

**“Maunakea at Mānoa” Survey
University of Hawai‘i at Mānoa
For the Astro 2020 Decadal**

By:

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Background

Since 1986, the University of Hawai‘i (UH) system and the UH Mānoa campus have been exploring ways to become more responsive to Native Hawaiian communities and more reflective of Indigenous Hawai‘i. In the 2011-2015 UH Mānoa Strategic Plan the university, in its Strategic Goal Number One, committed to “Promote a Hawaiian Place of Learning.” In 2012 and then in 2016 there were two reports authored by members of the UH Mānoa campus that provide recommendations in 4 focus areas to help UH Mānoa become a Hawaiian place of learning:

- **Native Hawaiian Student Success:** Support the success of NH students and also ALL students using best practices rooted in NH culture/worldview
- **NH Faculty/Staff/Admin Development:** Support the development of NH staff/faculty as well as ALL staff/faculty to become more rooted in Indigenous Hawai‘i.
- **NH Environment:** To help UHM's environment better reflect Mānoa and Indigenous Hawai‘i in its physical, spiritual, and emotional qualities.
- **NH Community Engagement:** To be better connected and engaged with NH communities.

In 2017 the first Native Hawaiian (NH) Affairs Program Officer was hired. The purpose of this position is to lead the strategic implementation of recommendations from the reports dating back to 1986 with a focus on the four areas listed above. The Program Officer established the Native Hawaiian Place of Learning Advancement Office (NHPoL).

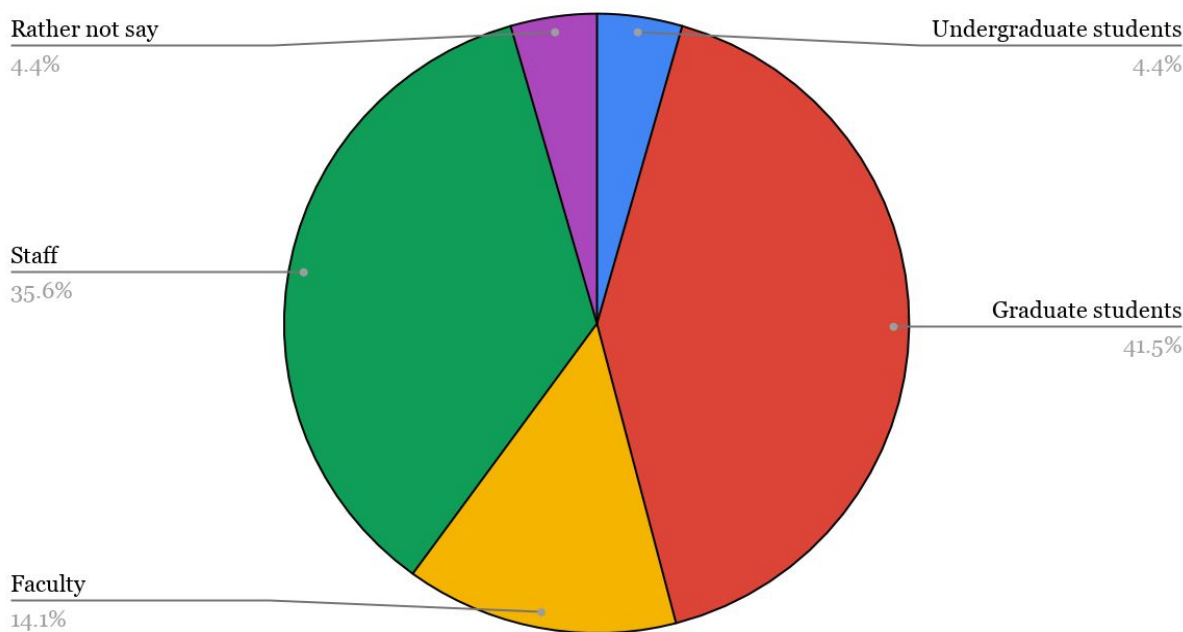
Overview

At the outset of the fall 2019 semester, Dr. Kaiwipuni Lipe, the NH Affairs Program Officer, recognized how torn the UHM community was as they returned to school. Dr. Lipe recognized that sharing these experiences and perceptions with UHM leadership might be helpful in order to respond in appropriate ways. Therefore, on August 19, 2019 the Native Hawaiian Place of Learning Advancement Office sent out the “Maunakea at Mānoa” survey. This survey asked students, faculty and staff how the situation and events surrounding the possible building of TMT on Mauna a Wākea have or are continuing to impact them.

