **IV. AGENDA ITEMS**

Committee Chair Gee explained that the process is if the committee approves the request for a new program or for permanent status of a program the presenters do not need to go before the full board, it would simply be approved by the full board through the committee. He noted there were five things they look for to carry out their fiduciary

responsibility: (1) that the program is cost-effective and enrollment revenue will cover most of the costs; (2) that the program is not unnecessarily being replicated or duplicated; (3) that the program will not jeopardize accreditation; (4) the program fit with the strategic mission of the campus itself or within the system; and (5) the value of the program to students as graduates.

He indicated that the committee may recommend approval outright or may request the system or campus office provide additional information or an interim report if they are uncertain as to whether or not the program should receive final approval. The committee may also reject a request, in which case it would go before the full board.

**1. UH Mānoa: Request Approval of a New Provisional Degree, Bachelor of Arts in Astronomy and Bachelor of Science in Astrophysics, College of Natural Sciences and Institute for Astronomy.**

Reed Dassenbrock, Vice Chancellor for Academic Affairs, reported that the program is needed to meet the system STEM goal, and they had been working on this proposal for several years. There have been extensive conversations with UH Hilo and both Chancellor Straney and Vice Chancellor Platz support the program. There are new articulated pathways at most of the community colleges that should allow students to transfer into the program fairly expeditiously. The program will require some reallocation of resources from within the College of Natural Sciences at UH Mānoa, but will not need new external resources.

The program will provide undergraduates with hands-on experience that helps with marketability, and has a strong workforce link for internships and also a strong support for research funds. The program also combines the ORUs with the academic programs. The BA degree provides a well rounded education in the STEM field, and allows students to pursue a graduate degree in a variety of fields other than science. The BS degree is extremely focused on getting into graduate school, and there is a huge demand in this field across the world.

The committee supported the idea, and recognized the collaborative effort, and the benefit of bringing research and academic closer together. The committee wanted to ensure the program was effective immediately so current students could declare the major immediately. The committee wanted to ensure there was no duplication and ease of transfer. The committee noted affordability is a priority and was concerned about the high fees, even though they were waived in the first two years. The committee was also concerned about flexibility and access for students because of the additional course requirements, which is an ongoing challenge across the board for STEM degrees. Lastly, the committee was concerned about the impact of the new program on the budget, strategically, because it will not break even until the third year. The administration confirmed that it will reallocate and capitalize on investment in current faculty and resources.

Committee Vice Chair Putnam moved to adopt the proposal. Regent Tagorda seconded the motion, and the recommendation that the Board of Regents' approve a New Provisional Degree, Bachelor of Arts in Astronomy and Bachelor of Science in

Astrophysics, College of Natural Sciences and Institute for Astronomy, was unanimously approved.

**2. UH Mānoa: Request Approval to Change from Provisional to Established Status, Bachelor of Business Administration in Entrepreneurship, Shidler College of Business.**

David Bess, chair and Professor of Management at Shidler College of Business explained that the program is a successful degree program in a key area for the state and is an essential building block for the Hawai'i Innovation Initiative that ties in with other areas. He also noted that this was the last appearance for John Butler, Associate Dean for Academic Affairs, who had agreed to stay several years beyond his original retirement date to serve the college. Committee Chair Gee thanked AD Butler for his years of service.

The committee indicated that the request answered every question and noted the success of the program and how it fulfills the strategic area of business to get more students into entrepreneurial activities.

Regent Tagorda moved to adopt the proposal. Committee Vice Chair Regent Putnam seconded the motion, and the recommendation that the Board of Regents' approve Change from Provisional to Established Status, Bachelor of Business Administration in Entrepreneurship, Shidler College of Business, was unanimously approved.

**3. UH Hilo: Request to Approve Provisional Masters in Heritage Management to be Offered through the Department of Anthropology.**

Donald Straney, Chancellor at University at Hawai'i at Hilo, reported that the new degree program prepares archaeologists to serve as principal investigators to conduct cultural impacts assessments focused almost exclusively on Hawai'i and the Pacific Islands. The program has strong community support and is highly valued and needed. Kamehameha Schools has indicated a willingness to help support the program and the Department of Transportation has indicated a high need for these types of trained professionals. UH Hilo will invest the two faculty positions necessary to support this program.

The committee noted that the request was well written. There was a concern about the low graduate rate for the MA in Anthropology program at Mānoa, but clarification was given that the Mānoa program is different in scope and focus from the one being proposed. Ross Sutherland, Interim Associate Dean of the College of Social Sciences at UH Mānoa, said the Manoa program is more of a track under the MA program that is specialized on a few individuals as opposed to a separate degree program, but indicated they are supportive of the effort at UH Hilo.

It was clarified that the narrow focus of Heritage Management was chosen instead of choosing something broader like Culture and Heritage like many of the peer programs referenced in the write-up. Chancellor Straney explained that Mānoa, Hilo and the community colleges have programs that focus on Hawaiian culture and include culture in

their names, and even though the terms, concepts and works overlap considerably, this specific title was chosen to prevent any confusion.

The committee referenced the letter of reference from Kamehameha Schools which mentioned a Memorandum of Agreement (MOA) and asked if the MOA was in place. Chancellor Straney responded that the MOA should be in effect once the provisional degree is approved by the board. The committee also recognized the occupational demand for the program and noted that the State Legislature mandated that such a program be started somewhere at the University of Hawai'i.

Committee Vice Chair Putnam moved to adopt the proposal. Regent Tagorda seconded the motion, and the recommendation that the Board of Regents' approve Provisional Masters in Heritage Management to be Offered through the Department of Anthropology, was unanimously approved.

**4. UH Hilo: Request to Approve the Change of Status from "Provisional" to "Established" for the PharmD Degree offered at the Daniel K. Inouye College of Pharmacy.**

Carolyn Ma, Co-Chair of the Department of Pharmacy Practice at the Daniel K. Inouye College of Pharmacy, reported that this program was the only college of pharmacy within the Pacific Rim. It was established in 2007, and has about 340 graduates, 95% of whom have passed the national boards for licensing, and 97% of those graduates are gainfully employed. The college has been fully accredited since 2010 and has contributed over \$30M in many of their studies to the statewide economy and provided healthcare and pharmacy services for the state. She indicated there remains a shortfall of pharmacists that is projected to continue for the next 20 years.

The committee fully supported the request and recognized the success of the program. The committee inquired on the status of the building. President Lassner responded that the building was funded by the Legislature with a mix of general obligation bonds and revenue bonds last year. Chancellor Straney indicated the building was being scaled back, the specifications were being finalized to go out to bid; a grading permit is being prepared for County approval, and he hoped to do a blessing something in October.

The committee also asked about the status of the dean search. Chancellor Straney responded that they are looking at using a search firm because of the small pool of qualified applicants. They are optimistic they can have someone in place by the end of this coming school year and will be appointing an interim until a permanent replacement is found.

The committee was concerned about the local market and whether students would need to relocate to find jobs. Ms. Ma said classes were comprised of 50% local residents and they have been able to place all of their residents. She indicated that some employers have asked students to relocate to the mainland for a few years as part of their training. She added that based on the workforce report, there is a shortfall in pharmacists with Hawai'i and the western region having the largest shortfall.

Committee Vice Chair Putnam moved to adopt the proposal. Regent Tagorda seconded the motion, and the recommendation that the Board of Regents' approve the Change of Status from "Provisional" to "Established" for the PharmD Degree offered at the Daniel K. Inouye College of Pharmacy, was unanimously approved.

**5. Windward CC: Request Approval to Change from Provisional to Established Status, Certificate of Achievement in Agripharmatch.**

Ardis Eschenberg, Vice Chancellor for Academic Affairs, gave a short PowerPoint presentation on the program and its objectives and noted that this certificate supports the system's strategic outcomes of increasing the educational capital of the State and preparing students for a globally competitive workforce. An overview of the degree specializations of Plant Biotechnology and Ethnopharmacognosy was provided, and VC Eschenberg noted that 92% of students in this program pursue a BA, 46% are employed and the enrollment trend is increasing, there is a strong advisory board and partners, the estimated revenues exceed costs, and this also exceeds student learning objectives.

The committee asked for clarification if the degree was required by professional organizations. Administration explained that while a degree is not required, it provides evidence of a higher level of professional development for students who are more prepared and marketable. Courses are also not only limited to certificate students, as there is capacity to allow other degree-seeking students.

Regent Tagorda moved to adopt the proposal. Committee Vice Chair Putnam seconded the motion, and the recommendation that the Board of Regents' approve Change from Provisional to Established Status, Certificate of Achievement in Agripharmatch, was unanimously approved.

**7. For Discussion: Complete College America conference.**

IEVPAA Itano provided a presentation on the outcome of the Complete College America Conference.

At 10:28 a.m., the Board went into recess and reconvened at 10:28 a.m.

**6. For Discussion: UH Star System update regarding on-time degree completion.**

Gary Rodwell, IT Specialist in the Office of Undergraduate Education at UH Mānoa, provided a presentation on the UH Star System.

**V. EXECUTIVE SESSION**

Upon motion by Committee Vice Chair Putnam and second by Regent Tagorda, the Committee unanimously approved convening in executive session, pursuant to HRS §92-5(a)(2)). The Committee convened in executive session at 11:07 a.m. Following a motion to come out of executive session by Committee Vice Chair Putnam and second by

Regent Tagorda, which was unanimously approved, executive session was adjourned at 11: 24 a.m.

Chair Gee said that the Committee discussed in Executive Session the following personnel matters, pursuant to HRS §92-5(a)(2):

- a. Emeriti Requests
- b. Honorary Degree Proposal

## **VI. ADJOURNMENT**

There being no further business, on the motion of Committee Vice Chair Putnam and second by Regent Tagorda and with unanimous approval, the meeting was adjourned at 11:25 a.m.

Respectfully Submitted,

*/S/*

Cynthia Quinn  
Executive Administrator and  
Secretary of the Board of Regents



# APPENDIX 1: Proposed Catalog Entry: Masters (M.A.) in Heritage Management<sup>3</sup>

## MASTER OF ARTS (M.A.) IN HERITAGE MANAGEMENT

### Program Chair:

Peter R. Mills, Ph.D.

[millsp@hawaii.edu](mailto:millsp@hawaii.edu)

Dept. of Anthropology

Social Sciences Division Office

200 W. Kawili Street

Hilo, HI 96720

Phone: (808) 974-7465

Fax: (808) 974-7737

### Faculty:

Joseph Genz, Ph.D., Assistant Professor of Anthropology, UH Hilo

Kathleen Kawelu, Ph.D., Associate Professor of Anthropology, UH Hilo

Peter R. Mills, Ph.D., Professor of Anthropology, UH Hilo

Lynn Morrison, Ph.D., Associate Professor of Anthropology, UH Hilo

Museum and Collections Specialist (to be hired by Fall 2015)

Paleoethnobotanist (to be hired by Fall 2014)

Elizabeth Momilani Naughton, Ph.D., NHERC, UH Hilo

Tim Scheffler, Ph.D., lecturer, Dept of Anthropology, UH Hilo

Hans Van Tilburg, Ph.D., NOAA (adjunct)

Lynne Wolforth, Ph.D., lecturer, Dept. of Anthropology, UH Hilo

### Group A - Required Courses:

ANTH 600 Thesis Design, Method, and Theory (3 Units)

ANTH 601 Ethics and Community Based Heritage Management (3 units)

ANTH 602 Historic Preservation Laws and Regulations (3 units)

ANTH 603 Qualitative and Quantitative Methods in Anthropology (3 units)

### Group B - Topical Courses: [choose 1]

ANTH 611 Cultural Impact Assessments (3 units)

ANTH 612 Indigenous Museum Studies (3 units)

ANTH 613 Human Paleoecology (3 units)

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<sup>3</sup> Note: courses highlighted in gray are not intended to be listed in the Catalog for the 2014-2015 year, but once final arrangements for cross-listings and cooperative agreements are made, then we hope to add these classes to the Catalog in the 2015-2016 academic year.

~~ANTH 614 Submerged Cultural Resources (3 units) (if we can obtain a NOAA partnership, Van Milburg)~~

Group C - Area Courses: [choose 1]

ANTH 623 Archaeology of Oceania (3 units)

ANTH 624 Archaeology of Hawaii (3 units)

ANTH 625 Indigenous Heritage Management in the Pacific (3 units)

~~ANTH 694 Special Area Topics (3 units)~~

Group D- Applied Analytical Methods: [choose 2]

~~ANTH 630 (HAW 630 cross-listing: Research Methods in Hawaiian Language)~~

ANTH 631 Oral History Research (3 units)

ANTH 632 Paleobotanical Methods (3 units)

ANTH 633 Material Conservation (3 units)

ANTH 634 Lithic Analysis (3 units)

ANTH 635 Osteological Analysis (3 units)

~~ANTH 640 (CBES 640 cross-listing: Advanced remote sensing/digital imagery)~~

~~ANTH 681 (CBES 681 cross-listing: Spatial data analysis/modeling)~~

ANTH 682 Archaeological Field Methods (3-5 units)

Group E – Year 2 Internship: [minimum 6 units, may be repeated]

ANTH 690 Heritage Management Internship

Group F – Year 2 Thesis: [minimum 6 units]

ANTH 700 Master's Thesis Research.

**Course Descriptions**

**ANTH 600 Thesis Design, Method, and Theory (3)(Y)** Seminar on the mechanics of completing a thesis. Theoretical and applied frameworks of heritage management, essential components of a theoretically founded and searchable research questions, community goals, standards for writing a thesis.

**ANTH 601 Ethics and Community Based Heritage Management (3) (Y)** Ethical issues raised by archaeological research, data collection, curation, site preservation recommendations, and public visibility. Global review of laws and ethical codes related to the practice of heritage management as an academic discipline. Colonialism and nationalism, looting and the art market, material culture, public engagement and community based research, identity and the world system, and issues of group representation in popular media.

**ANTH 602 Historic Preservation Laws and Regulations (3) (Y)** Major issues of Heritage Management legislation and the structure of federal and state programs. Recent court cases in the U.S. and Pacific Nations. Civil suits over historic preservation. Graduate students will work with ANTH 389 students in the design and implementation of community based-research.

**ANTH 603 Qualitative and Quantitative Methods in Anthropology (3) (Y)** Overview of methods used to interpret anthropological fieldwork. Discussion of research design, sampling, scales of analysis, differences between qualitative analysis and quantitative analysis.

**ANTH 611 Cultural Impact Assessments (3) (S)** Introduction to applied ethnographic studies in Hawai'i, including cultural impact assessments, ethnohistoric studies, regulations, ethics and politics of community-based consultation and research; research in historic-era documents, ethnographies, maps, previous archaeological studies, and texts written in the Hawaiian language  
Pre: ANTH 600, ANTH 601, ANTH 602.

**ANTH 612 Indigenous Museum Studies (3) (Y)** Paired with the undergraduate course ANTH 470 (Museology). Community museum development with a focus on indigenous perspectives of heritage and stewardship. Grant-writing, collections documentation and management, exhibit planning, and public engagement. Pre: ANTH 600, ANTH 601, ANTH 602.

**ANTH 613 Human Paleocology (3 units) (Y)** Methods and theories pertaining to understanding ancient human interactions with ecosystems, including effects of human colonization on island environments, species introductions and extinctions, geomorphological change and studies of other anthropogenic processes. Pre: ANTH 600, ANTH 601, ANTH 602.

**ANTH 614 Submerged Cultural Resources (3) (IO)** Overview of conservation and management issues related to submerged cultural resources with specific attention given to the Abandoned Shipwrecks Act, Admiralty Law, and other regulatory factors pertaining to the management of submerged resources in the Hawaiian Archipelago and the Pacific in general. An overview of methodological issues and ongoing submerged resource issues are discussed. Pre: ANTH 600, ANTH 601, ANTH 602.

**ANTH 623 Archaeology of Oceania (3) (AY)** Archaeological overview of cultures of the Pacific both before and after Western contact with an emphasis on research being conducted as a result of regional heritage management programs. Pre: ANTH 600, ANTH 601, ANTH 602.

**ANTH 624 Archaeology of Hawai'i (3) (AY)** History, theory, and practice of archaeology in the Hawaiian Islands. Development of the discipline, including ethics and politics, and contemporary Kānaka Maoli concerns. Theoretical topics include the emergence of social complexity, political economy, monumentality, craft production, agriculture and gender relations, and archaeoastronomy. Pre: ANTH 600, ANTH 601, ANTH 602.

