

Ho‘omauō Kapi‘olani:
The Kapi‘olani Community College
Sustainability & Climate Action Plan 2017-2021 (draft 3.13.17)

Executive Summary

This plan includes a timeline of contextualizing key events leading to its development. The plan makes direct alignments with both the UH Executive Sustainability Policy on Sustainability and the College’s Strategic Plan for 2016-2021. As with any campus plan, those faculty and staff who choose to work to successfully implement it should have that work validated and valued in contract renewal, tenure and promotion, and other annual performance reviews. Administrators assigned to work for the success of this plan should also have their work validated and valued in their annual performance reviews.

The plan encourages the integration of Hawaiian and diverse cultural perspectives on sustainability and climate change, especially as these relate to urgent environmental contexts in Oceania, Asia, and the Americas. Five long-term outcomes and five campus goals are identified. Under each campus goal, specific action items related to campus as a living laboratory, and professional development and student engagement are delineated. The plan concludes by suggesting 10 Steps Forward in Mobilizing the Campus for Sustainability and Climate Action.

Getting to Now

The college first added sustainability measures to strategic planning documents in 2007, for the 2008-15 strategic plan. A chancellor’s special committee was formed with Carl Jennings as Chair. First projects included room labels for light switches, working with Auxiliary services to take on recycling bins, and establishing an e-waste program. In 2008, the college held its first Earth Day celebration, created a Sustainability 101 presentation for students and faculty, and conducted an energy audit. This committee met regularly from 2008-2012., and in 2010 introduced *Explorations*, a thematic journal and cross-disciplinary approach to sustainability curriculum.

The first system-wide dialogue on sustainability was also held at Kapi‘olani Community College in 2008. This was the first conversation about “sustainability across the curriculum; how disciplinary perspectives were beginning to shift and incorporate topics like climate change, resource depletion, and social justice issues related to environment and the economy. In 2010 a follow-up system meeting was funded by VP John Morton, also hosted at Kapi‘olani; this meeting focused on mapping sustainability assets on each campus: ie, who had recycling bins, who had gardens. These meetings were faculty driven and reflected effort and enthusiasm from emerging ad hoc committees across the system. What was “sustainability” exactly?

In 2012, UH West Oahu hired the first Sustainability Coordinator, Aurora Winslade. Aurora came from the UC System, and noted that there were many leverage points and synergies to be explored through being a ten-campus system. She also noted that there were no “official” UH statements or policies on sustainability.

On the facilities side, Johnson Controls, Incorporated (JCI) was selected for an energy contract, with an educational component to be integrated. With JCI taking on energy and facilities-oriented initiatives, the focus of the faculty committee switched to curriculum and development of the S-Designation and the Open Classroom Initiative during Earth Week.

In 2012, Carl Jennings and Krista Hiser petitioned the Faculty Senate (FS) to form an Ad Hoc Committee for sustainability, with a focus on S-designation and curriculum. The senate passed a motion to establish this ad hoc committee to oversee an S Designation. The first meeting of the Ad Hoc committee was Nov. 30 2012 and during this first meeting of the FS Ad Hoc Committee Wendy Kuntz was elected chair.

- **2013 - [1st annual sustainability summit UH West Oahu](#)**
 - summit participants provide input on draft Executive Sustainability Policy via two-day working session
 - hundreds more from UH campuses provide additional input on policy via online survey
 - ‘Cultural Connections’ identified as a key component of sustainability policy
- **2014 - [2nd annual sustainability summit Windward CC](#)**
 - Student Sustainability Coalition of Hawai’i coordinates statewide testimony affirming that students want sustainability to be an institutional priority
 - BOR unanimously agrees to include sustainability in its [BOR policy](#)
- **2015 - [3rd annual sustainability summit UH Manoa](#)**
 - UH President David Lassner signs [EP 4.202](#) with his [iPad](#), formalizing the draft Executive Sustainability Policy begun in 2013
 - Systemwide Sustainability Councils formed to coordinate efforts across ten campuses
- **2016 - [4th annual sustainability summit East West Center](#)**
 - Campuses present draft campus sustainability plans to each other
 - [First Annual President’s Green Initiative Awards](#) launched
 - Systemwide Sustainability Curriculum Coordination Council sets goal to double the number of sustainability courses offered at UH campuses
- **2017 - [5th annual sustainability summit UH West Oahu](#)**
 - *"Meeting of Knowledges"* panel discussion
 - Summit delegates Huaka'i to Ka'ala and MA'O Farms
 - 222 existing sustainability courses identified across all UH campuses

Nationally, the Association for the Advancement of Sustainability in Higher Education (AASHE) was formed out of the Education for Sustainability Western Network, with the first AASHE conference in 2006, and AASHE STARS rating system introduced in 2010 after two years of piloting and inputs. The S Designation criteria and concept originated from the STARS curriculum assessments. As of 2017, 800 colleges use the STARS system.