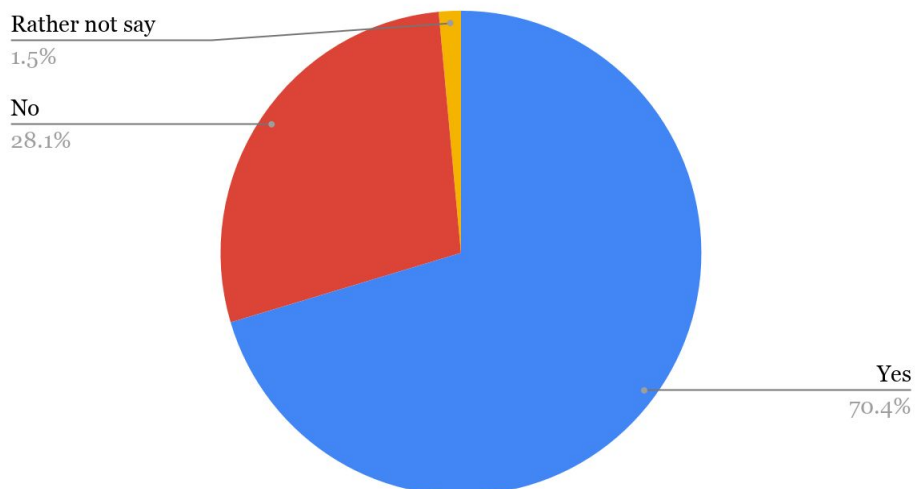
This survey was sent to the Native Hawaiian graduate student listserv and the Native Hawaiian staff and faculty listserv. It was also sent to a list of people who have self-identified as supporters of the work to make UH Mānoa a Hawaiian Place of Learning. This survey may also have been forwarded to others. It is important to note that there is currently a lot of mistrust of executive leadership at UHM therefore many people did NOT fill out this survey because it was sent from an office that reports directly to the President of UHM. In that way, there are many more stories of struggle and dissonance that are not captured here. The NHPoL Advancement Office is aware of those stories, however, because of our regular interactions with our campus community. For example, our office is currently supporting a group of students who are experiencing PTSD after being on Maunakea the day the kūpuna (elders) were arrested. We have learned much there.

As of October 2019, a total of 135 people have completed the survey. This includes 6 undergraduate students, 56 graduate students, 19 staff, and 48 faculty. Of the 135 respondents, 70% identified as Native Hawaiian (n=95) and 28% identified as non-Hawaiian (n=38).

Maunakea at Mānoa Survey Respondent Demographic



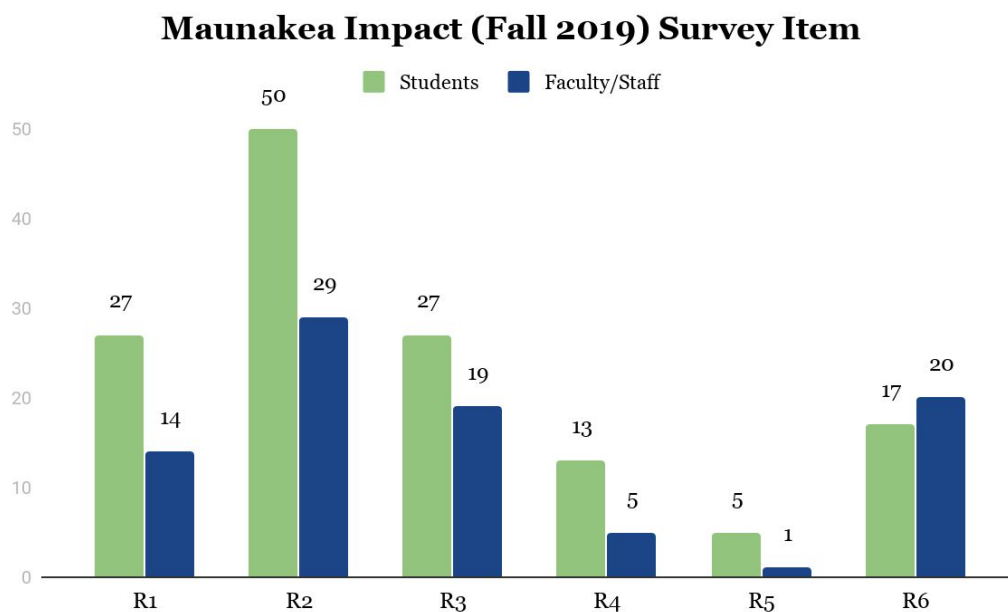
Native Hawaiian Respondent Demographic



Impact on Plans for Fall 2019 Semester: Survey Item

In the survey we asked, “How have the events surrounding Maunakea and TMT impacted your plans to return for the fall 2019 semester? Check all that apply.” A total of 62 students completed the survey, 6 undergraduate students and 56 graduate students, with 82% of students identifying as Native Hawaiian. What we quickly learned is that these students are experiencing a variety of feelings simultaneously. To be specific, of these students 8% will be staying at Pu‘uhuluhulu on Maunakea while fulfilling their obligation as students, 20% do not feel safe to return to campus, 44% are excited to return and engage in conversations about Maunakea and TMT, 44% are conflicted about their role in the academy, and 81% have their minds and hearts on the mauna and with the kia‘i while they are on our campus. Clearly, students are torn.