**ANTH 625 Indigenous Heritage Management in the Pacific (3) (Y)** Overview to indigenous heritage management in the Pacific. International conventions and world heritage sites, national historic preservation law, community-based cultural revival projects, and collaborative research and preservation. Pre: ANTH 600, ANTH 601, ANTH 602.

**ANTH 630 Research Methods in Hawaiian Language (3) (IO)** Hawaiian Language Seminar in which students explore and choose thesis topics. (Same as HAW 630) Co-requisite: HAW 631

**ANTH 631 Oral History Research (3) (Y)** Ethics of applied ethnographic and participatory research, interview protocols, methods of listening, observing and recording, and approaches to interpretive analysis. Methods of interviewing and recording, including the analysis of recorded transcripts while addressing the broader issues that surround oral history and applied ethnographic research, including the epistemological underpinnings of qualitative methods. Pre: ANTH 600, ANTH 601, ANTH 602, repeatable for 6 credits.

**ANTH 632 Paleobotanical Methods (3) (Y)** The identification and analysis of plant remains, particularly in relationship to paleoethnobotany in the Pacific Islands. Palynology, phytolith analysis, starch grain identification, wood charcoal identification. Pre: ANTH 600, ANTH 601, ANTH 602.

**ANTH 633 Material Conservation (3) (Y)** Conservation issues that affect the long-term curation of cultural material. Preservation methods related to paper, textiles, bark cloth, waterlogged objects, ferrous metals, and an assortment of other materials. Special emphasis is placed on working with, and providing stewardship for indigenous cultural materials. Pre: ANTH 600, ANTH 601, ANTH 602, ANTH 612.

**ANTH 634 Lithic Analysis (3) (Y)** Analytical methods applied to stone artifacts (lithics) from cultural sites and museum collections. History of lithic analyses in archaeology; current analytical techniques; tool production technologies; use-wear. Course content is intended to be applied to thesis projects; students work with undergraduates in ANTH 484 (stone tool analysis). Pre: ANTH 600, ANTH 601, ANTH 602.

**ANTH 635 Human Osteology (3) (AY)** Analytical methods used in physical and biological anthropology. Practical skills related to physical anthropology in the context of heritage management. Emphasis on ethically grounded research in the context of indigenous heritage. Pre: ANTH 600, ANTH 601, ANTH 602.

**ANTH 640 Adv Remote Sensing/Digital Ima (3) (lec, lab)** Digital image processing of satellite-derived remotely sensed data for earth resource analysis and applications. Specific applications include image enhancement, classification, post classification analysis, special transformations, and multi-temporal analysis for land cover change detection. (Same as CBES 640) Pre: Geog 470 or equivalent; or instructor's consent.

**ANTH 681 Spatial Data Analysis/Modeling (3)** CBES 681 is an advanced course in spatial analysis and modeling specific to Geospatial Information Science. This course will emphasize the correct application of Geospatial software tools along with the underlying theories and opportunities for applied learning in terrain modeling, suitability modeling, predictive ecosystems mapping and data visualization. Further knowledge and skills will be developed by customization of GIS applications through interface design and automation of geospatial analysis procedures. This course is dual listed with GEOG 481 (Same as CBES 681).

**ANTH 682 Archaeological Field Methods (3-5) (Y)** Archaeological methods including research design mapping and excavation, and laboratory methods. Normally taught as a summer

session course. Credit varies depending on length of field projects (4-6 weeks, 8 hrs./day). Pre: ANTH 110; ANTH 600, ANTH 601, ANTH 602.

**ANTH 690 Heritage Management Internships (S)** Placement and experience in public, private, and/or government agencies involved in heritage management plus completion of related research projects: a) Archaeology; b) Museum Studies; c) Burials Program; d) Cultural Impact Assessments. Pre: ANTH 600, ANTH 601, ANTH 602. May be repeated for 6 credits maximum.

**ANTH 694 Special Area Topics in Subject Matter (Arr.) (IO)** Special topics chosen by the instructor. Course content will vary. May be repeated for credit, provided that a different topic is studied. Additional requirements may apply depending on subject and topic.

**ANTH 700 Thesis Research (1-6)** Supervised research, data analyses, literature review, and writing up of an original empirical study designed to develop and demonstrate the ability to do research and competence in scholarly exposition. Must be taken CR/NC. Students are expected to work on their thesis under the supervision of their faculty and have their work reviewed by their thesis committee. Pre: ANTH 600, ANTH 601, ANTH 602.

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**HILO**



**April 2014**

**Proposal for a New Degree Program:  
Master's in Heritage Management  
Department of Anthropology, CAS  
University of Hawai'i at Hilo**

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## 1. Executive Summary

The Department of Anthropology proposes a master's degree in Heritage Management for students who seek heritage-related careers in a multitude of government agencies, private-sector consulting firms, educational institutions, and various other organizations engaged in the interpretation and preservation of cultural heritage (such as heritage centers and museums). The anticipated start of the program is the Fall semester of 2015. The MA in Heritage Management responds to House Resolution No. 130 of the 24<sup>th</sup> Hawai'i State Legislature (Appendix 4). There are five main objectives: 1) to apply anthropological concepts to guide a workforce of historic preservationists who are committed to the long-term management of Oceanic cultural resources; 2) increase the number of individuals of local ancestry in leadership positions in heritage management; 3) provide better assistance to community planners in developing plans that are more sensitive to traditional cultural properties, human burials, sacred sites, ancient habitation sites, agricultural systems, and trails; 4) provide training to meet the professional qualifications of principal investigators as defined in Hawai'i Administrative Rules (HAR)13-281 for conducting archaeological fieldwork and for conducting cultural impact assessments (Appendix 5); and 5) provide training to meet the federal professional standards for archaeologists as defined in 36 CFR Part 61.

Although the program is focused primarily within Hawai'i, we intend to address heritage training across the Pacific Islands. The proposal fills a clear need to provide quality training in the specific issues of Oceanic heritage. Despite dozens of similar MA programs around the globe, none of the major extant programs focus on the Pacific Islands. The region has unique cultural historical, social, and environmental characteristics that would make localized training more effective in creating competent and culturally sensitive professionals. UHH's student body presents one of the best locations for having Pacific Island students trained in heritage preservation methods that could be applied in their home communities. Because students would come to the program with strong motivation, we anticipate a very high retention and graduation rate.

Currently, the anthropology department consists of six tenure-track faculty and two part-time lecturers. Two new tenure-track faculty positions (a paleobotanist, and a collections specialist, see Appendix 3) and an APT are requested to initiate the program. Additionally, the program intends to form long-term partnerships with heritage staff at Kamehameha Schools' new multi-million dollar project in Kona operated by the Keauhou-Kahalu'u Education Group. Kamehameha Schools has already committed to the intent of funding one of the UHH faculty positions for the first three years, and we are developing long-term collaborative relationships with the KS program through the Keauhou-Kahalu'u Education Group's heritage center. Additional external funds have been secured through collaborative programs with Koloko-Honokohau National Historic Park (\$50,000), and funds provided through the Department of Transportation as stipulated in a draft Memorandum of Agreement (\$800,000) for the Queen Ka'ahumanu Highway realignment, which is being managed jointly with Ka Haka 'Ula o Ke'elikōlani College of Hawaiian Language.

The M.A. program would take advantage of the strong ties that our anthropology department has with UHH's College of Hawaiian Language, and would attempt to link

with other related course-work offered elsewhere in the system (described below). Supporting laboratory space includes existing facilities in Kanaka‘ole Hall (EKH) as well as the Geoarchaeology Laboratory in College Hall. New space requirements can be met by the occupation of office and lab space in EKH that is being vacated by the College of Business and Economics (COBE). Additional lab and office space in Hilo could be renovated to house faculty and support additional laboratory space, and the collaborative arrangements with KS should allow us to make use of the Keauhou-Kahalu‘u Education Center as it is developed.

## 2. Background

“Heritage Management” (or sometimes the more redundant phrase “Cultural Heritage Management”) is a globally recognized term that is concerned with the “identification, protection, and stewardship of cultural heritage in the public interest” (Elia and Ostovich 2011).<sup>1</sup> Analogous but more parochial titles commonly used in the United States include “Public Archaeology,” “Applied Archaeology,” and “Cultural Resource Management.” We choose “heritage” over “cultural resource” to avoid the connotation of exploitation that can be implied by the use of the term “resource,” and our program intends to approach issues of heritage from a broader perspective than archaeology alone. Table 1 provides a sampling of similar MA programs found in anthropology departments around the globe.

**Table 1. Names of MA programs similar to the proposed MA in Heritage Management**

University	Program Title	Degree
Sonoma State University, CA	Cultural Resources Management	MA
University of Melbourne	Arts and Cultural Management	MA
University of California, Northridge	Public Archaeology	MA
Eastern New Mexico State, Portales	Anthropology and Applied Archaeology	MA
Oregon State University, Corvallis	Cultural Resource Management	MA
University of Alaska, Anchorage	Applied Anthropology	MA
University of Montana, Missoula	Cultural Heritage	MA
St. Cloud State University, MN	Cultural Resource Management Archaeology	MA
University Of Minnesota	Cultural Heritage Management	MA
Michigan State U., East Lansing	Professional Applications of Anthropology	MA
Mississippi State Starkville	Applied Anthropology	MA
University of Southern Mississippi, Hattiesburg	Applied Cultural Heritage Studies	MA

<sup>1</sup> Elia, R. and M.E. Ostovich 2011 Heritage Management. *Oxford Bibliographies*. <http://www.oxfordbibliographies.com/view/document/obo-9780195389661/obo-9780195389661-0119.xml>

University of Memphis, TN	Public Archaeology/Cultural Resource Management	MA
Boston University, MA	Archaeological Heritage Management	MA
Rutgers University, NJ	Cultural Heritage and Preservation Studies	MA
University of Maryland	Resource Management and Cultural Process	MAA
American University, Washington D.C.	Public Anthropology	MA
University of South Florida	Public Archaeology	MA
French University of Egypt	Cultural Heritage Management	MA
Durham University, UK	International Cultural Heritage Management	MA
University of Birmingham, UK	Heritage Management	MA
University of York, UK	Cultural Heritage Management	MA

The term “Heritage Management” in the present proposal reflects our desire to create professionals trained in cultural stewardship who will work in a multitude of available positions in County, State, and Federal Government, and in the private sector, as well as academia. Our training focus emphasizes the entire Pacific, but also applies well to the mainland United States where many state and federal programs follow similar practices.

### 3. Program Need and Justification

In Hawai‘i, there is a State requirement for graduate degrees in various Heritage Management positions. For example, Hawai‘i Administrative Rules (Title 13, Subtitle 13, Chapter 281—see Appendix 5) require that principal investigators working for one of the 26 firms licensed to conduct archaeological research possess “**a graduate degree from an accredited institution in archaeology, or anthropology, with a specialization in archaeology, or an equivalent field.**” There is also significant need for heritage management professionals in the U.S.-affiliated Pacific, including the territories of Guam and American Samoa, the Commonwealth of the Northern Mariana Islands and the Freely Associated States (FSM, ROP, RMI). With UH Hilo having the highest percentage of students of Native Hawaiian ancestry at any 4-year institution, and the highest percentage of students from other Pacific Islands, a MA program in Heritage Management at UH Hilo would empower these students with opportunities to gain leadership positions related to managing their own heritage. Without having many local opportunities to obtain graduate degrees in Heritage Management, the consequence has been that the principal investigators in private consulting firms, and in state and federal agencies in Hawaii and the Pacific have largely obtained their graduate degrees elsewhere, and very few are from Hawaii’s descendant communities. Our students from Hilo regularly work in entry level positions at these firms and for these agencies, but hit glass ceilings that do not allow them to open their own firms or to advance in the firms that they work for.

In 2008, the Hawai‘i State Legislature passed House Resolution 130 that requested the University of Hawaii at Hilo to draft a strategic plan for creating a Master’s

degree in heritage management (Appendix 4). This resolution is in reaction to the adverse impacts from understaffed and mismanaged historic preservation activities in the state. In 1976, the Hawai‘i State Legislature drafted Chapter 6E of Hawai‘i Revised Statutes, which states: “The legislature declares that the historic and cultural heritage of the State is among its important assets and that the rapid social and economic developments of contemporary society threaten to destroy the remaining vestiges of this heritage. The legislature further declares that it is in the public interest to engage in a comprehensive program of historic preservation at all levels of government to promote the use and conservation of such property for the education, inspiration, pleasure, and enrichment of its citizens. The legislature further declares that it shall be the public policy of this State to provide leadership in preserving, restoring, and maintaining historic and cultural property, to ensure the administration of such historic and cultural property in a spirit of stewardship and trusteeship for future generations, and to conduct activities, plans, and programs in a manner consistent with the preservation and enhancement of historic and cultural property” [L 1976, c 104, pt of §2] .

Sadly, Hawai‘i has had great difficulty in implementing the vision of 6E HRS. One of the largest problems has been limited professional training programs that are suited to the Hawaiian cultural landscape. In 2008, various bills before the State legislature again sounded the alarm, such as House Resolution 130, mentioned above. For example, S.B. 2906 stated “The legislature finds that historic preservation in Hawai‘i is presently in a condition of unprecedented confusion and disarray, making it nearly impossible for the State to meet its cultural obligations and legislative mandates to manage historical properties for the benefit of the various descendent communities. The discovery, identification, and preservation of archaeological sites, human burial sites, and other historic properties are increasingly threatened.” Five years later, in 2013, the State Historic Preservation Division is still struggling to meet the demands of a Federal “Corrective Action Plan” that is necessary to sustain federal funding of nearly 50% of the agency’s budget. The largest failure of the office is that many positions requiring graduate degrees remain unfilled. As early as 2002, there were open vacancies in the O‘ahu Island archaeologist position that have remained vacant for years.

Economic development in Hawai‘i is often intimately connected to issues surrounding Heritage Management. One of the hardest lessons that the development community has faced is that when historic preservation efforts prior to development have been poorly conducted in accordance with State and Federal law, then the delays from litigation can drastically affect the development. In Hawai‘i, sources of community division have often included the potential and demonstrated adverse effects to cultural resources from federally-funded military training operations. Many other high-profile cases make headlines in the local papers weekly, and affect billions of dollars in development funds. If heritage management regulatory processes are poorly implemented, the results are costly for everyone, and rarely result in optimal preservation outcomes.

The state of Hawai‘i needs to develop a strong program to train heritage management professionals at the graduate level who could then assist federal and state agencies in cooperating with the local community in planning culturally sensitive development. By establishing localized training in heritage management, we hope to create more professionals who are well-versed in the specific issues in heritage

management that are most significant to Hawai‘i, and who are more trusted in descendant communities because they will be *from* those same descendant communities. The impact of a locally-based heritage management graduate program at Hilo could also extend beyond regional educational and legislative mandates to showcase how federal agencies can form meaningful partnerships with educational institutions and indigenous cultures in the preservation of the nation’s cultural heritage (see Executive Order 13287- “Preserve America”).

A recent national study<sup>2</sup> of heritage management professionals has predicted that the number of archaeologists with graduate degrees will need to double to meet the expected demand in the next 25 years. Of an estimated total of 19,150 archaeological jobs, 85% will be filled with MA level archaeologists. In Hawai‘i, there are currently 24 private firms and nine universities permitted to conduct archaeological research (Appendix 6). The five largest firms together employ approximately 150 persons. The remaining 19 firms employ ten or fewer persons each. A reasonable estimate would be 250 employees in private consulting alone, not including those employed by universities. Various agencies of the US government (such as the National Park Service, Department of Defense, Natural Resource Conservation Service, and US Fish and Wildlife), employ about a hundred specialists in heritage management in the Pacific region. The State of Hawai‘i maintains the Hawai‘i State Historic Preservation Division within the Dept. of Land and Natural Resources and currently has about a dozen preservation specialists on board, but they often have employed more (around 30 in the 1990s). Kamehameha Schools, the Office of Hawaiian Affairs, Hawai‘i State Parks, and various counties also employ individuals who specialize in heritage management. We have initiated heritage management internship programs for our undergraduates with many of these institutions (SHPD, Kamehameha Schools, National Park Service, Department of Defense) which could be significantly expanded with the proposed MA (see letters of support, Appendix 7).

The current training programs for these professionals in Hawai‘i do not begin to meet the local demand for trained, qualified professionals. As a consequence, many heritage management specialists are hired from regions outside of Hawai‘i and have little background or connection to descendant communities or Hawaiian cultural practice. We intend to matriculate eight to nine students each year. Given the size of the workforce and expected growth of heritage management positions throughout the Pacific, we are confident that we can maintain a pool of qualified applicants and not flood the market with a program of this size.

