Space Allocation Requests

The Master Planning and Space Allocation Committee (MaPSAC) makes recommendations to the Chancellor regarding semi-permanent and permanent uses of enclosed and open spaces on campus, including existing buildings, renovations to existing structures, proposed new structures, and the use of open acreage. The objective of the committee is to enhance the functionality, accessibility, and the beauty of the Windward CC campus structures and spaces in the interest of creating a more effective learning environment for our students.

The requestor is encouraged to include attachments such as pictures and plans. Note that basic building plans in PDF and JPG are available on the Buildings and Facilities on Campus page. The requester is also encouraged to provide evidence of support from the college. Any request being made by an external (non-WCC) agency must enlist a Windward CC contact person who will act as the agency's liaison, and follow the same procedures as those required for internal requests.

Procedure

1) The requester contacts the Chair with the initial draft of the request, which should include all appropriate items listed in the Required Information for All Requests.
2) The Chair forwards the request to the committee for initial discussion.
3) The committee decides if the decision should be made by the Vice Chancellor of Administrative Services, by the committee, or be referred to another group on campus.
4) For committee-made decisions,
   1. The Chair will ask the requester to post the initial draft of the request on the New Initiatives discussion board for college input.
   2. After a minimum of two weeks from the date of posting, the requester will submit a final request electronically to the Chair.
   3. The committee's review of the final request will include a presentation by the requester and any other interested parties.
   4. The committee's recommendation will be recorded in the committee notes and forwarded to the Chancellor, requester and any other appropriate people on campus.

Title of Space Request:

Request Status: Dates to be updated by the Chair of the MaPSAC.

Date

Received by Chair of the MaPSAC
Sent to MaPSAC for Initial Decision on Disposition
Posted on the New Initiatives Forum
Discussion Period Closed
Final (modified) Version of Request Received by Chair
MaPSAC Deliberation Begins
Decision:   ___ Approved
           ___ Disapproved
           ___ Withdrawn
Required Information for All Requests

1) Name of the individual or group that is requesting the space
   Hawaiian Studies faculty, and Ke Kumu Pali

2) Contact Person’s name, email, and telephone number
   Tommy Young, Educational Cultural Technician, thomasy@hawaii.edu
   235-7245

3) Type of space that is needed
   Agricultural farm lot

4) Building or space in question
   Hale A‘o, Waimānalo side lawn

5) How the space is currently being used
   The space is currently unused, and is a low traffic area planted with grass.

6) Desired start date (and end date, if applicable)
   January 2010

7) Description of how the space will be used
   The Hawaiian cultural plant garden will be a hands on resource for Hawaiian Studies curriculum and activities. It is currently written in to the HWST 107 curriculum.

8) Description of how it may contribute to the learning environment and interests of WCC students
   The Māla will provide hands on class experience in growing Hawaiian cultural plants, and using Hawaiian plants for Hawaiian cultural activities and projects. The Māla will support current Hawaiian Studies curriculum in HWST 107, Hawai‘i Center of the Pacific, HWST 285 La‘au Lapa‘au Hawaiian Medicinal Herbs (Pending approval), and HWST 222 Ma‘awe No‘eau Hawaiian Fiber Arts (pending approval). In addition, the Māla will help provide a more traditional styled cultural space from where Hawaiian Studies will teach traditional activities and ceremonies.

9) Other alternatives that were considered and why those alternatives don’t seem to work
   The first site considered was the wooded area on the Kahuku side of the lawn adjacent to Hale A‘o. This site is now being used as the staging area for the construction of the new Library Learning Commons.
10) What other resources may be needed

We will require the use of water for a sprinkler system to teach regular irrigation techniques to students involved in the proper techniques for raising and sustaining traditional Hawaiian plants.

11) How the proposal supports or is supported by the Master Plan, the Mission of the College, and the UHCC Strategic Plan

This proposal supports the Windward Community College Action Outcomes, specifically section 1.5 which reads, "Increase by 5% the number of Native Hawaiian students (from 96 to 142) who reenroll in the Spring semester and persist until Fall each year; Develop an incentive program to improve student persistence."

2.5: "Increase the diversity and number of programs offered to or in underserved regions by increasing the number and types of programs offered by at least one per two years that can be completed through distance learning technologies."

2.8: "Increase the diversity and number of programs offered to or in underserved regions by increasing the number and types of programs offered by at least one per two-year period."

3.1: "Expand and enhance WCC initiatives to secure private giving, major gifts, and extramural grants (from $2,093,351 to $2,651,796)."

The Māla will also strengthen our efforts to help the UH Community Colleges reach some of our overall goals as listed in our current Strategic Plan. The Māla will help,

"Strengthen UHCC as a premier resource in Hawaiian, Pacific Island and Asian programs, promote a respect for differences, and champion diversity;

• Increase success for Native Hawaiian students by providing increased support for Hawaiian programs and students;
• As a priority, institutionalize funding for Native Hawaiian programs and students."