A total of 67 faculty and staff members completed the survey, 48 faculty and 19 staff, with 60% of members who identified as Native Hawaiian. As demonstrated by our student respondents, the faculty and staff members in our community are also experiencing a lot simultaneously. Of these faculty and staff members, 2% will be spending time at Pu‘uhuluhulu while fulfilling their responsibilities as an employee, 8% do not feel safe to return to campus, 21% are excited to return and engage in conversations about Maunakea and TMT, 28% are conflicted about their role in the academy, and 43% have their minds and hearts on the mauna and with the kia‘i while they are on our campus. In the graph provided is a comparison between students, and faculty and staff on the Impacts of Maunakea survey question about plans for the fall 2019 semester.



- Response 1: I am excited to return and engage in conversations
 Response 2: My mind and heart will be with Mauna Kea and the kia‘i and I will be on campus
 Response 3: I am conflicted about my role in the academy
 Response 4: I do not feel safe spiritually, physically, and/or emotionally to return to campus
 Response 5: I will be at Pu‘uhuluhulu. I plan to fulfill my responsibilities (as a student or employee) while staying on the mauna
 Response 6: Other

Survey Item: Largest Impact



The fall 2019 survey also asked students the following open ended-question, “What events surrounding Maunakea and the TMT have had the biggest impact on you? How so?” In response, students, similar to faculty and staff, mentioned the arrests of kūpuna (elders) as an event that had the biggest impact. Students expressed being saddened by the arrests, and feeling ashamed and disappointed by what has been happening surrounding these issues. At the same time, students primarily mentioned how these events have raised their consciousness and have demonstrated unification,

- “...It’s a revolution. It has been a unifying force to bring so many diverse people together and accept one another, and learn from each other,”
- “...it is indeed an exciting time to be alive, to be Hawaiian, and to be living in Hawai‘i.”
- “It also helped me reflect personally about how I can be a better kanaka...”

Faculty and staff similarly responded to the open-ended question and expressed events such as the kūpuna being arrested as an event that caused pain and frustration,

“...It is painful to watch as Kānaka are criminalized for exercising their sovereign rights to practice their spiritual beliefs and to protect their most sacred place and relative. It is frustrating to see how Kānaka are also being portrayed as anti-science, anti-intellectual, and anti-progress when we know that this is absolutely not the case...”

From these events, faculty and staff also expressed how they’ve been inspired,

- “...To see the strength, courage, and aloha radiating from everyone supporting our Mauna has been nothing short of inspirational.”
- “I am also seeing a lot of empowered students who have a renewed sense of self and a stronger connection and identity with being Hawaiian.”
- “This is our community.”

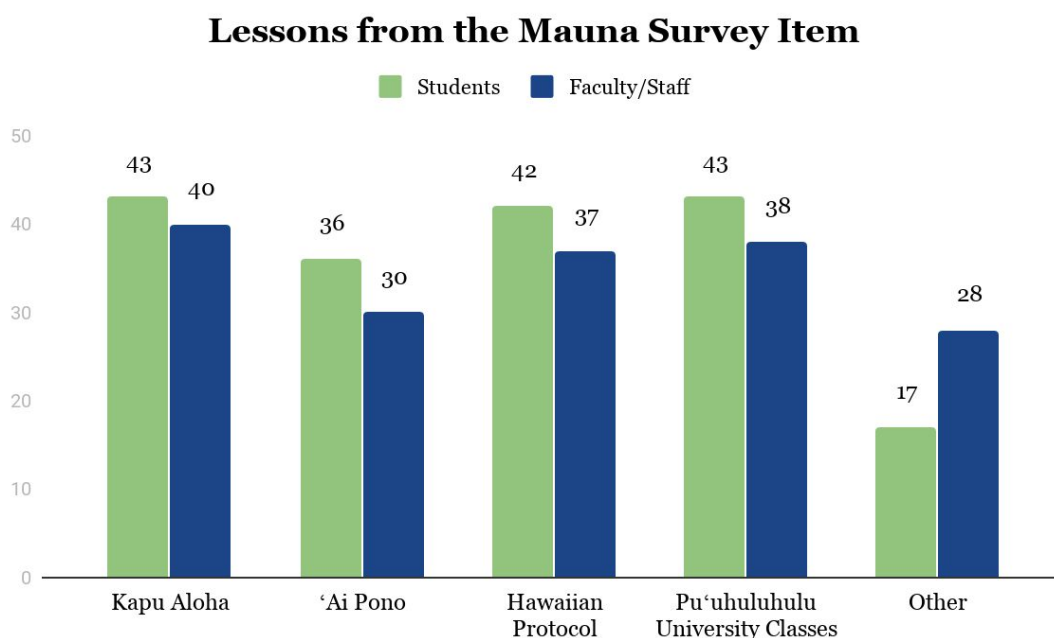
In our Office, as we move forward together, we think about how the unity of our lāhui (community) surrounding these events can serve as a model for what our university strives to become. Hence, though this is an extremely difficult situation, we are trying to build off of the

opportunities before us. This is very hard work and has been very taxing. However, we are committed to perseverance.