## **4 Program Objectives**

### **4.1 General Overview**

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<sup>2</sup> Altschul, Jeffrey H., and Thomas C. Patterson (2010) Trends and Employment in American Archaeology. In *Voices in American Archaeology*, edited by Wendy Ashmore, Dorothy Lippert, and Barbara J. Mills, pp. 291–316. SAA Press, Washington, D.C.

U.H. Hilo's master's program in Heritage Management will offer applied anthropological experiences involving Pacific Island cultures and sites, with a special emphasis on the Hawaiian Islands and indigenous empowerment over the management of traditional cultural sites. The course curriculum involves developing an understanding of Pacific Island peoples from the time of initial human settlement through the era of Western colonization. This is coupled with classes that promote the development of ethnographic and archaeological skills for conducting cultural impact assessments in indigenous languages, and a detailed examination of historic preservation laws and regulations at federal and local levels. The MA will allow candidates to develop specialties within heritage management with emphases in community-based research, and will also foster specific analytical areas of expertise, such as lithic analysis, palaeobotany, museum studies, archival research, and ethnographic field methods. Analytical laboratories are devoted to geoarchaeology, paleoethnobotany, and zooarchaeological reference specimens. Additional laboratory space is available for the analysis of graduate project collections and field records. Instruction and practical experience in GIS and remote sensing are available through the Geography and Environmental Science program that shares building space with the Anthropology program. Other units on campus offer facilities for electron microscopy, as well as ICP-MS. Field schools are offered on an annual basis, and graduate students will develop their own community-based field projects to obtain data for their theses. The collections of the Museum of Anthropology also provide opportunities for research leading to the MA.

Priority will be given to students who apply to the graduate program with prior field experience at least equivalent to that provided by an intensive archaeological or ethnographic field school. If a deficiency is noted in this area upon admission to the program, coursework may be required to address the deficiency. Prior experience in artifact analysis or other aspects of laboratory research is also desirable. Students are encouraged to obtain additional field and laboratory research experience during the course of their graduate study unless they have had extensive experience prior to entering.

The required courses for the MA provide a general anthropological background to historic preservation. They are designed to furnish the student with a sound theoretical and methodological basis for managing applied issues in heritage management and a deep appreciation for the ethical issues involved in managing cultural sites in our modern world. Although required courses for the MA will provide the student with exposure to substantive cultural research emphasizing Oceania, it is expected that incoming students will have knowledge of general anthropology equivalent to that gained by completing an undergraduate major. There is also a requirement that students possess or develop at least limited proficiency in the Hawaiian language (equivalent to completion of HAWN 101 and 102) or another appropriate Pacific Island language approved by the student's graduate committee.

Each student will work with a graduate committee consisting of a chair and at least two other faculty members to develop a program of study that may include courses in addition to the basic requirements, depending on their relevance to thesis or dissertation research.

The graduate committee also provides guidance as the student develops a research project leading to a thesis. It is advisable for students to choose a committee chair, form a committee, and file a course program during the first year of graduate study.

A thesis based on original research is required for completion of the MA. A public oral exam will be conducted after the thesis has been submitted which is based upon the cumulative course content of the student's program. Students wishing to complete their oral defense must submit a final version of their thesis to the committee on or before March 10 to defend in the spring semester or October 20 to defend in the fall semester. The complete draft is reviewed by the student's committee chair. If approved the thesis is then reviewed by the other members of the student's committee. Theses or dissertations not submitted on or before these dates are not guaranteed for consideration for a defense during the desired semester.

#### **4.2 Program learning objectives**

The objectives of the proposed Master of Arts in Heritage Management are expressed below in a matrix of program goals, objectives, outcomes:

<b>Program Objectives</b>	<b>Student Outcomes</b>
Apply anthropological concepts to guide a workforce of historic preservationists who are committed to the long-term management of Oceanic cultural resources;	Develop an understanding of the value of community engagement in Heritage Management as it is practiced in county, state, and federal agencies, and in private consulting through course-work, internships, and a sustained research program.
Increase the number of individuals of local ancestry in leadership positions in heritage management.	Provide students with access to leadership positions in Heritage Management that are effectively unattainable at present.
Provide training to meet the professional qualifications of principal investigators as defined in Hawai'i Administrative Rules, Title 13, Chapter 281 for conducting historic preservation fieldwork and for conducting cultural impact assessments.	Learn the technical skills necessary to operate as a principal investigator on archaeological, historical, and ethnographic projects, and apply those skills in the completion of a community-based thesis project.
Provide training to meet the federal professional standards for archaeologists as defined in 36 CFR Part 61.	Develop an understanding of federal laws and regulations that direct federal preservation programs.

## **5. Heritage Management Program Description**

### **5.1 Admission Requirements**

A bachelor's degree from an accredited university is required to apply for the program. The application materials will include a statement of objectives, supplemental information form, three letters of recommendation, official transcripts from each institution attended, official GRE scores, and official TOEFL scores for English-as-a-second-language students. Other requirements may be specified by the University Graduate Division Admissions policies. Preference will be given to students who have developed skills in heritage management through undergraduate coursework in anthropology and related disciplines (such as Hawaiian studies, cultural geography and history), and to prospective students who have gained experience working in heritage management professions at the BA level. Limited proficiency in a second language related to the thesis topic is preferred at the time of admission, but can be developed concurrently with the graduate curriculum. Statements of purpose should include a proposed course of study for the MA.

### **5.2 Minimum Credits**

A total of 36 credits is required for the M.A., which is consistent with many other M.A. programs nationally. For example, the minimum credit requirements in Pac-12 M.A.



programs in anthropology range from 34 credits (Arizona State University) to 45 credits (University of Oregon and Oregon State University).

### **5.3 Graduation Requirements**

#### Language Requirement:

Every graduate student must demonstrate at least limited proficiency in a second language that is closely related to the student's thesis topic, and preference will be given to applicants for graduate admission who have already achieved proficiency. The level of proficiency will be equivalent to the successful completion of HAWN 101 and 102. If these courses have not been taken, or if the requirement is to be met based on another language than Hawaiian, proficiency may be demonstrated by written examination. Exams can be scheduled at any point prior to the initiation of the student's thesis research.

#### Course Requirements (Minimum of 36 Credits)<sup>3</sup>:

Lecture and seminar courses provide 3 units, laboratory courses, 4. In creating a program, students choose the indicated number of units from the following course groups:

#### Group A - Required Courses:

ANTH 600 Thesis Design, Method, and Theory (3 Units) (Mills, Fall)  
ANTH 644 Ethics and Community Based Heritage Management (3 units) (Kawelu, Fall)  
ANTH 645 Historic Preservation Laws and Regulations (3 units) (Mills, Spring)  
ANTH 646 Quantitative and Qualitative Methods in Anthropology (3 units)  
(Paleobotany, Fall)

#### Group B - Topical Courses: [choose 1]

ANTH 612 Museum Studies (3 units) (Collections Hire, Fall Year 2)  
ANTH 613 Paleoenvironmental Reconstruction (3 units) (Paleobotany Hire)  
ANTH 614 Cultural Impact Assessments (3 units) (Genz, Spring)  
ANTH 615 Submerged Cultural Resources (3 units) (TBD if we can obtain a NOAA partnership, Van Tilburg/Gleason)

#### Group C - Area Courses: [choose 1]

ANTH 623 Archaeology of Oceania (3 units) (TBD)  
ANTH 624 Archaeology of Hawaii (3 units) (Kawelu)  
ANTH 625 Indigenous Heritage Management in the Pacific (3 units) (Genz)  
ANTH 694 Special Area Topics (3 units) (Various)

#### Group D- Applied Analytical Methods: [choose 2]

ANTH 630 (HAW 630 cross-listing: Research Methods in Hawaiian Language)  
ANTH 631 Oral History Research (3 Units Genz; Kawelu; Reichl),  
ANTH 632 Paleobotanical Methods (3 units) (TBD)  
ANTH 633 Material Conservation (3 units) (TBD)

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<sup>3</sup> Syllabi for courses, approved by UHH Faculty Congress and available upon request.

ANTH 634 Lithic Analysis (3 units) (Mills)  
ANTH 635 Human Osteology (3 units) (Morrison; Brown)  
ANTH 640 (CBES 640 cross-listing: Advanced remote sensing/digital imagery).  
ANTH 681 (CBES 681 cross-listing: Spatial data analysis/modeling).

Group E – Year 2 Internship: [minimum 6 units to be determined by student’s area of specialization—may be repeated]

ANTH 690a Internship in Archaeology  
ANTH 690b Internship in Museum Studies  
ANTH 690c Internship in Burials Program  
ANTH 690d Internship in Cultural Impact Assessments

Group F – Year 2 Thesis: [minimum 6 units]

ANTH 700 Master's Thesis Research.

## **6. Support of the long-range academic development of the University of Hawaii at Hilo**

*Relationship to UH Hilo Strategic Plan.* The proposed program fits well with virtually all of UH Hilo’s strategic plan goals, but most strongly relates to Goals 4 and 5.5. Goal 4 is to “cultivate, sustain and reflect a diverse, multicultural university that is rooted in the indigenous history of Hawai‘i,” and Goal 5.5 is to “enhance our scholarship and partnerships with the community to responsibly preserve, protect and sustain natural and cultural resources.”

The program would contribute to the UH system’s five 2008-2015 strategic areas: 1) Native Hawaiian Educational Attainment, by supporting the access and success of Native Hawaiians in a field of profound cultural and spiritual importance to them; 2) Hawai‘i’s Educational Capital, in particular by making graduate education available to students living in under-served areas that contain significant archaeological sites; 3) Economic contribution, by providing trained professionals in an area of high demand in the State; 4) Globally competitive workforce, by offering training in heritage management to students from areas where indigenous artifacts and sites are endangered by development and industrialization, and 5) Resources and stewardship, by leveraging existing University resources and relations among university units.

## **7. Relationship and potential impact on other programs at the University**

### **7.1 Programs in Hilo**

*Ka Haka`ula o Ke`elikōlani College of Hawaiian Language* has M.A. and Ph.D. programs focused on Hawaiian language, culture and history, and undergraduate students commonly have double majors in anthropology and Hawaiian studies. This M.A. would complement and expand the range of professional opportunities available to

undergraduate students, and potential cross-listings for graduate classes will be explored. At HCC, the *Hawaiian Lifestyles* AAS degree has also promoted cultural stewardship training that creates a pipeline between HCC and heritage management courses at UH Hilo. Because of excellent working relationships between the various programs in Hilo, we see the addition of the MA program as a synergistic improvement for students in all of these programs.

### **7.2 Applied Archaeology M.A., Dept. of Anthropology, UH Mānoa**

Since 2007, UH Mānoa has been offering a MA in “Applied Archaeology” (with 2 to 3 students admitted each year) that trains archaeologists for non-academic professional positions in Asia and the Pacific. In Hawai‘i, the immensity of the workforce need and the relatively small number of graduates from the Mānoa program calls for more extensive graduate opportunities that will reach new pools of students (See Appendix 8: “Decolonizing Heritage Management in Hawai‘i”). This opinion is also supported by the Mānoa anthropology program (Appendix 7). By creating a graduate training program in Hilo, we hope to significantly expand the range of educational opportunities for Heritage Management professionals, and more effectively reach target populations. Furthermore, our curriculum will include cultural impact assessment as well as archaeology, and will be more directly focused on Pacific Islander communities. We intend to develop articulation agreements with the Applied Archaeology program where appropriate to allow students to more fully take advantage of the relevant courses offered on both campuses.

### **7.3 Graduate Certificates in Historic Preservation and Museum Studies, American Studies, UH Mānoa**

Like the MA in Applied anthropology, both of the graduate certificates offered at UH Mānoa through American Studies overlap somewhat with some of the content we intend to offer in Heritage Management, but these certificates do not meet the workforce need that we intend to address because they do not meet the minimum criterion of a MA that is stipulated in Hawaii Administrative Rules (Title 13 HAR 281, Appendix 5).

Collaboration between UH campuses for distance learning courses, articulation agreements, and cross-listings with some graduate courses at Mānoa would certainly be desirable. Nevertheless, the capacity to offer a full degree program in Hilo is essential to serving the needs of our target pool of graduate students. Discussion with Mānoa faculty, particularly James Bayman (graduate coordinator of the Applied Archaeology Program), and Geoffrey White (former Anthropology Chair) and Dr. Ty Tengan has been ongoing for a number of years. The new department chair (Dr. Christine Yano) has been contacted as well. They express a general consensus regarding the benefit of having MA programs with heritage-related themes on both campuses (See Appendix 7: Letters of Support). By integrating available curricula in these programs with complementary curricula in Hilo, and by providing distance learning opportunities, we hope to build UH into a national model for integrating indigenous communities into the heritage management process. Nationally, the nearest mainland M.A. programs in heritage

management are at Sonoma State University in California, and at University of California Northridge, neither of which attract many students from the Pacific Islands, but one of UH Hilo's recent BA students has just begun the program at UC Northridge.

## **8. Academic cost and revenue template**

Table 2 shows the budget projections for direct program costs (with fringe salary included), and funds secured which can be directly used to offset those costs. The template has been changed since the ATP by the removal special tuition fees similar to the UH Hilo graduate nursing plan and replacement with standard in-state graduate tuition rates at UH. Outside funding from Kamehameha Schools (\$180,000) will be used to pay the salary of one of the projected new positions for the first three years (\$60,000 per year), which, with tuition, makes the program fully self-funded for the first three years (at least) with surplus of more than \$30,000 for each of those years. Dept. of Transportation (DOT) mitigation funds (\$800,000) established in a recent MOU with UHH are targeted for heritage management related activities can be applied to travel, supplies and other resources related to research activities, the majority of the funds will be used for student research, scholarships, and development of education materials related to heritage management in Kona, which will be jointly administered with Ka Haka 'Ula o Ke'elikōlani. Additional funds from the National Park Service (\$50,000) will also be used to initiate collaborative projects with Kaloko-Honokohau National Historic Site, and finally, the Hiroo Sato Endowed Excellence Scholarship, established in 2012 through the UH Foundation is intended to be applied to students interested in conducting public/oral histories and cultural resource management. In brief, the direct operational budget is fully funded for the first three years, and a significant amount of additional university funding is available for student and faculty research in heritage management that does not appear on Table 2. Additional operational funds for subsequent years (years 4 and beyond), will continue to be sought through Kamehameha Schools and other stakeholders, such as OHA, the National Park Service, and private donors.