In 2014, the National Council for Science and the Environment created their Community College Affiliate Program which was renamed the Community College Alliance for Sustainability Education (CCASE). In the same year, Bob Franco is elected to the CCASE Executive Board. In 2015, Hawaii named a Model NSF SENCER State for multi-campus collaborations in Sustainability education, research, and civic engagement (see [sencer.net](#)). This national work was led by Drs. Ulla Hasager, Hokulani Aikau, and Patricia Buskirk at UH Manoa, and by Bob Franco, Wendy Kuntz, and Michael Ross at this College.

The University of Hawaii (UH) Executive Policy on Sustainability

The UH Executive Sustainability Policy on Sustainability (EP [4.202](#)) defines sustainability as “serving the needs of the present without jeopardizing the needs of the future.” We refer to sustainability in all its dimensions: cultural, economic, environmental, and social. As we look toward the future of Hawai‘i, we recognize the urgency of adopting innovative sustainable practices in the areas of **cultural connections, operations, curriculum, and community engagement**.

The UH Executive Policy on Sustainability calls for all 10 campuses to “define goals in the areas of operations, curriculum, research and scholarship, campus and community engagement, and cultural connections,” and “establish a university-wide culture that integrates sustainability values in an island context with global impact.” With respect to community engagement and cultural connections the policy emphasizes the need to: 1) **respect (instead of “embrace”)** the culture, knowledge and fundamental values of the indigenous people of Hawai‘i to advance sustainability; and 2) cultivate an inclusive University community with varied characteristics, ideas, cultures and world-views through which our students, faculty and staff celebrate difference and respect tradition and knowledge.

The UH Executive Policy on Sustainability creates a mechanism through which administrators, faculty, staff and students **can implement** the sustainability goals unique to each campus, while striving towards aspirational system goals that impact energy, **water and food** security, transportation, research, purchasing, and other aspects of campus life. The Plan is intended to catalyze, synthesize, and be inclusive of related goals and objectives outlined in the following college reports, programs, and planning documents (See appendix for links):

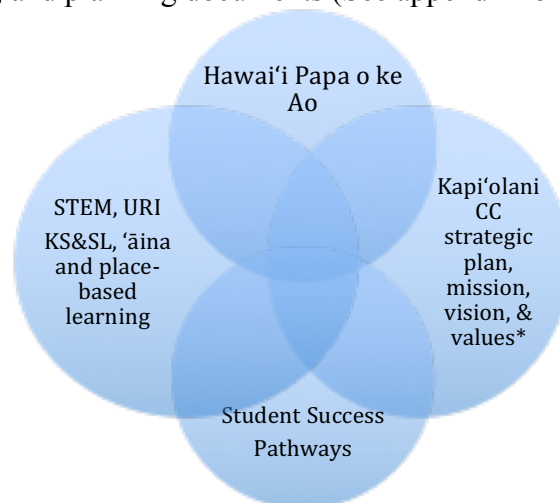


Figure 1: Catalyze, synthesize, and be inclusive

The Ho‘oumauō Kapi‘olani Plan aligns closely with the UH Executive Policy on Sustainability. Those faculty and staff **who choose to work for the success of this plan** should have that work validated and valued in contract renewal, tenure and promotion, and other annual performance reviews. Administrators assigned to work for the success of this plan should also have their work validated and valued in their annual performance review. This plan is submitted by the

Chancellor’s Advisory Council (CAC) Budget and Planning Work Group; with input, approval, oversight, and responsibility for implementation from the College’s four Authorized Governing Organizations (AGOs): Faculty Senate, Student Congress, Kalāualani Native Hawaiian Council, and Staff Council.

Led by these AGOs, the following offices, programs, or initiatives will be included in the implementation of sustainability priorities, goals, and objectives:

- ¹Office of the Chancellor
- ²Office of Administrative Services
- ³Office for Institutional Effectiveness (OFIE)
- ⁴Office of Community and College Relations
- ⁵Office for Continuing Education and Training
- ⁶Service & Sustainability Learning
- ⁷STEM and SENCER programs and initiatives
- ⁸Āina & Place-based initiatives
- ⁹Faculty Senate Sustainability Committee
- ¹⁰Student Success Council

Fourteen organizations have a kuleana to operate the college in a sustainable manner. Ho‘omauō Kapi‘olani is comprised of 45 actions organized into 5 goals. The organization(s) with primary responsibility for each of the following objectives are designated using superscripts. When an objective involves the entire campus, the superscript will so indicate.

Ho‘omauō Kapi‘olani: Cultural Context

Tradition, Knowledge and Values of the Indigenous People of Hawai‘i

In 2016, a new word was created by the Hawaiian Lexicon Committee to describe sustainability in the context of modern life in Hawaii: They said, “Formerly, there was no need for the word **mauō** because it was a normal part of Hawaiian life. But today, it is critical that we distinguish between what is sustainable and what is not.”

MAUŌ: “The perpetuation of well-being.”