Survey Item: Lessons from the Mauna

In the survey we asked students, “If you have visited Maunakea, what lessons and experiences from the mauna would you like to see implemented at UH Mānoa? Check all that apply.” Of these students, 58% selected ‘ai pono: intentionality in the food preparation, serving, and discarding process; 68% selected learning and practicing daily, or regular, Hawaiian protocol; 69% selected kapu aloha; and 69% selected Pu‘uhuluhulu University classes as the lessons and experiences from the Mauna that they would like to see implemented at the university. In addition students identified leadership practices, kanaka ‘ōiwi governance, Hawaiian environment and ethnology, hula, and mālama ‘āina as topics for consideration. As one student added, knowing how to implement these experiences is also important. This student cautioned against taking these lessons and experiences out of context, and highlighted the grassroots nature and native communities involved in the reciprocal learning process, which could affect appropriate implementation.

For this survey item, 45% of faculty and staff selected ‘ai pono; 55% selected learning and practicing daily, or regular, Hawaiian protocol; 57% selected Pu‘uhuluhulu University classes, and 60% selected kapu aloha as the lessons and experiences from the Mauna that they would like to see implemented at the university. In addition, faculty and staff identified political civil protest, non judgemental and community gatherings, sense of community and lāhui, respect, and pono. In the graph provided below is a comparison between students, and faculty and staff on the lessons from the Mauna survey item.



Driving Questions: NHPoL Advancement Office

Students:

- How do we, as a community, be conscious and intentional as we care for our students who are carrying so much this semester and year?
- How can we collectively create a safe space where all students come to define aloha ‘āina for themselves in a way that positively impacts the future of our university?

Faculty and Staff:

- How do we as colleagues and supervisors support these respondents and others?
- How do we reach out to check-in with members of our campus community in ways that are supportive and heartfelt?
- How can our faculty and staff acknowledge the distinct and sometimes opposing views in a way that sustains our campus community for our students?
- As we look to supporting students, how can we support one another through our collective efforts as university faculty and staff?

Recommendations

With this preliminary data, the NHPoL Advancement Office aims to build an understanding of our community and share that understanding with executive leadership and those that impact UHM, including the Astronomy community. In doing so we strive to support healing, to hold space for critical conversations, and to facilitate indigenous research and education in an effort to fulfill our responsibility to implement recommendations for the NH reports that ultimately support UHM faculty, staff, students, and community members who are the foundation of our university.

Based on this preliminary data, we make the following recommendations specifically for the Astro2020 Decadal that are aligned with our NH focus areas:

- **Native Hawaiian (NH) Student Success Recommendation:**
 - Increase the opportunities for NH students to get involved in decision-making processes
 - Resource the establishment of a Native Hawaiian wellness center to include:
 - Mental health support by indigenous professionals for populations affected by historical and current TMT trauma
 - Provide resources for NH students to major in STEM fields
- **Native Hawaiian (NH) Faculty, Staff and Administration Development Recommendation:**
 - Increase the opportunities of NH faculty, staff, and administration to get involved in the decision-making process

- Resource post-doctoral programs for NHs in the STEM fields
- Recruit and retain NH faculty and staff in all fields to expand indigenous research and scholarship
- Resource cultural competency training for ALL staff and faculty at UHM to support an understanding of NH history, culture, and values
- **NH Environment Recommendation:**
 - Resource the establishment of a NH-grounded IRB at UH that takes into account the health of the people and the health of the land as members of our community
 - Resource the creation of physical, spiritual, cultural, and interactive environments throughout UH Mānoa that exemplify the values of ‘ohana (family) and community, mālama ‘āina (caring for the land), and kuleana (responsibility and dear privilege)
 - Resource the creation of interactive spaces where NH experts can work with the Astronomy community to explore ways to care for mother earth together
- **NH Community Engagement Recommendation:**
 - Resource a community-led environmental impact assessment to address environmental, political, cultural, and educational needs related to astronomy
 - Strengthen partnerships between indigenous communities and the astronomy consortia to build understanding of indigenous perspectives
 - Through collaborations with NH communities, provide services, education, and training