Table 2. Budget projections

	A	B	C	D	E	F	G	H	I
1	<b>Academic Cost and Revenue Template - New Program (adjust template for appropriate number of years) (Updated 10/31/12)</b>								
2									
3	<b>ENTER VALUES IN YELLOW CELLS ONLY</b>								
4	<b>CAMPUS/Program</b>			Heritage Management					
5	Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, 3 yrs for Masters Degree, 5 yrs for Doctoral Degree)								
6				Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
7	<b>ENTER ACADEMIC YEAR (i.e., 2011-2012)</b>			2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
8	<b>Students &amp; SSH</b>								
9	A. Headcount enrollment (Fall)			8	17	18	18	18	18
10	B. Annual SSH			144	306	324	324	324	324
11									
12	<b>Direct and Incremental Program Costs Without Fringe</b>								
13	C. Instructional Cost <b>without</b> Fringe			\$ 77,000	\$ 137,510	\$ 152,916	\$ 158,936	\$ 165,192	\$ 171,694
14	C1. Number (FTE) of FT Faculty/Lecturers			1.00	2.00	2.00	2.00	2.00	2.00
15	C2. Number (FTE) of PT Lecturers					0.25	0.25	0.25	0.25
16	D. Other Personnel Costs			\$ 17,000	\$ 36,391	\$ 37,846	\$ 39,360	\$ 40,934	\$ 42,572
17	E. Unique Program Costs			\$ 19,000	\$ 27,200	\$ 22,420	\$ 22,662	\$ 22,928	\$ 25,221
18	F. Total Direct and Incremental Costs			\$ 113,000	\$ 201,101	\$ 213,182	\$ 220,958	\$ 229,054	\$ 239,487
19									
20	<b>Revenue</b>								
21	G. Tuition			\$ 64,368	\$ 146,574	\$ 162,972	\$ 171,072	\$ 179,496	\$ 186,948
22	Tuition rate per credit			\$ 447	\$ 479	\$ 503	\$ 528	\$ 554	\$ 577
23	H. Other			\$ 79,000	\$ 87,200	\$ 82,420	\$ 22,662	\$ 22,928	\$ -
24	I. Total Revenue			\$ 143,368	\$ 233,774	\$ 245,392	\$ 193,734	\$ 202,424	\$ 186,948
25									
26	J. Net Cost (Revenue)			-30,368	-32,673	-32,210	27,224	26,630	52,539
27									
28									
29									
30	<b>Program Cost per SSH With Fringe</b>								
31	K. Instructional Cost <b>with</b> Fringe/SSH			\$ 722	\$ 607	\$ 628	\$ 653	\$ 679	\$ 705
32	K1. Total Salary FT Faculty/Lecturers			\$ 77,000	\$ 137,510	\$ 143,010	\$ 148,730	\$ 154,680	\$ 160,867
33	K2. Cost Including Fringe of K1			\$ 103,950	\$ 185,639	\$ 193,064	\$ 200,786	\$ 208,818	\$ 217,170
34	K3. Total Salary PT Lecturers			\$ -	\$ -	\$ 9,906	\$ 10,206	\$ 10,512	\$ 10,827
35	K4. Cost Including fringe of K3			\$ -	\$ -	\$ 10,401	\$ 10,716	\$ 11,038	\$ 11,368
36	L. Support Cost/SSH			\$ 492	\$ 492	\$ 492	\$ 492	\$ 492	\$ 492
37	Non-Instructional Exp/SSH			\$ 442	\$ 442	\$ 442	\$ 442	\$ 442	\$ 442
38	System-wide Support/SSH			\$ 50	\$ 50	\$ 50	\$ 50	\$ 50	\$ 50
39	Organized Research/SSH			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
40	M. Total Program Cost/SSH			\$ 1,214	\$ 1,099	\$ 1,120	\$ 1,145	\$ 1,171	\$ 1,197
41	N. Total Campus Expenditure/SSH			\$ 728	\$ 728	\$ 728	\$ 728	\$ 728	\$ 728
42									
43	<b>Instruction Cost with Fringe per SSH</b>								
44	K. Instructional Cost/SSH			\$ 722	\$ 607	\$ 628	\$ 653	\$ 679	\$ 705
45	O. Comparable Cost/SSH			\$ 1,175	\$ 1,175	\$ 1,175	\$ 1,175	\$ 1,175	\$ 1,175
46	Program used for comparison.			Manoa Social Sciences Graduate Level					
47									
48	Reviewed by campus VC for Administrative Affairs:			<i>Manu Sildai</i> 3/17/2014					
49									

## **9. New, additional, or specialized facilities, equipment, or library resources required for the program**

*Library resources.* UH Hilo's Mookini Library already houses an excellent collection of Hawaiiana that would serve as the main resource for much of the research within the program, including many archaeological reports prepared by private consultants. Through grant funding, we would also plan to digitize many reports available in State offices in Hilo for easy access in a digital repository. This digitized heritage collection could be used by programs well beyond the MA program and would be an asset to the entire State. For example there are annual grants through NEH for up to \$350,000 specifically for digitizing collections (Humanities Collections and Reference Resources CFDA # 45.149). The 5-Year business plan also includes funding for additional library acquisitions to support the program in the amount of \$2,000 with a 10% annual increase (see letter of support from Helen Rogers, Interim University Librarian, Appendix 7) .

*Physical resources.* Supporting laboratory space includes existing space in Kanaka`ole Hall as well as the Geoarchaeology Laboratory established as a result of NSF grants to Peter Mills (Chair, Anthropology), Steve Lundblad (Geology) and Ken Hon (Geology). Necessary infrastructure improvements include the acquisition of additional office space (to accommodate 2 new faculty members a clerical staff member and an APT), and research space for graduate projects. Arrangements for this space have been discussed with the Dean of CAS, and we understand that it should be available as College of Business and Economics (COBE) space is vacated in Kanaka`ole Hall. This is particularly advantageous given that the anthropology department occupies the same hallway. Additional lab and office space at UH Hilo could be renovated to house faculty and support laboratory space as other programs vacate current offices. The completion of the new facility for the College of Hawaiian Language should also free-up additional office space in Kanaka`ole Hall.

Also, beginning in 2011, UH Hilo's North Hawai'i Education and Research Center (NHERC) in Honoka`a maintains a Cultural Heritage Center, directed by Dr. Momi Naughton, a highly qualified heritage specialist/archivist. The Center occupies a 750 sq. ft. room at NHERC, with additional storage space. Collaboration with the proposed program is consistent with the Center's mission to provide educational and research services to the North Hawai'i community, and we hope to have the NHERC's Heritage Director work closely with the program, and possibly serve as a graduate advisor for some MA projects focused on North Hilo, Hāmākua and South Kohala subjects.

In Kona, Kamehameha Schools closed the Outrigger Keauhou Beach Resort and has begun demolition of the hotel. In its place, KS has formed the "Keauhou-Kahalu`u Education Group," which is overseeing the establishment of a Native Hawaiian educational center that will make use of cultural sites in the Keauhou region as a long-standing educational program in cultural heritage. As we discuss below, they are providing considerable financial assistance in the formation of the UH Hilo Heritage Management program, with the intent to host graduate projects in Keauhou-Kahalu`u, and build a strong continuing partnership in the operation of the education center (with future funding opportunities for students and the program in general). Included in plans

for the education center are bunk spaces, collections management facilities, and classroom space.

*Staff.* The program will require additional support staff . A Lab Manager (APT) would be hired at .5 FTE for FY `15 and `16, and be raised to 100% FTE for FY `17. Also, a clerical assistant devoted to the management of several small graduate programs is being considered by the VCAA that will be jointly funded for several programs, but will not be directly funded through the Heritage Management operating budget.

As currently planned and with the funding of two new faculty positions and support staff, we project that revenues will meet direct expenses in the first three years, including fringe costs of faculty positions. The hiring of one faculty position in FY `15 on a flat budget will be supported by KS monies before tuition dollars come in, and we can operate on a smaller curriculum because we will only have a 1<sup>st</sup> year cohort.

While the primary focus will be to build local cohorts in Hilo, we hope to hybridize the curriculum to allow distance learning opportunities to develop. The program could then serve students across the state, combining online interactive courses with onsite study on Hawai‘i Island and the students’ home islands. Theory courses would be delivered to students via online interactive media (Elluminate, Laulima). Such media will also allow students on all islands to share their field work findings. A full-time student could complete degree requirements in two years. Alternative scheduling for part-time students would allow working students to complete the MA over a longer period. Because students would come to the program with strong motivation and commitment, we anticipate a very high retention and graduation rate. The specific curriculum will be developed in consultation with the stakeholders convened through the planning committee.

## **10. Additional faculty requirements for the new program**

*Faculty.* Currently, the anthropology department consists of five tenure-track faculty and four part-time lecturers. Four of the current tenure-track faculty teach undergraduate courses that could be modified to include graduate sections which could contribute to the proposed curriculum. The program would be launched with a cohort of 8 students and 2 new position changes (one existing faculty member converted to 11-month employment as program director, and one new hire). One additional faculty and staff-member would be added in the second year as graduate enrollments increase to two active cohorts, with 9 new students admitted in the second year. It would be our intent to hire a paleobotanist specializing in Pacific Island plants in the first year and a museum specialist with experience working with indigenous communities and archaeological collections in the second year (Appendix 3).

The paleobotany position dovetails with many of the cultural interests in the restoration of agricultural practices and traditional plant use. Currently UH does not have any faculty in any program that regularly work on the identification of pollens, charcoal, phytoliths, or starch grains, which are all commonly present in archaeological assemblages, and that could provide significant information on traditional agricultural practices and the nature and age of various cultural sites. We hope this position would

serve the purpose of combining cultural knowledge of plants with analytical methods for determining the nature of ancient agricultural practices. The museum/collections position would serve to assist with one of the major weaknesses in Hawaiian heritage management, which is a lack of funding and community connections to the stewardship of the material remains of Hawai'i's past. Many collections are housed in temporary storage with little community oversight. This position would serve as a conduit to train graduate students in building collections infrastructure through funding, and to improve conservation techniques for existing collections.

By the third year of the program, we plan to hire one lecturer who could cover some of our special topics or infrequently offered courses such as ANTH 615 and ANTH 694. Various professional archaeologists in the community, such as Dr. Hans Van Tilburg, at NOAA who specializes in maritime heritage, may be available to teach such courses as adjunct/affiliate faculty.

## **11. Demonstration of effectiveness of program**

Many of our assessment goals will be established in order to meet the requirements of WASC and the self-study that is necessary to move from a 'provisional' program to an 'established' program, typically after three years of operation. Student success within the program will be measured by their ability to meet the program objectives specified in Section 4.2. Each student's performance will be assessed through grades in coursework, reviews of student progress during annual meetings with their graduate committees and general progress evaluations at the end of each semester. Evaluations at the culmination of each degree will be based on the completion of a written thesis that fulfills both community-based outreach and academic research. A publicly advertised oral defense will also be a venue to collect community input on the quality of each project.

In terms of student satisfaction, we will establish an online survey that will allow students in each cohort to express their degree of satisfaction with the curriculum and to make recommendations for changes. Also, once students have completed the M.A., we will administer an exit survey to attempt to assess student satisfaction with the overall program. Both qualitative and quantitative responses will be solicited in each instrument. We will ask questions that specifically address each outcome from section 4.2, and that address teaching quality, program resources, and track their progress in the professional world. By the time that each cohort graduates, we will attempt to track the career paths of our graduates, specifically to determine whether or not the MA has allowed the graduate to obtain higher pay or rank with their employers than they would have achieved without the degree. We will compile a list of publications, ethnographic films and other products produced by graduates and faculty, compile statistics on citations of research conducted through the program and secure an outside reviewer to evaluate the program's strengths and weaknesses.

## **12. New courses or modified courses proposed**



Appendix 1 provides a list of new graduate course descriptions proposed for the University catalog. We propose to have several graduate sections where additional readings and research and additional oversight of undergraduate students would elevate the course to a graduate level, and provide an opportunity to build strong bridges between undergraduate and graduate students. These pairings are not ‘dual listings’ because undergraduate and graduate content and requirements are different. The pairings would allow undergraduates more contact with graduate researchers, and because all the graduate research will be community-based, the graduate students would be creating opportunities for undergraduates to become involved in graduate research projects. We intend for this arrangement to be mutually beneficial to graduate students and undergraduates. ANTH 389 is already a GCC Course, but we intend to modify ANTH 470 and ANTH 490 to be GCC courses as well. In the case of the existing undergraduate internships (ANTH 490), by pairing the undergrad interns with graduate interns, it may be possible to reduce the training/oversight responsibilities of the hosting agency by placing undergraduates more directly in contact with graduate supervisors.

<b>Undergraduate Course</b>	<b>Graduate Course</b>
ANTH 389- Cultural Resource Management	ANTH 645- Historic Preservation Laws and Regulations
ANTH 470 Museum Studies	ANTH 612 Indigenous Museum Studies
ANTH 484 Stone Tool Analysis	ANTH 634 Lithic Analysis
ANTH 450 Physical Anth Lab	ANTH 635 Human Osteology
ANTH 490 Undergraduate Internships	ANTH 690 Graduate Internships

Thirty-six credits of graduate course-work, internships, and thesis credit would be required to complete the M.A. for students who enter without deficiencies (Appendices 1 and 2). Credits would be chosen from approximately thirteen (13) different classroom courses, with field internships and thesis credits making up the remainder of the 36 credits. This core curriculum is designed to provide electives to cover several specialties within Heritage Management. Additional elective capacity would be developed as UH cross-listings from Ka Haka ‘Ula o Ke‘elikōlani, Tropical Conservation Biology and Environmental Sciences (TCBES), and UH Mānoa Anthropology are established. Furthermore, collaborative partnerships with faculty at other UH campuses and the expansion of UHH Hilo adjunct faculty from the professional community may be added to the program for specialized topical courses (such as maritime heritage classes taught in conjunction with adjunct faculty associated with NOAA).

### **13. Involvement of courses offered by other departments**

Discussions have begun to consider cross-listing HAW 630 as ANTH 630 to assist Native Hawaiian language students in completing their research in the Hawaiian language. A similar cross-listing is under discussion with Geography and TCBES to consider CBES 640 (Advanced remote sensing/digital imagery) and CBES 681 (Spatial data analysis/modeling) as elective cross-listings for heritage management students working at the graduate level with GIS and Remote sensing data. While the details of

these cross-listings are not finalized, neither cross-listing would be necessary in order for the program to operate, and all parties have expressed good faith intents to work out details on appropriate class-sizes and teaching loads. They are listed in the appendices in gray background, indicating courses that will not be included in the 2015-2016 catalog, but may be listed in the 2016-2017 catalog if the details are finalized.

# APPENDIX 1: Proposed Catalog Entry: Masters (M.A.) in Heritage Management<sup>4</sup>

## MASTER OF ARTS (M.A.) IN HERITAGE MANAGEMENT

### Program Chair:

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### Faculty:

Joseph Genz, Ph.D., Assistant Professor of Anthropology, UH Hilo

Kathleen Kawelu, Ph.D., Associate Professor of Anthropology, UH Hilo

Peter R. Mills, Ph.D., Professor of Anthropology, UH Hilo

Lynn Morrison, Ph.D., Associate Professor of Anthropology, UH Hilo

Museum and Collections Specialist (to be hired by Fall 2016)

Paleoethnobotanist (to be hired by Fall 2015)

Elizabeth Momilani Naughton, Ph.D., NHERC, UH Hilo

Tim Scheffler, Ph.D., lecturer, Dept of Anthropology, UH Hilo

Hans Van Tilburg, Ph.D., NOAA (adjunct)

Lynne Wolforth, Ph.D., lecturer, Dept. of Anthropology, UH Hilo

### Group A - Required Courses:

ANTH 600 Thesis Design, Method, and Theory (3 Units)

ANTH 644 Ethics and Community Based Heritage Management (3 units)

ANTH 645 Historic Preservation Laws and Regulations (3 units)

ANTH 646 Qualitative and Quantitative Methods in Anthropology (3 units)

### Group B - Topical Courses: [choose 1]

ANTH 612 Indigenous Museum Studies (3 units)

ANTH 613 Human Paleoecology (3 units)

ANTH 614 Cultural Impact Assessments (3 units)

ANTH 615 Submerged Cultural Resources (3 units) (if we can obtain a NOAA partnership, Van Tilburg)

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<sup>4</sup> Note: courses highlighted in gray are not intended to be listed in the Catalog for the 2015-16 year, but once final arrangements for cross-listings and cooperative agreements are made, then we hope to add these classes to the Catalog in the 2016-2017 academic year.

Group C - Area Courses: [choose 1]

ANTH 623 Archaeology of Oceania (3 units)

ANTH 624 Archaeology of Hawaii (3 units)

ANTH 625 Indigenous Heritage Management in the Pacific (3 units)

ANTH 694 Special Area Topics (3 units)

Group D- Applied Analytical Methods: [choose 2]

ANTH 630 (HAW 630 cross-listing: Research Methods in Hawaiian Language).

ANTH 631 Oral History Research (3 units)

ANTH 632 Paleobotanical Methods (3 units)

ANTH 633 Material Conservation (3 units)

ANTH 634 Lithic Analysis (3 units)

ANTH 635 Osteological Analysis (3 units)

ANTH 640 (CBES 640 cross-listing: Advanced remote sensing/digital imagery).

ANTH 681 (CBES 681 cross-listing: Spatial data analysis/modeling).

ANTH 682 Archaeological Field Methods (3-5 units)

Group E – Year 2 Internship: [minimum 6 units, may be repeated]

ANTH 690 Heritage Management Internship

Group F – Year 2 Thesis: [minimum 6 units]

ANTH 700 Master's Thesis Research.

### **Course Descriptions**

**ANTH 600 Thesis Design, Method, and Theory (3)(Y)** Seminar on the mechanics of completing a thesis. Theoretical and applied frameworks of heritage management, essential components of a theoretically founded and searchable research questions, community goals, standards for writing a thesis.

**ANTH 644 Ethics and Community Based Heritage Management (3) (Y)** Ethical issues raised by archaeological research, data collection, curation, site preservation recommendations, and public visibility. Global review of laws and ethical codes related to the practice of heritage management as an academic discipline. Colonialism and nationalism, looting and the art market, material culture, public engagement and community based research, identity and the world system, and issues of group representation in popular media.