This proposal also supports the vision of the University of Hawaii system which invokes the Hawaiian concept of the Ahupua’a as a model for advanced resource and cultural management. In line with our system vision this Māla,

"will provide educational leadership in support of Native Hawaiians, their indigenous culture, and Hawai’i’s unique sense of pluralism."

In addition the Māla will allow Hawaiian Studies to teach and model two specific values touted in the UH System Strategic Plan, “Aloha” and “Mālama ‘Aina.” In the Plan it describes Aloha as being

“Central and unique to Hawai’i’s university, the Hawaiian concept of aloha embraces respect for the history, traditions, and culture of Hawai’i’s indigenous people” and Mālama ‘Aina is taken up as follows,

“Mālama ʻaina sustainability: In its educational, research, and service activities, the University is committed to the Hawaiian concept of mālama ʻaina—living in harmony with the land—through the conservation, sustainable use, and enhancement of its local, regional, and global environment.” The Māla will also be a model use of our Hawaiian Pacific advantage in education described as a high priority in the UH System Plan.

“In all it does, the University is committed to achieving a global advantage by leveraging Hawai’i’s position in the middle of the Pacific Ocean and its unique cultural and geographic attributes.”
This Māla will bring WCC in further alignment with UH System Goal number 3, objective 2 which states that the University is committed,

“To strengthen the crucial role that the University of Hawaii system performs for the indigenous people and general population of Hawaii by actively preserving and perpetuating Hawaiian culture, language, and values.

Action Strategies

* Serve as a resource and facilitate the discourse for an equitable and peaceful reconciliation process between the United States government and the Hawaiian people.
* Provide positive system-wide executive support in the development, implementation, and improvement of programs and services for Native Hawaiians; solicit consultation from Pukoa, the system-wide council of Native Hawaiian faculty, staff, and students.
* Increase representation of Native Hawaiians in all facets of the University of Hawaii relative to the University’s efforts on affirmative action and equal employment opportunities in its educational mission and as an employer.
* Support full participation of Native Hawaiians in all matters of the University; such initiatives or programs may or may not be conducted exclusively for Hawaiians.
* Promote the use of the Hawaiian language within the University system, as appropriate and consistent with the Hawaii State Constitution.
* Increase funding and provide for the study, development, and research of the Hawaiian language, culture, and history within the University of Hawaii system, as consistent with the Hawaii State Constitution.
* Encourage Native Hawaiians to practice their language, culture, and traditions throughout the University system and provide Hawaiian environments and facilities for such activities.
* Employ outreach to address the needs of Native Hawaiians, the state of Hawaii, and the world at large in the areas of Hawaiian language, culture, and history.”
To: The Master Planning and Space Allocation Committee

From: The Hawaiian Studies Faculty

Date: January 20, 2010

Re: Revised Māla Plans for the area next to Hale Aʻo

On January 19, 2010, the Hawaiian Studies faculty met and considered the revised Māla plans for the lawn area next to Hale Aʻo. Kalani Meinecke, Keliko Hoe and Kalawala Moore decided unanimously to support the revised plans drawn up by Tommy Young. We feel that the area between Hale Aʻo and the parking lot will be an excellent use of space for a Māla.

It was our initiative to develop a Māla area to support our Hawaiian Studies curriculum that began the process of Māla development back in May 2009. Curriculum has already been developed and put in place in our HWST 107 classes that calls for the use of a Māla, and we look forward to using this space this Spring 2010 semester. We are also in the process of developing a Mahiʻai Kalo (Taro Farming) class, and we would be interested in this committee discussing further, areas on this campus that might work best for development of larger sustainable Hawaiian ecological systems.

Mahalo ʻā Nui,

Kalani Meinecke
Assistant Professor, Hawaiian Language and Hawaiian Studies

Kelikokauaikekai Hoe
Assistant Professor, Hawaiian Studies

P. Kalawaia Moore
Instructor and Coordinator, Hawaiian Studies
La’au

Hawaiian plants to be grown around Hale A’o as enrichment resources for various courses offered at Windward Community College.

Kalo – Colocasia esculenta

‘Uala – Ipomoea batatas

‘Awa – Piper methysticum

Mamaki – Pipturus albidis

Ko’oko’olau – Bidens amplexens

‘Olena – Curcurma longa

Popolo – Solanum americanum

Uhaloa – Waltheria indica

Pamakani lau nui – Hibiscus arnottianus sub. punalu’uensis

La’l – Cordyline fructicosa

‘Ie’ie – Freycinetia arborea Gaud.

Makaloa – Cypress laevigatus L.

Wauke – Broussonetia papyrifera L.

