

HOW TO
APPLY »

PROGRAMS
OF STUDY »

PAYING FOR
COLLEGE »

STUDENT
SERVICES »

CONTINUING
EDUCATION

Chancellor’s Corner Issue No. 5

Posted by KCC on Mar 15, 2017 in Campus Life, Chancellor |

Home

Campus Life

Chancellor’s Corner Issue No. 5



On Being Indigenous Serving

On March 8, 2017, the University of Hawai’i Board of

Recent Posts

- ▶ [Auxiliary Services 4/09/2018](#)
- ▶ [Auxiliary Services 4/12/2018](#)
- ▶ [Student Congress Candidates
Need Votes](#)

Regents Committee on Academic and Student Affairs
approved the College's revised mission statement:

Kapi'olani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai'i. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

Our mission is guided by our shared vision:

Kapi'olani Community College is a model indigenous serving institution whose graduates strengthen the social, economic, and sustainable advancement of Hawai'i and the world.

Recently, the College has participated in activities that demonstrate our commitment to being indigenous serving. And those activities were quite different: professional development, visits from students representing other indigenous groups, and consultations with our government leaders. Many thanks to **Kapulani Landgraf** for the photos.

Professional Development for Faculty and Staff

Kilo Workshop — January 6, 2017

Central to indigenous communities is the land. To better align our educational practice with indigenous values and ways of knowing, faculty and staff have been participating in workshops that promote 'āina-based teaching and learning. On January 6, 2017, a group of 15 faculty and staff were introduced to the Kaulana Mahina methodology. Workshop materials explain the methodology as providing “communities

- ▶ [Take your mind to the “spa”](#)
- ▶ [Grants to Support STEM Students](#)

with tools to begin understanding the natural environmental cycles and weather patterns in correlation with the moon's cycle. Communities learn about the moon and its influence over the weather patterns, growth processes and seasonal changes by making daily observations, recording the observations and then analyzing the collected information that will then inform them on the health and status of their own environment."



Under the guidance of **Kalei Nu'uhiwa** from Hawai'i Island, currently a Phd candidate in Aotearoa, participants learned about the Hawaiian lunar calendar.



They also learned to make observations of the moon, even in daylight!

The overall purpose of following this methodology is to “empower ourselves with knowledge, identify the natural indicators of environmental health and readapt to the changing climate instead of waiting for the government or

leadership to do it for us.” The focus is on taking individual action for community sustainability.

Foundation for Research and Promotion of Ainu Culture

January 12, 2017

Kapi'olani welcomed a group of students and staff from the Foundation for Research and Promotion of Ainu Culture. In 1997, the government of Japan enacted legislation to make the Foundation the “sole corporation in the nation with the authority to carry out the services provided in the law.” The overall principle is to build “a society where the ethnic dignity of the Ainu people is respected” and to ensure the further development of Ainu culture through “promotion of comprehensive and practical research on the Ainu, promotion of the Ainu language and culture, reproduction of traditional life style, and facilitating understanding” (<http://www.frpac.or.jp/english/>).



Our students shared aspects of Hawaiian culture with the Ainu visitors.



The Ainu students shared their traditional dances and wore spectacular robes to show off the textile art of the Ainu.



The day's activities underlined the shared experiences and shared dreams of two groups of indigenous peoples.



Maskwacis Cultural College
February 22, 2017

Indigenous people in Canada, like indigenous people in

Hawai’i and Japan, share similar histories as well as a focus on the preservation of language and cultural knowledge. Kapi’olani hosted a large group of students, staff and elders from [Maskwacis Cultural College](#).



Our students invited the visitors to the campus following Hawaiian protocol.



The Chief of the Ermineskin Cree Nation reciprocated with gifts.



After introductions and greetings, we gathered for a group photo.

The visiting students were in fact completing their coursework and had to give presentations on the history, language and culture of the Cree and Blackfoot people to the students in the cafeteria. In listening to their presentations, I was struck by the determination of these students and their teachers to make sure that cultural traditions and knowledge are passed on to future generations. If you are in the Mānele Building, please do take a look at the quilt that the College was given by the visitors from Maskwacis Cultural College. On it you will see the syllabary that was used to [write Cree](#). The syllabic writing system, developed in 1840 by a missionary named **James Evans**, was used extensively and “by the late 19th century the Cree had achieved what may have been one of the highest rates of literacy in the world” (https://en.wikipedia.org/wiki/Canadian_Aboriginal_syllabics).

Lā Puko‘a

Hawai‘i State Capitol — February 18, 2017

Sponsored by the Office of Hawaiian Affairs and **Rep.**

Kaniela Ing, Lā Puko‘a provided an opportunity for faculty, staff and students from Kapi‘olani Community College to join colleagues from a number of UH campuses to promote the need for state and federal funding programs aimed at strengthening institutions that serve Native Hawaiian students.



L-R: **La'akea Muhlstein**, **Ke'alohilani Wong**, **Esther 'Alohi Madrona**, **Kaleiwohiokalani Sataua**, **Representative Kaniela Ing**, **Keolani Noa**, **'Eleu Novikoff**.

Native Hawaiian Academic Advancement Coordinator, Mrs **Keolani Noa**, Native Hawaiian Career Explorations Facilitator **'Eleu Novikoff** and four of students (**'Alohi**, **La'akea**, **Ke'alohi** and **Kalei**) engaged with state legislators and their staff, letting them know about the programs at the College.



L-R: **'Eleu Novikoff**, **Ke'alohilani Wong**, **La'akea Muhlstein**, **Esther 'Alohi Madrona**, **Senator Kaiali'i Kahele**, **Keolani Noa**.

Sen. Kahele is chair of the Higher Education committee and as a result of his conversations with the KCC representatives, he is very interested in visiting the campus to see how we are engaging Hawaiian students in their

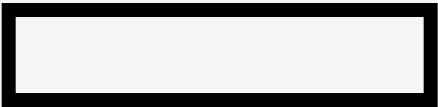
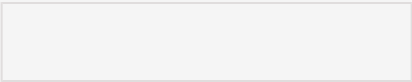
academic pursuits.



L-R: **Brandon Marc Higa**, **Kapulani Landgraf**, **Keolani Noa**, **Joshua Michaels**, **'Ainoa Naniole**, **Kelli Goya**, **Nāwa'a Napoleon**.

The staff from Kapi'olani Community College's Title III grant met with staff from **Senator Colleen Hanabusa's** office to make sure the message about supporting Native Hawaiian programs made its way to Washington, DC.

Finally, if we are to realize our vision of being a model indigenous-serving institution and commit to the success of indigenous students, it will all of us learning and taking action together.



 HOME PAGE	 HOW TO APPLY	 PROGRAMS OF STUDY	 PAYING FOR COLLEGE	 STUDENT SERVICES	 CONTINUING EDUCATION
--	---	--	---	---	---