**ANTH 645 Historic Preservation Laws and Regulations (3) (Y)** Major issues of Heritage Management legislation and the structure of federal and state programs. Recent court cases in the U.S. and Pacific Nations. Civil suits over historic preservation. Graduate students will work with ANTH 389 students in the design and implementation of community based-research.

**ANTH 646 Qualitative and Quantitative Methods in Anthropology (3) (Y)** Overview of methods used to interpret anthropological fieldwork. Discussion of research design, sampling, scales of analysis, differences between qualitative analysis and quantitative analysis.

**ANTH 614 Cultural Impact Assessments (3) (S)** Introduction to applied ethnographic studies in Hawai'i, including cultural impact assessments, ethnohistoric studies, regulations, ethics and politics of community-based consultation and research; research in historic-era documents, ethnographies, maps, previous archaeological studies, and texts written in the Hawaiian language Pre: ANTH 600, ANTH 644, ANTH 645.

**ANTH 612 Indigenous Museum Studies (3) (Y)** Paired with the undergraduate course ANTH 470 (Museology). Community museum development with a focus on indigenous perspectives of heritage and stewardship. Grant-writing, collections documentation and management, exhibit planning, and public engagement. Pre: ANTH 600, ANTH 644, ANTH 645.

**ANTH 613 Human Paleoecology (3 units) (Y)** Methods and theories pertaining to understanding ancient human interactions with ecosystems, including effects of human colonization on island environments, species introductions and extinctions, geomorphological change and studies of other anthropogenic processes. Pre: ANTH 600, ANTH 644, ANTH 645.

**ANTH 615 Submerged Cultural Resources (3) (IO)** Overview of conservation and management issues related to submerged cultural resources with specific attention given to the Abandoned Shipwrecks Act, Admiralty Law, and other regulatory factors pertaining to the management of submerged resources in the Hawaiian Archipelago and the Pacific in general. An overview of methodological issues and ongoing submerged resource issues are discussed. Pre: ANTH 600, ANTH 644, ANTH 645.

**ANTH 623 Archaeology of Oceania (3) (AY)** Archaeological overview of cultures of the Pacific both before and after Western contact with an emphasis on research being conducted as a result of regional heritage management programs. Pre: ANTH 600, ANTH 644, ANTH 645.

**ANTH 624 Archaeology of Hawai'i (3) (AY)** History, theory, and practice of archaeology in the Hawaiian Islands. Development of the discipline, including ethics and politics, and contemporary Kānaka Maoli concerns. Theoretical topics include the emergence of social complexity, political economy, monumentality, craft production, agriculture and gender relations, and archaeoastronomy. Pre: ANTH 600, ANTH 644, ANTH 645.

**ANTH 625 Indigenous Heritage Management in the Pacific (3) (Y)** Overview to indigenous heritage management in the Pacific. International conventions and world heritage sites, national historic preservation law, community-based cultural revival

projects, and collaborative research and preservation. Pre: ANTH 600, ANTH 644, ANTH 645.

**ANTH 630 Research Methods in Hawaiian Language (3) (IO)** Hawaiian Language Seminar in which students explore and choose thesis topics. (Same as HAW 630) Co-requisite: HAW 631

**ANTH 631 Oral History Research (3) (Y)** Ethics of applied ethnographic and participatory research, interview protocols, methods of listening, observing and recording, and approaches to interpretive analysis. Methods of interviewing and recording, including the analysis of recorded transcripts while addressing the broader issues that surround oral history and applied ethnographic research, including the epistemological underpinnings of qualitative methods. Pre: ANTH 600, ANTH 644, ANTH 645, repeatable for 6 credits.

**ANTH 632 Paleobotanical Methods (3) (Y)** The identification and analysis of plant remains, particularly in relationship to paleoethnobotany in the Pacific Islands. Palynology, phytolith analysis, starch grain identification, wood charcoal identification. Pre: ANTH 600, ANTH 644, ANTH 645.

**ANTH 633 Material Conservation (3) (Y)** Conservation issues that affect the long-term curation of cultural material. Preservation methods related to paper, textiles, bark cloth, waterlogged objects, ferrous metals, and an assortment of other materials. Special emphasis is placed on working with, and providing stewardship for indigenous cultural materials. Pre: ANTH 600, ANTH 644, ANTH 645, ANTH 612.

**ANTH 634 Lithic Analysis (3) (Y)** Analytical methods applied to stone artifacts (lithics) from cultural sites and museum collections. History of lithic analyses in archaeology; current analytical techniques; tool production technologies; use-wear. Course content is intended to be applied to thesis projects; students work with undergraduates in ANTH 484 (stone tool analysis). Pre: ANTH 600, ANTH 644, ANTH 645.

**ANTH 635 Human Osteology (3) (AY)** Analytical methods used in physical and biological anthropology. Practical skills related to physical anthropology in the context of heritage management. Emphasis on ethically grounded research in the context of indigenous heritage. Pre: ANTH 600, ANTH 644, ANTH 645.

**ANTH 6xx Adv Remote Sensing/Digital Ima (3) (lec, lab)** Digital image processing of satellite-derived remotely sensed data for earth resource analysis and applications. Specific applications include image enhancement, classification, post classification analysis, special transformations, and multi-temporal analysis for land cover change detection. (Same as CBES 640) Pre: Geog 470 or equivalent; or instructor's consent.

**ANTH 681 Spatial Data Analysis/Modeling (3)** CBES 681 is an advanced course in spatial analysis and modeling specific to Geospatial Information Science. This course

will emphasize the correct application of Geospatial software tools along with the underlying theories and opportunities for applied learning in terrain modeling, suitability modeling, predictive ecosystems mapping and data visualization. Further knowledge and skills will be developed by customization of GIS applications through interface design and automation of geospatial analysis procedures. This course is dual listed with GEOG 481 (Same as CBES 681).

**ANTH 682 Archaeological Field Methods (3-5) (Y)** Archaeological methods including research design mapping and excavation, and laboratory methods. Normally taught as a summer session course. Credit varies depending on length of field projects (4-6 weeks, 8 hrs./day). Pre: ANTH 110; ANTH 600, ANTH 644, ANTH 645.

**ANTH 690 Heritage Management Internships (S)** Placement and experience in public, private, and/or government agencies involved in heritage management plus completion of related research projects: a) Archaeology; b) Museum Studies; c) Burials Program; d) Cultural Impact Assessments. Pre: ANTH 600, ANTH 644, ANTH 645. May be repeated for 6 credits maximum.

**ANTH 694 Special Area Topics in Subject Matter (Arr.) (IO)** Special topics chosen by the instructor. Course content will vary. May be repeated for credit, provided that a different topic is studied. Additional requirements may apply depending on subject and topic.

**ANTH 700 Thesis Research (1-6)** Supervised research, data analyses, literature review, and writing up of an original empirical study designed to develop and demonstrate the ability to do research and competence in scholarly exposition. Must be taken CR/NC. Students are expected to work on their thesis under the supervision of their faculty and have their work reviewed by their thesis committee. Pre: ANTH 600, ANTH 644, ANTH 645.

## **APPENDIX 2: Proposed 2-Year Course Offerings**

### **Fall 2015**

ANTH 600  
ANTH 644  
ANTH 645

### **Spring 2016**

ANTH 613  
ANTH 614  
ANTH 624  
ANTH 625  
ANTH 631  
ANTH 634  
ANTH 646

### **Fall 2016**

ANTH 600  
ANTH 612  
ANTH 631  
ANTH 632  
ANTH 644  
ANTH 645  
ANTH 690  
ANTH 700

### **Spring 2017**

ANTH 613  
ANTH 614  
ANTH 624  
ANTH 625  
ANTH 631  
ANTH 634  
ANTH 646  
ANTH 690  
ANTH 700



## APPENDIX 3: PROPOSED JOB DESCRIPTIONS IN SUPPORT OF MA PROGRAM

### **Position Description Assistant Professor of Anthropology (Paleobotany, insert position #)**

Position number { } College of Arts and Sciences, tenure-track, general funds, full-time, nine-month type appointment, to begin { }, pending position clearance and funding. The University reserves the right to hire at another rank if the selected candidate is qualified for that rank.

**Duties:** teach graduate and undergraduate courses in human-environment interactions with a topical specialty in Pacific paleobotany, advise students, contribute to program development, including the establishment of a paleobotany laboratory through grant funding, conduct research.

**Minimum Qualifications:** Ph.D. from an accredited college or university in anthropology or a related field with a primary focus on paleobotanical research; demonstrated expertise in Island Pacific paleobotany with an emphasis in anthropological applications; evidence of good teaching skills.

**Desirable Qualifications:** evidence of successful college level teaching in a multicultural environment, qualitative and quantitative skills, commitment to a program in empirical research and education, willingness to contribute to development of a Heritage Management M.A. degree program particularly in collaboration with Kamehameha Schools Keauhou-Kahalu`u Education group, willingness to contribute to existing Pacific Islands Studies Certificate Program.

**Salary:** I3. Competitive.

#### **To apply:**

Submit a curriculum vitae, a letter describing research interests and teaching philosophy, transcript(s) showing degrees and course work appropriate to the position (copies are acceptable), and contact information (including email) of at least 3 references to: { }, Chair, Anthropology Dept., University of Hawai'i at Hilo, 200 W. Kāwili St., Hilo, Hawai'i.

**Inquiries:** { }. Please refer to position { } when making inquiries.

**Application Deadline:** First review of applications will begin {insert date} and continue until the position is filled. UH Hilo is an EEO/AA Employer D/M/V/W.

**Position Description Assistant Professor of Anthropology ( Collections management insert position #)**

Position number { } College of Arts and Sciences, tenure-track, general funds, full-time, nine-month type appointment, to begin { }, pending position clearance and funding. The University reserves the right to hire at another rank if the selected candidate is qualified for that rank.

**Duties:** teach graduate and undergraduate courses in museum studies with an emphasis on collections management and material conservation; advise students; oversee the management of collections in the Dept. of anthropology at UH Hilo; contribute to program development, including close collaboration with the North Hawaii Education and Research Center's (NHERC) Heritage Program and `Imiloa Astronomy Center.

**Minimum Qualifications:** Ph.D. from an accredited college or university in anthropology or a related field with a primary focus on collections management; demonstrated expertise in developing, conserving, and managing collections in collaboration with indigenous communities; evidence of good teaching skills.

**Desirable Qualifications:** evidence of successful college level teaching in a multicultural environment; qualitative and quantitative skills; expertise in material conservation involving terrestrial and submerged cultural resources; willingness and ability to participate in and develop of a Heritage Management M.A. program, willingness to contribute to existing Pacific Islands Studies Certificate Program.

**Salary:** I3. Competitive.

**To apply:**

Submit a curriculum vitae, a letter describing research interests and teaching philosophy, transcript(s) showing degrees and course work appropriate to the position (copies are acceptable), and contact information (including email) of at least 3 references to: { }, Chair, Anthropology Dept., University of Hawai'i at Hilo, 200 W. Kāwili St., Hilo, Hawai'i.

**Inquiries:** { }. Please refer to position { } when making inquiries.

**Application Deadline:** First review of applications will begin {insert date} and continue until the position is filled. UH Hilo is an EEO/AA Employer D/M/V/W.

# APPENDIX 4: HOUSE BILL 2976/HR 130

HOUSE OF REPRESENTATIVES  
TWENTY-FOURTH LEGISLATURE, 2008  
STATE OF HAWAII

H.B. NO. 2976

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## A BILL FOR AN ACT

RELATING TO THE UNIVERSITY OF HAWAII.

**BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:**

1           SECTION 1. The legislature finds that federal and state  
2 agencies face constant needs for professionals trained in  
3 cultural resource management in the disciplines of archaeology  
4 and anthropology to ensure rigorous, timely, and professionally  
5 reviewed compliance submissions for federal and state  
6 legislation, such as the National Native American Graves  
7 Protection Act of 1990 and chapter 6E, Hawaii Revised Statutes,  
8 establishing burial councils, as well as all aspects of the  
9 state historic preservation division of the department of land  
10 and natural resources and related federal and state laws and  
11 agencies.

12           In Hawaii, the potential and demonstrated adverse effects  
13 to cultural resources are evident in many current project  
14 initiatives that could have a potentially adverse impact on  
15 cultural and environmental resources, economic stability, and  
16 community well-being. These initiatives, if not handled with  
17 the support of trained professionals and consultation with  
18 appropriate community cultural leaders, have the potential to

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1 cause heightened levels of concern, mistrust, expensive and  
2 time-consuming litigation, and an overall sense of loss.  
3 Examples of these are not intended to point blame at any  
4 particular project, but are well known in the lexicon of  
5 planning, economic development, natural resource conservation,  
6 and most important, the cultural integrity essential to  
7 sustainable systems for Hawaii's people, cultural and natural  
8 resources and traditions, its unique lifestyle, and its future  
9 visions.

10 In the past, the Bishop Museum served as a regional  
11 resource for historical curation, cultural anthropology,  
12 archaeological research, and cultural education throughout the  
13 Pacific region. Eminent scholars such as Kenneth Emory, Yoshito  
14 Sinoto, William Bonk, and their trained successors provided  
15 Hawaii and the Pacific region with unparalleled resources for  
16 historical conservation, preservation, and scholarly research in  
17 concert with native practitioners and cultural experts from all  
18 communities.

19 In spite of the evidence in newspapers, community  
20 gatherings, court proceedings, and daily dialogue at many levels  
21 of federal, state, and county government, the State of Hawaii  
22 has limited opportunity to train cultural resource management

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1 professionals at the graduate level to work with community  
2 leaders to assist federal, state, county, or private entities in  
3 cooperating with the local community in the cultural resource  
4 management process so vital to preserving cultural integrity.  
5 Establishing localized training in cultural resource management  
6 is essential to training a cadre of effective and qualified  
7 professionals who would form meaningful partnerships with  
8 educational institutions and indigenous cultures in the  
9 preservation of the nation's cultural heritage, as called for in  
10 the presidential Executive Order 13287 of March 3, 2003. Hawaii  
11 has an extraordinary track-record in such preservation, and it  
12 is essential to restore leadership to Hawaii's academic,  
13 cultural, and conservation resources.

14       The lack of trained professionals is demonstrated in the  
15 critical understaffing of the state historic preservation office  
16 of the department of land and natural resources, as well as  
17 critical backlogs of more than two hundred fifty reports and  
18 reviews required to advance state and federal capital  
19 improvement projects at many levels. There are also critical  
20 shortages of trained staff for the twenty-four permitted  
21 cultural resource management firms working in the State, which  
22 require that principal investigators possess a graduate degree

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1 from an accredited institution in archaeology, anthropology  
2 (specialization) or an equivalent field. Other planning,  
3 architectural, engineering, and communications firms report a  
4 critical need for trained and knowledgeable professionals to  
5 assist in this important work. There are further shortages in  
6 United States-affiliated Pacific islands, the territories of  
7 Guam and American Samoa, the Commonwealth of the Northern  
8 Mariana Islands and the Freely Associated States. The  
9 Polynesian nations that share Hawaii's cultural heritage also  
10 are woefully short of qualified cultural resource management  
11 programs; fully one-third of the world's cultural heritage is  
12 impacted by a shortage of personnel and a dearth of knowledge  
13 spanning three thousand years of cultural awareness.

14 While there has been a significant increase in recent years  
15 in expanding environmental, social, and cultural resource  
16 programs, there is no better place to grow Hawaii's own talent  
17 than the University of Hawaii at Hilo's "living laboratories" in  
18 anthropology, geology, archaeology, astronomy, natural and  
19 environmental science, biology, and the first national doctoral  
20 program in a native language through Ka Haka Ula o Ke'elikolani,  
21 the college of Hawaiian language, which has unanimously endorsed  
22 expansion of the cultural resource management program at the

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1 University of Hawaii at Hilo, through establishment of a masters  
2 program through the anthropology department, in close  
3 association with the University of Hawaii at Manoa. Although  
4 the program has elicited enormous interest from community,  
5 faculty, student, and government leaders, it is essential to  
6 obtain a complete analysis of costs and resources required to  
7 proceed with this important endeavor.