Wapine – Aloysia triphila

Pili – Heterogon contortus

Palapalai – Microlepis setosa

Hala – Pandanus odoratissimus

Ko – Sacharrum officinarum

Noni – Morinda citrifolia
The Academic Subject Certificate in Hawaiian Studies prepares students for careers in education, the visitor industry, or in fields requiring expertise in Hawaiian subject matter. This certificate consists of a minimum of 25 total credits with three different areas of emphasis: Language, History/Culture, and Science. See course descriptions for prerequisites in our catalog on the Web.

**Required Core Courses for ALL Areas of Emphasis (11 credits)**

HAW 101    Elementary Hawaiian I (4)
HAW 102    Elementary Hawaiian II (4)
HWST 107    Hawai‘i: Center of the Pacific (3)

**Required Courses for Area of Emphasis (6-9 credits)**

Select one Area of Emphasis:

**Language (8 credits)**

HAW 201    Intermediate Hawaiian I (4)
HAW 202    Intermediate Hawaiian II (4)

*Recommended Electives for Language Emphasis*

HPER 124 or 125    Dances of Hawai‘i I or II (1 each)

**History/Culture (6 credits)**

HIST 224    History of Hawai‘i (3)
HWST 270    Hawaiian Mythology (3) OR
REL 205    Understanding Hawaiian Religion (3)

*Recommended Electives for History/Culture Emphasis*

HPER 124    Dances of Hawai‘i I (1)
HPER 125    Dances of Hawai‘i II (1)
IS 160    Polynesian Voyaging & Seamanship (3)
IS 260    Polynesian Voyaging & Stewardship (3)

**Science (9 credits)**

BOT 105    Ethnobotany (3)
IS 160    Polynesian Voyaging & Seamanship (3)
IS 260    Polynesian Voyaging & Stewardship (3)

*Recommended Electives for Science Emphasis*

ASTR 110    Introduction to Astronomy (3)
BIOL 200    Coral Reefs (3)
BOT 130    Plants in the Hawaiian Environment (4)
BOT 181    Plant Sea Life (4)
GG 103    Geology of the Hawaiian Islands (3)
OCEAN 201    Science of the Sea (3)
ZOOL 107    Identification of Hawaiian Fishes (3)

**Electives (5 - 8 credits)**

*Any one course can be used only once in each Academic Subject Certificate.*

AQUA 201    The Hawaiian Fishpond (3)
AQUA 201L    The Hawaiian Fishpond Lab (1)
ART 189    Ka Ulu Pa‘a—Introduction to Hawaiian Art & Design (3)
ASTR 110    Introduction to Astronomy (3)
BIOL 200    Coral Reefs (3)
BOT 105    Ethnobotany (3)
BOT 130    Plants in the Hawaiian Environment (4)
BOT 181    Plant Sea Life (4)
GEOG 122    Geography of Hawai‘i (3)
GG 103    Geology of the Hawaiian Islands (3)
GG 210    O‘ahu Field Geology (1)
GG 211    Big Island Field Geology (1)
GG 212    Maui Field Geology (1)
GG 213    Moloka‘i, Lāna‘i, and Kaho‘olawe Field Geology (1)
GG 214    Kaua‘i and Ni‘ihau Field Geology (1)
HAW 201    Intermediate Hawaiian I (4)
HAW 202    Intermediate Hawaiian II (4)
HWST 270    Hawaiian Mythology (3)
HIST 224    History of Hawai‘i (3)
HPER 124    Dances of Hawai‘i I (1)
HPER 125    Dances of Hawai‘i II (1)
IS 160A/B    Polynesian Voyaging and Seamanship (3)
IS 160L    Polynesian Voyaging and Seamanship Lab (1)
IS 201    The Ahupu‘a (3)
IS 260A/B    Polynesian Voyaging and Stewardship (3)
IS 260L    Polynesian Voyaging and Stewardship Lab (1)
MUS 121F    Beginning Slack Key Guitar (1)
MUS 122F    Intermediate Slack Key Guitar I (1)
MUS 121Z    Beginning Ukulele (1)
MUS 130F    Slack Key Guitar Ensemble (1)
MUS 177    Introduction to Hawaiian Music (3)
OCN 201    Science of the Sea (3)
OCN 260    Pacific Surf Science and Technology (3)
OCN 260L    O‘ahu Surf Science and Technology Lab (1)
POLS 180    Introduction to Hawaiian Polities (3)
REL 205    Understanding Hawaiian Religion (3)
SOC 250    Community Forces in Hawai‘i (3)
ZOOL 215    Hawaiian Use of Fish and Aquatic Invertebrates (3)
ZOOL 107    Identification of Hawaiian Fishes (3)

Visit us at windward.hawaii.edu or call 235-7432 to apply.