8       Also critical to establishment of a masters program in  
9 cultural resource management is development of an appropriate  
10 partnership with federal, state, county, and private resources  
11 to establish a professional curatorial facility on the island of  
12 Hawaii that will enable scholarly and student access to further  
13 research, instruction, practicum, and exhibition of the  
14 University of Hawaii at Hilo's exceptional archives covering  
15 federally mandated collections requirements now housed in  
16 inadequate storage areas. In addition, there are numerous  
17 private collections that require appropriate conservation and  
18 preservation and a pressing development of new and existing  
19 facilities to aid this important work. There are numerous  
20 locations and partnerships that can be developed to support the  
21 concept of the "living laboratory", such as that as practiced by  
22 the Army Environmental Center at Pohakuloa, which is staffed by

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1 more than thirty-five professional experts in archaeology,  
2 anthropology, biology, out planting, endangered species  
3 management, conservation, ungulate and invasive species  
4 management practices, and other real-world conservation skills  
5 practiced on adjacent lands managed by the department of land  
6 and natural resources at Mauna Kea State Park, and office of  
7 Hawaiian affairs at the historic Humuula sheep station and  
8 historic paniolo Keanakolu Trail and Mana Road. The practices  
9 of the past have a place in the future, and the opportunities to  
10 create new and innovative educational disciplines and high  
11 skill-high knowledge - high pay jobs will never be more  
12 important than they are now.

13       The purpose of this Act is to establish a master of arts  
14 program in cultural resource management at the University of  
15 Hawaii, Hilo in concert with related courses or programs at the  
16 University of Hawaii at Manoa and Hawaii community colleges.

17       SECTION 2. There is appropriated out of the general  
18 revenues of the State of Hawaii the sum of \$250,000 or so much  
19 thereof as may be necessary for fiscal year 2008-2009 for the  
20 establishment of a graduate level master of arts program in  
21 cultural resource management at the University of Hawaii at Hilo





# H.B. NO. 2976

1 and related courses at the University of Hawaii at Manoa and  
2 Hawaii community college.

3 The sum appropriated shall be expended by the University of  
4 Hawaii for the purposes of this Act.

5 SECTION 3. This Act shall take effect on July 1, 2008.  
6

INTRODUCED BY:

*[Handwritten signatures and names follow]*

Kurt

John M. Nye

Blair

Cindy Duma

Robert J. O'Connell

J. Phil. Karamita

Maui B. Lee

Ray Hanibera

Jyle B. Berg

Heemi Nou

F. ell

Karen Adams

Paul Nook

Michael J. Mayson

JAN 22 2008

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**APPENDIX 5: HAWAII ADMINISTRATIVE RULES,  
TITLE 13 DEPT. OF LAND AND NATURAL  
RESOURCES SUBTITLE 13, STATE HISTORIC  
PRESERVATION DIVISION RULES, CHAPTER 281,  
RULES GOVERNING PROFESSIONAL  
QUALIFICATIONS**

§13-281-1 Purpose

§13-281-2 Definitions

§13-281-3 Archaeology

§13-281-4 Architecture

§13-281-5 Architectural history

§13-281-6 Ethnography

§13-281-7 History

§13-281-8 Physical Anthropology

§13-281-9 Advice available from state historic preservation division

§13-281-10 Penalty

Draft 10/15/98§13-281-

§13-281-1 Purpose. The purpose of this chapter is to establish professional qualifications for archaeologists, architects, architectural historians, ethnographers, historians, and physical anthropologists who undertake projects which must be reviewed by the state historic preservation division. [Eff: ] (Auth: HRS §§6E-1, 6E-3, 6E-7, 6E-8, 6E-42) (Imp: HRS §§6E-3, 6E-7, 6E-8, 6E-42)

§13-281-2 Definitions. As used in this chapter unless the context requires otherwise:

"Authorized review archaeologist" means an archaeologist who meets the qualifications enumerated in this chapter, and is hired by a person to personally review archaeological reports and plans prepared for the person by another archaeologist.

"Historic preservation review process" means the process specified in chapters 13-275 and 13-284, used to comply with sections 6E-7, 6E-8 and 6E-42, HRS.

"Person" means any individual, firm, association, agency, organization, partnership, estate, trust, corporation, company, or governmental unit that is proposing a project.

"Project" means any activity directly undertaken by the State or its political subdivisions or supported in whole or in part through appropriations, contracts, grants, subsidies, loans, or other forms of funding assistance from the State or its political subdivisions or involving any lease, permit, license, certificate, land use change, or other entitlement for use issued by the State or its political subdivisions.

"State historic preservation division" or "SHPD" means the state historic preservation division within the state Dept. of land and natural resources. [Eff: ] (Auth: HRS §§ 6E-2, 6E-3, 6E-7, 6E-8, 6E-42)(Imp: HRS §§ 6E-1, 6E-3, 6E-7, 6E-8, 6E-42)

§13-281-3 Archaeology. (a) An archaeologist serving as principal investigator for any archaeological project shall possess the following professional qualifications:

(1) **A graduate degree in anthropology, with a specialization in archaeology;**

(2) At least two years of archaeological experience in Hawaii (which can be made up of discontinuous periods of full-time or part-time field work adding up to one year) or have participated fully in ten archaeological field projects; and

(3) A demonstrated ability to carry research to completion, usually shown by completed theses, publications, and manuscripts.

(b) An archaeologist serving as a field director for any archaeological project shall possess the following professional qualifications:

(1) A bachelor's degree, and ideally a graduate degree, in anthropology, with a specialization in archaeology;

(2) At least two years of archaeological experience in Hawaii (which can be made up of discontinuous periods of full-time or part-time field work adding up to one year) or have participated fully in ten archaeological field projects; and

(3) A demonstrated ability to carry research to completion, usually shown by completed theses, publications, and manuscripts.

(c) Field directors without a graduate degree in anthropology with a specialization in archaeology shall be overseen by a qualified principal investigator.

(d) Authorized review archaeologists shall possess the following qualifications:

(1) Ph.D. in anthropology with a specialization in archaeology and at least five years of archaeological experience in Hawaii as a principle investigator; or

(2) **A graduate degree and at least three years experience reviewing archaeological reports for SHPD within the past ten years.** [Eff: ] (Auth: HRS §§6E-1, 6E-3, 6E-7, 6E-8, 6E-42) (Imp: HRS §§6E-3, 6E-7, 6E-8, 6E42)

§13-281-4 Architecture. An architect shall possess one or both of the following professional qualifications:

(1) A State license to practice architecture; and

(2) A professional degree in architecture and at least two years of full-time professional experience. [Eff: ] (Auth: HRS §§6E-1, 6E-3, 6E-7, 6E-8, 6E-42) (Imp: HRS §§6E-3, 6E-7, 6E-8, 6E-42)

§13-281-5 Architectural history. An architectural historian shall possess one or both of the following professional qualifications:

- (1) A graduate degree in architectural history, art history, historic preservation, or a closely related field with coursework in American architectural history.
- (2) A bachelor's degree in architectural history, art history, historic preservation, or a closely related field plus one of the following:
  - (A) At least two years of full-time research, writing, or teaching in American architectural history or restoration architecture with an academic institution, historical organization or agency, museum, or other professional institution.
  - (B) Substantial contribution through research and publication to the body of scholarly knowledge in the field of American architectural history. [Eff: ] (Auth: HRS §§6E-1, 6E-3, 6E-7, 6E-8, 6E-42) (Imp: HRS §§6E-3, 6E-7, 6E-8, 6E-42)

§13-281-6 Ethnography. An ethnographer shall possess the following professional qualifications:

- (1) **A graduate degree in anthropology**, with a specialization in cultural or social anthropology, or in a closely related field;
- (2) A bachelor's degree in cultural or social anthropology, or in a closely related field, plus one of the following:
  - (A) Two or more years of full-time experience in research, writing, teaching, interpretation or other demonstrable professional activity with an academic institution, historic organization or agency, historic preservation consulting firm, or other professional institution;
  - (B) Substantial contribution through research and publication to the body of scholarly knowledge in cultural or social anthropology, ethnohistory or related fields; or
  - (3) Four or more years of full-time experience conducting research on or practicing the culture and history of ethnic groups in the State of Hawaii, and
  - (4) In addition to meeting the qualifications of (1), (2) or (3), the person shall meet three or more of the following requirements:
    - (A) Be conversant in the language of the applicable ethnic group addressed by the ethnographic study;
    - (B) Have a demonstrated familiarity with the traditions, customs, practices and beliefs of the applicable ethnic group addressed by the ethnographic study;
    - (C) Have a demonstrated ability to conduct and document interviews for ethnographic or historical purposes and to summarize information gained from interviews;
    - (D) Contributed through teaching, presentations, research or publication to the body of knowledge in cultural or social anthropology, ethnohistory, or related fields;
    - (E) Have a working knowledge of the historic preservation review process. [Eff: ] (Auth: HRS §§6E-1, 6E-3, 6E-7, 6E-8, 6E-42) (Imp: HRS §§6E-3, 6E-7, 6E-8, 6E-42)

§13-281-7 History. An historian shall possess one or both of the following professional qualifications:

- (1) A graduate degree in history or a closely related field.
- (2) A bachelor's degree in history or a closely related field, plus at least one of the following:
  - (A) Two or more years of full-time experience in research, writing, teaching, interpretation or other demonstrable professional activity with an academic institution,

historic organization or agency, museum, historic preservation consulting firm, or other profession institution,

(B) Substantial contribution through research and publication to the body of scholarly knowledge in the field of history. [Eff: ] (Auth: HRS §§6E-1, 6E-3, 6E-7, 6E-8, 6E-42) (Imp: HRS §§6E-3, 6E-7, 6E-8, 6E-42)

§13-281-8 Physical anthropology. A physical anthropologist shall possess the following professional qualifications:

(1) **A graduate degree in anthropology** or anatomy with a specialization in physical anthropology and human osteology or forensic anthropology.

(2) Demonstrated ability to carry research to completion, usually shown by completed theses, publications, and manuscripts. [Eff: ] (Auth: HRS §§6E-1, 6E-3, 6E-7, 6E-8, 6E-42, 6E-43)(Imp: HRS §§6E-3, 6E-7, 6E-8, 6E-42, 6E-43)

§13-281-9 Advice available from state historic preservation division. The state historic preservation division, upon request, shall advise agencies or persons whether an individual meets the minimal professional qualifications. The state historic preservation division shall maintain a list of archaeologists who are known by the SHPD to meet these minimal professional standards. Copies of this list shall be available upon request.

[Eff: ] (Auth: HRS §§6E-1, 6E-3, 6E-7, 6E-8, 6E- 42) (Imp: HRS §§6E-3, 6E-7, 6E-8, 6E-42)

§13-281-10 Penalty. Should any archaeological, historical, ethnographic, architectural, architectural historical, or physical anthropological (osteological) work be conducted as part of the historic preservation review process (chapters 13-275, 13-284) or under an archaeological permit (chapter 13-282) with a principal investigator or field director who fails to meet minimal professional standards, that work shall be automatically rejected, the SHPD's written concurrence for the relevant step in the historic preservation process shall be denied, and any archaeological permit shall be revoked or denied, and the penalties of chapters 13-275 and 13-282 and section 6E-11, HRS, shall be applied as appropriate. [Eff: ] (Auth: HRS §§6E-3, 6E-7, 6E-8, 6E-11, 6E-42) (Imp: HRS §§6E-3, 6E-7, 6E-8, 6E-11, 6E-42).§13-282-

**APPENDIX 6: LIST OF HERITAGE MANAGEMENT  
CONSULTING FIRMS IN HAWAI'I** (derived from  
<http://hawaii.gov/dlnr/shpd/archaeology/2013-Permittee6.pdf>)

AKI SINOTO CONSULTING LLC  
2333 Kapiolani Boulevard, #2704  
Honolulu, Hawaii 96826  
Principal Investigators:  
Eugene Dashiell, MA  
Paul Titchenal, MA  
Phone/Fax: (808) 941-9538

ARCHAEO.HAWAII LLC  
64-5239 Pu'u Nohea Street  
Kamuela, Hawaii 96743  
Principal Investigator: Tracy Leo Tam Sing, MA  
Phone: (808) 264-1357  
E-mail: [tracyltamsing@hawaii.rr.com](mailto:tracyltamsing@hawaii.rr.com)

ARCHAEOLOGICAL SERVICES HAWAI'I, LLC (ASH)  
1930-A Vineyard Street  
Wailuku, Hawaii 96793  
Principal Investigator: Jeffrey Pantaleo, MA  
Phone: (808) 244-2012  
Fax: (808) 244-9592

CARDNO TEC, INC  
425 Chalan San Antonio Road  
Pacific Island Postal Services  
PMB #1004  
Tamuning, Guam 96913-3620  
Principal Investigator: Boyd Dixon, PhD  
Phone: (671) 989-7414  
Fax: (671) 989-7413  
E-mail: [boyd.dixon@cardnotec.com](mailto:boyd.dixon@cardnotec.com)

CULTURAL SURVEYS OF HAWAI'I, INC. (CSH) (O'AHU OFFICE)  
P.O. Box 1114  
Kailua, Hawaii 96734  
Principal Investigators:  
Hallett Hammatt, PhD David Shideler, MA  
Matt McDermott, MA Tanya Lee-Greig, MA  
Lisa Gollin, PhD Margaret Magat, PhD  
Randy Groza, MA  
Phone: (808) 262-9972

Fax: (808) 262-4950  
E-mail: info@culturalsurveys.com  
Web site: www.culturalsurveys.com

CULTURAL SURVEYS OF HAWAI'I, INC. (CSH) (HAWAII ISLAND OFFICE)  
P.O. Box 393  
Pahoa, Hawaii 96778  
Principal Investigator: Hallett Hammatt, PhD  
Hawaii Island Contact: Aulii Mitchell  
Phone: (808) 965-6478  
Fax: (808) 965-6582

CULTURAL SURVEYS OF HAWAI'I, INC. (CSH) (KAUAI OFFICE)  
P.O. Box 498  
Lawai, Hawaii 96765  
Principal Investigator: Hallett Hammatt, PhD  
Kauai Island Contact: Gerald Ida  
Phone: (808) 652-1271  
Fax: (808) 262-4950

CULTURAL SURVEYS OF HAWAI'I, INC. (CSH) (MAUI OFFICE)  
1860 Main Street  
Wailuku, Hawaii 96793  
Principal Investigator: Hallett Hammatt, PhD  
Maui Island Contact: Tanya Lee-Greig, MA  
Phone: (808) 242-9882  
Fax: (808) 244-1994

EXPLORATION ASSOCIATES, LTD.  
3-2600 Kaumualii Hwy Suite 1300 PMB 306  
Lihue, Hawaii 96766  
Principal Investigator: Nancy McMahon  
Phone: (808) 639-6695

GARCIA AND ASSOCIATES (GANDA)  
146 Hekili Street, Suite 101  
Kailua, Hawaii 96734  
Principal Investigators:  
Michael Desilets, MA  
Jolie Liston, MA  
Megan Hawkins, MA  
Phone: (808) 262-1387  
Fax: (808) 262-1384  
Web site: www.garciaandassociates.com

GEOHAZARDS CONSULTANTS INTERNATIONAL, INC.

P.O. Box 479  
Volcano, Hawaii 96785  
Principal Investigator: Timothy E. Scheffler, PhD  
Phone: (808) 967-8579  
Fax: (808) 967-8525  
E-mail: geohaz@hawaii.rr.com

HAUN & ASSOCIATES (HAWAII ISLAND OFFICE)  
73-1168 Kahuna A'o Road  
Kailua-Kona, HI 96740  
Principal Investigator: Alan E. Haun, PhD  
Phone: (808) 325-2402  
Fax: (808) 325-1520  
E-mail: ahaun@haunandassociates.com  
Web site: www.haunandassociates.com

HAUN & ASSOCIATES (O'AHU OFFICE)  
3966 Nu'uuanu Pali Drive  
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Principal Investigator: Alan E. Haun, PhD  
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HAUN & ASSOCIATES (MAUI OFFICE)  
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1132 Bishop Street, Suite 1003  
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INTERNATIONAL ARCHAEOLOGICAL RESEARCH INSTITUTE, INC. (IARII)  
2081 Young Street  
Honolulu, Hawaii 96826  
Principal Investigators:  
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Timothy M. Rieth, MA  
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JEFFREY PANTALEO CONSULTANTS, LLC  
98-492 Kiliohu Loop  
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KEALA PONO ARCHAEOLOGICAL CONSULTING, LLC  
<http://Keala-Pono.com>  
Principal Investigator: Windy Keala McElroy, PhD  
Main Office: Hau'ula, Oahu  
Satellite Offices: Hilo, Hawaii  
Kaunakakai, Molokai  
Phone: (808) 381-2361

KUMUPA'A CULTURAL RESOURCE CONSULTANTS, LLC  
PO Box 234  
Hakalau HI 96710  
Principal Investigator: Kelley L. Uyeoka, MA  
Phone: (808) 238-0533

THE LOUIS BERGER GROUP, INC  
1600 Baltimore Avenue, Suite 100  
Kansas City, MO 64108  
Principal Investigators:  
Hope Luhman, PhD  
Eric Voigt, MA  
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PACIFIC CONSULTING SERVICES, INC.  
720 Iwilei Road, Suite 424  
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Patrick McCoy, PhD Melanie Mintmier, MA  
Paul Titchenal, MA  
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PACIFIC LEGACY, INC. (HAWAII OFFICE)

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SCIENTIFIC CONSULTANT SERVICES, INC. (SCS) (O'AHU OFFICE)

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Michael F. Dega, PhD

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Web site: [www.scshawaii.com](http://www.scshawaii.com)

SCIENTIFIC CONSULTANT SERVICES, INC. (SCS) (HAWAII OFFICE)

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Keaau, Hawaii 96749

Principal Investigator: Robert Spear, PhD

Hawaii Island Contact: Glenn Escott, MA

Phone: (808) 982-5321

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Haiku, Hawaii 96708  
Maui Contact: Michael Dega, PhD  
Phone: (808) 782-9418

SCIENTIFIC CONSULTANT SERVICES, INC. (SCS) (KAUAI OFFICE)  
222 Lulo Road  
Kapaa, Hawaii 96746  
Kauai Contact: James Powell, BA  
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SIXTH SENSE ARCHAEOLOGICAL CONSULTANTS, LLC  
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P.O. Box 880131  
Pukalani, Hawaii 96788  
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E-mail: xamanekresearchesllc@gmail.com

# APPENDIX 7: LETTERS OF SUPPORT/LEGISLATIVE TESTIMONY

NEIL ABERCROMBIE  
GOVERNOR OF HAWAII



## HISTORIC PRESERVATION DIVISION DEPARTMENT OF LAND AND NATURAL RESOURCES

601 Kamokila Boulevard, Suite 555  
Kapolei, HI 96806

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AQUATIC RESOURCES  
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FORESTRY AND WILDLIFE  
HISTORIC PRESERVATION  
KAIHOOLAWE ISLAND RESERVE COMMISSION  
LAND  
STATE PARKS

October 26, 2012

LOG NO: 2012.3092

DOC NO: 1210TD05

Professor Peter Mills, Ph. D.  
Department of Anthropology  
Social Sciences Division  
University of Hawai'i – Hilo  
200 West Kawili Street  
Hilo, Hawai'i 96720

Dear Professor Mills:

Subject: Master of Arts Program in Heritage Management at University of Hawai'i-Hilo

This letter is in response to your recent discussion of the subject program at the annual meeting of the Society for Hawaiian Archaeology, held October 19-22 at Keauhou, Hawai'i. Our office would like to go on record as **strongly supporting** this proposed program; we believe that it would not only be a successful program for the university system, it would provide a number of benefits to the local community and to the State of Hawai'i.

The Island of Hawai'i is a vast repository of undisturbed cultural sites and historic resources. Hilo is an ideal location for this program because students will have multiple opportunities to gain first-hand field experience in the documentation and management of cultural and heritage sites. The residents will gain by having knowledgeable people within their communities, as opposed to outsiders coming in to advise them on their heritage resources. The threats to important cultural sites increase daily as more land is planned for development; we need more people to help us educate the public and ensure that preservation laws are upheld, throughout all areas of the Big Island.

The opportunities for graduates from this program are excellent on Hawaii Island and within the State. A number of planning firms, private land holders and public agencies are finding that it is advantageous to have staff with professional knowledge in heritage management, so that their plans, management policies and proposed projects are in tune with their communities and in compliance with state and federal preservation laws and regulations. There are a number of archaeological consulting firms permitted to do work in Hawai'i that have offices on Hawai'i Island. These firms are generally faced with hiring and relocating qualified archaeologists from the mainland, due to a lack of qualified residents. This is costly and usually requires a training period. Graduates from this program would be highly preferred because they will already be skilled in the archaeology and historic preservation laws of our state; and they are already home, so there is less risk on the part of the employer.

The State Historic Preservation Division maintains an office in Hilo that has benefitted substantially by the presence of a Bachelor's Degree program that prepares students for a professional career in heritage management. Every semester, we host interns who assist in our office operations, conduct independent field and archival research, and provide upkeep of our GIS. These students must leave Hilo in order to obtain an advanced degree; if they could stay and complete their education in Hilo, our community, our profession and our Division would benefit from their continued presence, and we would be better equipped to provide the resources needed to ensure protection and preservation of our treasured cultural resources. Our staff are willing to assist in whatever capacity we can to make this program happen on the UH-Hilo campus.

Aloha,

A handwritten signature in black ink, appearing to read "Theresa K. Donham", written over a horizontal line.

Theresa K. Donham  
Archaeology Branch Chief and  
Deputy State Historic Preservation Officer



## KAMEHAMEHA SCHOOLS

March 31, 2014

Dr. Peter Mills, Professor  
Department of Anthropology  
University of Hawai'i, Hilo  
200 W. Kawili Street  
Hilo, Hawai'i, 96720

Aloha e Dr. Peter Mills,

Kamehameha Schools (KS) is pleased to support the UNIVERSITY OF HAWAII at HILO, ("UHH"), and THE UNIVERSITY OF HAWAII FOUNDATION ("UHF"), in the development and implementation of the Heritage Management Masters in Arts Degree Program. We strongly believe that UHH & UHF has the capacity and expertise to effectively implement the proposed project.

As you may know, Kamehameha Schools is a charitable educational trust whose mission is to provide educational opportunities to improve the capability and well-being of more people of Hawaiian ancestry. In accordance to our Strategic Plan to expand lifelong educational options and its Educational Strategic Plan to enhance and sustain positive educational outcomes for greater numbers of Native Hawaiian children, KS has collaborated with various Hawaiian organizations and communities statewide to expand and diversify educational opportunities for more people of Hawaiian ancestry.

We understand that the Heritage program's goal is to increase the number of Hawaiians with graduate level degrees in the fields of Anthropology, Archaeology and resource management. This proposed program is consistent with Kamehameha Schools' mission and strategic plan.

We, like UHH, are committed to meeting the diverse educational needs of the Hawaiian community serving over 6,900 students annually. We commend UHH & UHF for their approach to develop the Masters in Arts Degree Program and offer our continued partnership and support towards this collaborative effort.

Sincerely,

Christopher J. Pating  
Vice President for Strategic Planning & Implementation

cc: Kalei Nu'uhiwa, KKEG



## KAMEHAMEHA SCHOOLS

August 7, 2013

Dr. Peter Mills  
UH Hilo/College of Arts & Sciences/ Anthropology Dept.  
Social Sciences Division  
200 W. Kawili Street  
Hilo, Hi, 96720-4091

Re: Heritage Management  
Program Description: Masters in Arts

Aloha e Dr. Peter Mills

Kamehameha Schools is excited about the opportunity to collaborate with your organization on the above-named project/program that will extend and improve the educational reach to people of Hawaiian ancestry.

It is especially important during challenging financial times for every program provider dedicated to improving Native Hawaiian well-being to consider opportunities to work with others whose missions are in close alignment.

I am pleased to inform you that your proposal was approved to collaborate with the KKEG team to develop the UHH MA Heritage Management program for the following term dates 08/01/2013 to 07/31/2014.

The next step in the Kamehameha Schools Collaborations process is to document the details of the proposal into a formal "Memorandum of Agreement" (MOA). This document certifies the terms, roles and responsibilities of the parties involved in the collaboration. The drafting of the documents typically takes up to 4-6 weeks from the date of this notification letter. Once the MOA is drafted it will be sent to you for review. Upon the concurrence and signatures of both parties the agreement will be executed.

Contact Kalei Nu`uhiwa via phone at 322-5342 or email at [kanuuhw@ksbe.edu](mailto:kanuuhw@ksbe.edu) if there are any questions on the timeline or next steps in our process.

Me ka 'oia'i'o (Sincerely),

Kalei Nu`uhiwa  
Researcher & Instructor assigned to manage collaborators  
Keauhou Kahalu`u Education Group  
Kamehameha Schools

# HISTORIC HAWAII FOUNDATION

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**EXECUTIVE DIRECTOR**  
Kiersten Faulkner

September 6, 2013

Peter R. Mills, Ph.D.  
Department of Anthropology,  
Social Sciences Division  
University of Hawai'i—Hilo  
200 W. Kawili Street  
Hilo, HI 96720

**RE: Support for Proposal for the Establishment of a Master of Arts in  
Heritage Management at University of Hawai'i at Hilo**

Dear Dr. Mills,

Historic Hawai'i Foundation supports the proposal to establish a graduate degree program in Heritage Management within the College of Arts and Sciences at the University of Hawai'i at Hilo.

Heritage Management, also known as Cultural Resource Management, is a critically important professional discipline that provides technical, academic and policy guidance for the identification, preservation and appropriate use of historic and cultural properties. The stewardship of historic and cultural sites is a fundamental basis for any culture, and has been found to be especially important for the Hawaiian Islands and the sense of place, culture and identity that define our communities.

The proposed Master of Arts program will provide needed education, field work, practical training and professional development to guide long-term management of cultural resources in Hawai'i. Historic Hawai'i Foundation is especially excited by the potential for the program to provide training to help members of local communities meet the professional qualifications required by both the implementing regulations of the National Historic Preservation Act and by the corresponding sections of Hawai'i Administrative Rules for preservation professionals in the fields of archaeology and traditional cultural properties.

The Heritage Management degree will demonstrate the graduates have mastered the knowledge, skills and abilities needed for professionals working in the historic preservation field. There has been a dearth of trained archeologists with Hawai'i-specific experience and expertise. This program will help to remedy this gap and provide trained professionals who understand Hawai'i's unique historic and cultural places.



680 Iwilei Road, Suite 690 / Honolulu, Hawai'i 96817 / Tel (808)523-2900 / Fax (808)523-0800  
Email [preservation@historichawaii.org](mailto:preservation@historichawaii.org) / Web [www.historichawaii.org](http://www.historichawaii.org)



Since 1974, Historic Hawai'i Foundation has been a statewide leader for historic preservation. HHF's 850 members and numerous additional supporters work to preserve Hawaii's unique architectural and cultural heritage and believe that historic preservation is an important element in the present and future quality of life, economic viability and environmental sustainability of the state.

The historic, cultural and natural resources of Hawai'i are a great legacy and irreplaceable treasures. HHF strongly supports measures that lead to investments in Hawaii's historic places and that help keep their stories alive for present and future generations.

Therefore, we are pleased to offer our support and endorsement for establishing a Master of Arts in Heritage Management at UH-Hilo.

Very truly yours,

A handwritten signature in cursive script, appearing to read "Kiersten Faulkner".

Kiersten Faulkner, AICP  
Executive Director



UNIVERSITY  
of HAWAII®  
WEST O'AHU

October 28, 2012

Dr. Peter Mills  
Department of Anthropology  
Social Sciences Division  
University of Hawai'i - Hilo  
200 West Kawili Street  
Hilo, Hawai'i 96720

Dear Dr. Mills:

As the head of UH-West O'ahu's Anthropology program, I write in strong support of UH-Hilo's Authorization to Plan for a new Master's of Arts in Heritage Management.

As your proposal clearly outlines, the need for regionally-focused graduate training in Heritage Management in Hawai'i is acute. This need can be witnessed in the chronic understaffing of Historic Preservation Offices throughout the State. It can also be seen in recent controversies surrounding the discovery of artifacts and human remains within the rail transit corridor and near Kawaiahao Church on O'ahu.

Although there is a State requirement for graduate degrees in Heritage Management or an equivalent field for the conduct of archaeological research, there are indeed very limited opportunities for affordable, localized, and regionally-focused training for local peoples. As is the situation for UHH students, our local UHWO students with Bachelor's degrees do obtain entry level positions within the 26 local contract archaeology firms and in a wide variety of government agencies in need of this expertise. However, our students very quickly hit a "glass ceiling" in their careers. They find space extremely limited in existing local programs, and only a few of them have the resources to obtain a graduate degree on the mainland. Those few who do gain acceptance to mainland schools, furthermore, receive training that is not Hawai'i focused. As a result, much of the work within our State is conducted by those whose training has not focused on our physical or cultural landscape. I consider your proposed program, then, not only a significant addition to workforce development of our students, but also to the historic preservation activities within our State.

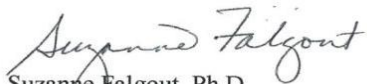
Your proposed program, while small, would definitely help to alleviate the real backlog of need for the advanced training of local students in this field of study and for graduate education that is furthermore regionally-focused. I would be very proud to recommend your graduate program to those of our UHWO students who wish to continue their education in this field.

91-1001 Farrington Highway, Kapolei, HI 96707 ♦ Telephone: (808) 689-2300 ♦ Fax: (808) 689-2301  
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UHWO would also be very interested to directly collaborate with UHH for this program, with the possible delivery of one or more courses via distance education in future. UHWO has the only forensic anthropology program (focusing on the recovery, identification, and legal testimony concerning human skeletal remains) within the State of Hawai'i, in partnership with Leeward Community College. Furthermore, we have just recently signed a tripartite Memorandum of Understanding with the nearby Joint Pacific Accounting Command/Central Identification Lab at Hickam AFB. We have just added a Forensics Lab and related storage areas (with the design help from JPAC/CIL staff), as well as our own HITS studios at our new UHWO campus. And, many of our forensic anthropology courses are taught by the relatively few Diplomates of the American Board of Forensic Anthropology, who number among the staff at JPAC/CIL.

I wish you all best luck with your proposal for a Master's in Heritage Management at UH-Hilo. Please let me know if I can provide further support.

Sincerely,



Suzanne Falgout, Ph.D  
Professor of Anthropology



KULANUI O  
HAWAII MA  
HILO

UNIVERSITY OF  
HAWAII AT HILO

*Ka Haka 'Ula O Ke'elikōlani  
College of Hawaiian Language*

<http://www.olelo.hawaii.edu>

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HALE KUAMO'O  
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200 W. KĀWILI STREET  
HILO, HAWAII 96720-4091  
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Ke Kula Ni'ihau o Kekaha

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KEA'AU, HAWAII 96749  
KELEPONA (Phone): (808) 982-4260  
KELEPA'I (Fax): (808) 966-7821

He Mea Hai Ma Ka Papaha  
Kaulike Me Ke Pai Laemāuna

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19 October 2010

Dear Professor Mills,

I have read with great interest your request to plan for the establishment of a Master of Arts program in Heritage Management here at UH-Hilo. As a Professor of Hawaiian Studies and Director of Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language, I wish to express my support for your request in light of Hawai'i's great need in the area of artifact and archeological site preservation and management -- especially traditional Hawaiian artifacts and sites.

In addition, I note that your proposed program is aimed primarily at Hawai'i residents who, having completed a program such as yours, would have a strong incentive to remain in Hawai'i and to contribute in meaningful ways to communities statewide. Increased job opportunities available to program graduates in heritage management will empower Hawai'i's citizens in this important area and help to stem the alarming rate at which many are relocating out-of-state to earn a living.

Ke'elikōlani College faculty, staff, and students look forward to contributing to the language and culture aspects of your program and to collaborating on projects with you where appropriate.

Sincerely,

Kalena Silva, Ph.D.  
Director, Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language

**UNIVERSITY OF HAWAII AT HILO**

Edwin H. Mookini Library

September 12, 2013

**MEMORANDUM**

TO: Peter Mills  
Professor, Anthropology

FROM: Helen Rogers   
Interim University Librarian

SUBJECT: Library Support for Proposed Heritage Management Master's Program

I have reviewed the draft proposal for the Master of Arts in Heritage Management and would like to express my support for the proposal.

The Mookini Library has strong collections in the history and culture of Hawai'i and has for many years been building a solid collection of Pacific Island material as well. A good foundation for library support is already in place.

Given the program you are planning and the modest number of new library resources being discussed, I believe our library's holdings are adequate to begin with. If librarians and program faculty collaborate to identify carefully targeted resources, the library should be able to support the program within the budget described in the proposal.

Library materials acquired for this new program will also support related UH Hilo programs (such as Hawaiian Studies, Indigenous Language and Culture Revitalization, Environmental Studies, and Geography) and enable the library to better serve those disciplines. I was also pleased to see in the proposal an emphasis on improving access to primary literature relating to heritage management. In bringing these materials to light, this new degree program will do an important service for the entire state of Hawai'i.

# Kathryn Besio



Chair and Associate Professor, Department of Geography and Environmental Studies • University of Hawai`i at Hilo, HI 96720 •  
Phone: 974-7367 •  
E-Mail: besio@hawaii.edu

September 29, 2013

Dr. Peter Mills  
Department of Anthropology  
Social Science Division  
University of Hawai`i at Hilo  
200 W. Kawili St  
Hilo, HI 96720

Dear Peter,

As Department Chair of UH-Hilo's Geography and Environmental Studies (GES) program, I want to express my strongest support for the proposed MA program in Heritage Management. The program is much needed by the State and Big Island communities, and is keenly desired by students completing degrees in Anthropology and Geography and Environmental Studies.

Our departments have had a successful history of working together, through the Pacific Island Studies Certificate and, perhaps most importantly, in fostering the shared interests of our undergraduate students in topics such as, cultural geography, geographies of the Pacific, resource management, and spatial data analysis. GES and Anthropology have considerable overlap in our student bodies. I foresee that the opportunities of the proposed M.A. program will draw from GES undergraduates, in addition to Anthropology undergraduates, and we welcome another vitally needed advanced degree for Big Island and Pacific Island residents.

In addition to our cross-over in students and their interests, faculty in GES are committed to offering graduate courses to the proposed M.A. Dr. Ryan Perroy who teaches courses in geographic information systems and remote sensing and has a background in soil science, is uniquely positioned to work closely with your program. Two graduate courses, CBES 640 and 681, taught through GES and by Ryan will contribute to the Applied Analytical Methods block in the proposed degree. He is also creating an additional graduate-level course in spatial analysis, which GES hopes to offer by fall 2015.

The Geography and Environmental Studies Department looks forward to the start of the Heritage Management M.A. program and looks forward to working with you to ensure its success. Please let me know if GES can be of further assistance.

Aloha,

Kathryn Besio



UNIVERSITY  
OF HAWAII  
HILO

October 18, 2010

To Whom It May Concern:

The North Hawai'i Education and Research Center (NHERC) unquestionably supports a Master's degree in Heritage Management at the University of Hawai'i at Hilo. As an outreach center of the UH-Hilo located in Honoka'a, NHERC strives to provide access to higher education opportunities to current and prospective area students while also serving as a community center. An MA in Heritage Management would effectively complement these two components of NHERC.

A base of students from the North Hawai'i region of Hawai'i Island continuously increases each year. An MA program with specific hands-on opportunities available at NHERC's heritage center would certainly catch the attention of students looking for opportunities to participate in internships and similar practical work-related experiences.

Of particular interest to many residents in Honoka'a and surrounding communities is the preservation of history. Since the Hamakua Sugar Co. closed in 1994, there haven't been enough organized efforts to preserve historic documents and photographs that help capture this important period of time in the district's history. Many people recognize that organized efforts to document this history and preserve what is still left should be made a priority before any more resources are lost.

Keeping with our commitment to help educate and train individuals in our community, we are thrilled to have the opportunity to partner with the various University departments and community organizations to bring this degree program to fruition. A Master's degree in Heritage Management will be able to reach many individuals who have been seeking the right skill set and knowledge base for being able to preserve what they hold so special to their hearts.

Should you have any questions, please feel free to call me at (808) 775-8890.

Sincerely,

Farrah-Marie Gomes  
Director

*North Hawai'i Education & Research Center*

P.O. BOX 279 / 45-539 PLUMERIA STREET  
HONOKA'A, HAWAII 96727  
PHONE: (808) 775-8890  
FAX: (808) 775-1294

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College of Social Sciences  
Department of Anthropology

2 November 2012

Dr. Peter Mills, Professor and Chair  
Dept. of Anthropology  
Social Sciences Division  
UH Hilo  
200 W. Kawili Street  
Hilo, HI 96720

Dear Peter:

I write to offer my strong and unqualified support for the efforts by you and your colleagues at UH-Hilo to develop a graduate program in Heritage Management. As you know, I delivered verbal testimony during the 2009 Legislative session in support of your efforts to develop a graduate program in cultural resource management at UH-Hilo, and was delighted that a Senate Resolution was indeed passed.

I am pleased to know that the current proposal to develop a graduate program in Heritage Management at UH-Hilo has the promise of additional financial support via the State of Hawaii Department of Transportation, as well as Kamehameha Schools. The support that you have garnered from other stakeholders, such as the State Historic Preservation Division, will further strengthen this new program. The engagement of Hawaiian Studies at UH-Hilo is another vital and innovative dimension of the program that you working to establish.

The graduate program in heritage management at UH-Hilo would, without question, expand and strengthen local capacity in cultural resource management and historic preservation. I am well aware of the fact that many students in Hawai'i are place bound for various reasons including their jobs and family obligations. Establishing a graduate program in Heritage Management at UH-Hilo would enable students in the area to benefit from training and education in heritage management.

Indeed, I can easily imagine that some of our own undergraduate majors at UH-Mānoa will be attracted to your graduate program. I look forward to supporting them and your program.

Sincerely,

A handwritten signature in black ink, appearing to read "James M. Bayman".

James M. Bayman, Professor  
and Applied Archaeology Coordinator

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Nov 2, 2012

TO: Vice Chancellor of Academic Affairs  
UH-Hilo

FROM: Christine Yano  
Chair, Department of Anthropology, UHM

RE: UH-Hilo Dept of Anthropology plan to develop MA in Heritage  
Management

I write in strong support of the University of Hawaii - Hilo, Department of Anthropology's proposal to develop and offer a Master's degree in Heritage Management. I understand that Prof. Peter Mills is submitting an Authorization to Plan.

Management of cultural resources is a critical need in the state of Hawai'i. With the understanding that our cultural resources are abundant, but constantly threatened by factors such as the economy, ignorance, and negligence, skilled management is essential. As a land grant institution, the University of Hawai'i holds particular responsibility to the surrounding community. The proposed Heritage Management degree would attend to this kind of responsibility by training leaders in the community to provide stewardship over some of the most valuable resources that we have – that is, elements of our past. It is only through careful management of records, physical evidence, and cultural practices of the past that might be considered "heritage" that an island culture can proceed with integrity into the future.

The proposed Master's degree in Heritage Management would be a good complement to other programs within the University of Hawaii system. For example, it would articulate well with UH-Manoa MA Track in Applied Archaeology. Prof. Mills has been in close contact with Prof. Jim Bayman who designed and now implements the Applied Archaeology track. We look forward to their future collaboration.

In sum, I want to reiterate the enthusiastic support by UH Manoa's Department of Anthropology for this proposed MA degree in Heritage Management.

# APPENDIX 8: DECOLONIZING HERITAGE MANAGEMENT IN HAWAI‘I

Advances in Anthropology  
2013, Vol.3, No.3, 127-132  
Published Online August 2013 in SciRes (<http://www.scirp.org/journal/aa>)



<http://dx.doi.org/10.4236/aa.2013.33017>

## Decolonizing Heritage Management in Hawai‘i

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Received March 5<sup>th</sup>, 2013; revised April 6<sup>th</sup>, 2013; accepted April 13<sup>th</sup>, 2013

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Hawai‘i struggles with many issues confronting heritage management programs globally. While some State Historic Preservation Offices (SHPOs) regularly engage in long-term planning and public outreach, the Hawai‘i SHPO often struggles with regulatory backlogs, staff reductions, and frequent staff turn-over. Nevertheless, grass roots efforts to better manage Hawaiian cultural sites are becoming more prevalent. We summarize key trends that have affected Cultural Resource Management (CRM) in Hawai‘i since the 1960s and address how the relationships between CRM professionals and indigenous communities have transformed over that time. One of the largest obstacles to the decolonization of heritage management in Hawai‘i has been the under-representation of CRM professionals from descendant communities. A contributing factor is a common perception that CRM (as it is often manifested in archaeological studies prior to development) is antithetical to Hawaiian values. A second factor is that state regulations require principal investigators in CRM firms to obtain graduate degrees in anthropology or closely related fields, but opportunities for graduate training in Hawai‘i are limited. Here, we make the case that community-based archaeology is a vital aspect of Hawaiian cultural revitalization, and that the extension of graduate programs in heritage management to predominantly indigenous communities is essential to decolonization efforts.

**Keywords:** Heritage Management; Cultural Resource Management; Indigenous Archaeology; Polynesia; Hawai‘i; Applied Archaeology

### Introduction

In 1935 the Historic Sites Act established a new category of historic properties in the United States known as National Historic Landmarks (NHLs). This designation was intended to provide stewardship and funding for historic properties of special significance across the nation, and NHLs remain a highly significant part of US federal historic preservation efforts. One of the seven National Historic Landmarks on Hawai‘i Island is Mo‘okini *Heiau*, which is a monumental Native Hawaiian stone ritual site associated with the famous voyager Pa‘ao, who arrived in Hawai‘i many generations before Captain Cook reached the islands in 1778. The roughly rectangular stone-walled enclosure, approximately 3000 m<sup>2</sup> with walls up to four meters high and three meters thick, was once surrounded by an expansive chiefly residential complex that continued for at least a mile to the south of the *heiau* (Cordy, 2000).

The site is an atypical tourist stop. It sits in a remote location along the northern coast of Hawai‘i Island in the midst of old sugar plantation fields, which have erased many of the features of the chiefly complex. The 4-wheel drive track which runs past the site, is usually pocked with muddy pools deep enough to float a small rent-a-car and submerge the radiator grills of pick-up trucks. Consequently, most visitors wend their way around the mud pits on foot for about a mile from the last section of paved road. The land is managed by Hawai‘i State Parks, which mows a grass lawn surrounding the *heiau*, but no em-

ployees are on permanent duty. On a typical day, anyone who ventures to Mo‘okini *Heiau* will be in solitude, with nothing but the sun and wind to contend with while strolling around the site. In the winter months, humpback whales are usually visible from the site, breaching amidst the white-caps off the North Shore. For anyone sensitive to the colonial environment which has rendered this ancient cultural site into a quaint and isolated scenic adventure often taken by non-culturally affiliated tourists, the very act of visiting Mo‘okini evokes an uncomfortable sense of misappropriation. The solitude, lack of shade, and constant wind can close in on one’s senses, disengaging visitors from the frenetic pace of the surrounding world, and creating an anachronistic sense of being in the past, or in a post-apocalyptic future, or both. The illusion of timelessness in the sparsely inhabited landscape is only interrupted by the presence of a single bronze plaque mounted on a small boulder outside the *heiau* entrance. It is embossed as follows:

#### MOOKINI HEIAU

HAS BEEN DESIGNATED A REGISTERED  
NATIONAL HISTORIC LANDMARK  
UNDER THE PROVISIONS OF  
THE HISTORIC SITES ACT OF AUGUST 21, 1935.  
THIS SITE POSSESSES EXCEPTIONAL VALUE  
IN COMMEMORATING AND ILLUSTRATING  
THE HISTORY OF THE UNITED STATES

US DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

1963

What is particularly noteworthy about the bronze plaque is that someone has nearly pounded the embossed words “UNITED STATES” and “US” into oblivion. The sustained effort necessary to obliterate these words would have been an emotional catharsis, likely expressing contempt for the US government that helped overthrow the indigenous Hawaiian monarchy in 1893. The act reclaimed Mo’okini for Hawaiian people as a significant part of indigenous heritage, and rejected its imperialist appropriation as heritage of the United States. The symbolism of this act is poignant and emblematic of the global themes represented in this volume. As anthropologists engaged in heritage management, we are uncomfortably aware of how anthropology and heritage management can contribute to colonialism. The Historic Sites Act was intended to preserve and commemorate cultural heritage for the benefit of the nation, but the history of the United States is filled with nationalistic hegemony and indigenous resistance, and heritage management is frequently an embattled stage on which these contests play out. Although the bronze plaque was probably placed at the site in good faith and with good intentions, the language on the plaque was clearly offensive for understandable reasons.

A successful post-colonial heritage management system in Hawai’i has to recognize these contested histories in order to overcome the colonial past and help decolonize the present. From a distance, one might assume heritage management professionals and indigenous communities are united by a shared opposition to colonial perspectives and rampant development, but the portrayal of anthropologists and archaeologists as a manifestation of the colonial enterprise in Hawai’i remains quite common. Others envision archaeology as part of a process to eliminate indigenous people from the landscape entirely, in what is called “settler colonialism” (Kauamui, 2008; Kelly, 2009; Ratner, 2011). Hawai’i is clearly undergoing a crisis in heritage management. The Hawai’i State Historic Preservation Division, underfunded and understaffed, has been unable to meet federal standards for historic preservation review, prompting the National Park Service to issue a report detailing the shortcomings of the office in March of 2010 (National Park Service, 2010). Frequently, development plans continue to destroy and encroach on Hawaiian burials, exacerbating perceptions of heritage management as a superficial approval process, “rubber stamping” development projects, while providing little meaningful protection to cultural sites (Collins, 2010; Kawelu, 2007, in press).

Despite these ongoing crises, a number of recent developments demonstrate substantial indigenous engagement within archaeology and heritage management in general, and here we focus on some of the positive changes taking place in Hawai’i. To contextualize the current situation, we review some of the major transformations that Hawaiian heritage management has undergone since the 1960s.

**1960s: Heritage Management without Preservation Legislation**

The governmental infrastructure that offers some limited protection for Hawaiian cultural sites from modern develop-

ment was largely non-existent until the 1970s. The National Historic Preservation Act (16 USC 470) passed by the US Congress in 1966 established a preservation program for federal undertakings, but with a few notable exceptions, it took several years for the act to have much impact in Hawai’i (Kirch, 1999), and companion state legislation had not yet been drafted.

A condominium development project in Kahala, on the outskirts of Honolulu, O’ahu serves as an anecdotal representation of the 1960s era. Most archaeology in Hawai’i at that time was research-oriented, and conducted through the Bernice P. Bishop Museum (established, 1889) in Honolulu. In August of 1963 Bishop Museum archaeologist Robert N. Bowen excavated a human grave in Kahala, after it had been accidentally exposed. From the coffin and associated *moepu* (grave goods), Bowen estimated that the individual died in the 1820s-1840s (McManamon, 1998). The property where the grave was found was owned by Bishop Estate, a private land-trust (and separate entity from the Bishop Museum) founded in 1883 through the will of Bernice Pauahi Bishop, the great granddaughter of King Kamehameha the Great, and dedicated to creating “educational opportunities in perpetuity to improve the capability and well-being of people of Hawaiian ancestry” (Kamehameha Schools, 2010). The name of the trust was changed to “Kamehameha Schools” in 2000, and it is currently ranked as the 13th most wealthy private trust in the world with a net endowment estimated at 7.2 billion dollars (Accuity, 2012).

Over the next three years, despite the presence of the burial, Bishop Estate proceeded with plans to convey the land to the Kahala Beach Corporation, a private developer intending to construct a condominium complex. No state laws in 1966 required Bishop Estate to search for additional burials, and construction workers began grading the site with heavy equipment in preparation for the proposed development. Within the first week of January 1966, three more human burials were exposed, and archaeologist Robert Bowen again returned to the site, and organized a small team of volunteer archaeologists from the Bishop Museum to salvage what they could. The construction schedule was briefly halted, and over the month of January, twenty-five coffin burials were excavated and documented by Bowen, as well as other well-known Bishop Museum archaeologists including Lloyd Soehren, Yosi Sinoto, Peter Chapman, and William Kikuchi. Dates of associated grave goods ranged from the early 1800s to the early 1900s, and the “discoveries” were regularly featured in the local newspaper, the *Honolulu Star Bulletin*. The headlines described the cemetery as a “significant archaeological find,” and positively portrayed the archaeologists as community servants salvaging Hawaiian history from the inevitable effects of modern development. By February 7 the developers hired Greenlawn Funeral Home, Ltd. to begin removing any remaining burials with heavy equipment. Over the next two days, an undetermined number of burials were exhumed in fragments or graded over, but a total of 33 individuals from the cemetery ended up in Bishop Museum collections. These remains spent three decades at the Bishop Museum, and were eventually repatriated under the Native American Graves Protection and Repatriation Act (NAGPRA) in 1998 (McManamon, 1998).

As the story unfolded in the *Honolulu Star Bulletin* over the months of January and early February 1966, one woman of Hawaiian ancestry came forward and reported that several members of her family had been buried in the cemetery as recently as 1922, including her father, her sister, and her husband.