The Hawaiian word **mauō**, for *sustainability*, is made up of two basic words; **mau**, stability, unbroken continuity, and **ō**, enduring in a healthy state. The Māmaka Kaiāo New Words entry is: **mau.ō** *common noun Sustainability. Comb., mau + ō. Sustainability, which we see as innovation for the perpetuation of our well-being, is part of the college’s Vision statement which guides us to ho ‘omauō Kapi ‘olani.*

‘Ōlelo Nu‘ukia - Vision Statement:

He keu nō ‘o Kapi‘olani Kula Nui Kaiāulu ‘o nā Kula Nui Kāko‘o ‘Ōiwi a i loko nō o ka loli mau o nēia honua nei, na kā lākou haumāna puka e ho‘oikaika i ke kaiāulu o ko Hawai‘i mau kaiāulu like ‘ole.

Kapi‘olani Community College is a leading indigenous serving institution whose graduates strengthen the social, economic and **sustainable advancement** of Hawai‘i’s diverse communities in an evolving global community.

{Editors note: In the following paragraph the pronoun “Our” was replaced with the word “Hawaiian.” The final sentence starts with “We can” instead of “It is essential that we,” and “embrace” is replaced with “respect.”}

(Editors note: Delete: Perpetuation is a synonym for *sustainability, inclusiveness* and *indigenous wisdom*. (The concept of “indigenous wisdom” is drawn from R. Herman in *Sustainability Science* (2016, 11:1263-179).

Because we live in Hawai‘i, we are first connected to how Native Hawaiians express deep and familial aloha to the ‘āina and kai of Hawai‘i (Manulani Meyer, 2003). Hawaiian ‘ōlelo, mo‘okū‘auhau, mo‘olelo, mele, and other cultural practices teach us of the inextricable link between culture, people, and land. Hawaiian kūpuna hold knowledge of the balance needed to sustain life in these islands, and developed intricate systems of land and fishery management to feed all who lived and visited here. We can look to and learn from this ‘ike kūpuna, or ancestral knowledge, as we respect our kuleana to mālama ‘āina.

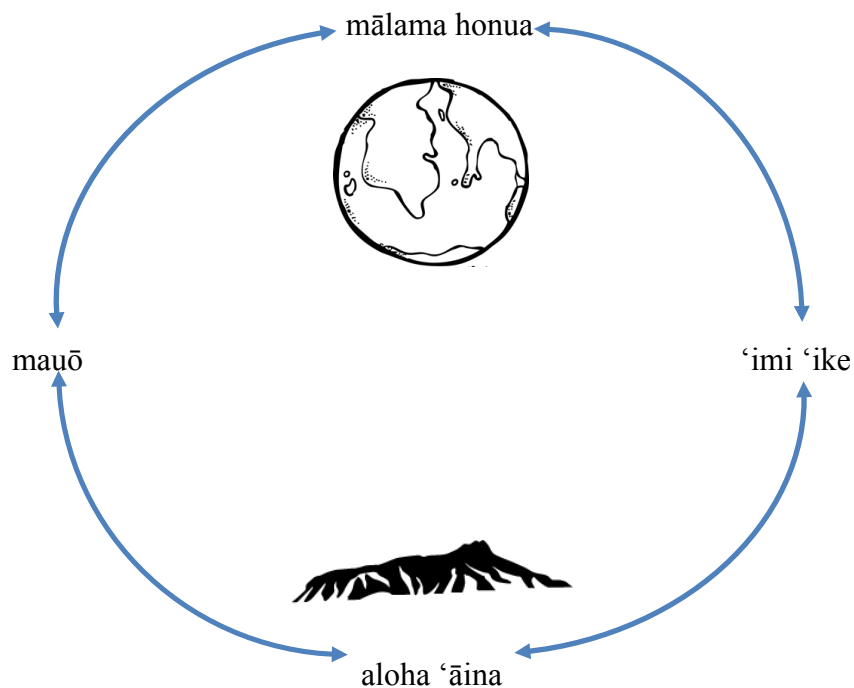


Figure 1: “establish a university-wide culture that integrates sustainability values in an island context with global impact.”

Tradition, Knowledge and World Views in an Inclusive Community

The Kapi'olani Community College Mission Statement emphasizes the College's responsibilities to the diverse communities of Hawaii and to our indigenous, local, national, and international students:

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.

The integration of other cultural perspectives on sustainability and climate change, especially as these relate to urgent environmental contexts in Oceania, Asia, and the Americas, is highly encouraged. Our students need to be prepared to shape their *productive* futures, to shape a global future where the *destructive* impacts of climate disruption are minimized.

Ho'omauō Kapi'olani: Projected Outcomes

- 1) Greater community and legislative support and funding for the College as a sustainability and resilience anchor institution for east O'ahu.
- 2) Greater ability to mobilize consortia for federal and foundational grant support.
- 3) Strengthens the student success pathway through increased enrollment, re-enrollment, completion, and transfer resulting from high context, solutions-based learning opportunities for students to engage with sustainability issues relevant to their productive future.
- 4) Increased morale and sense of wellbeing for our students, staff, faculty, and community partners.
- 5) Increased energy efficiency, safety, and aesthetics on campus and a transformation of the physical location and facilities into a teaching campus promoting sustainability.

Ho'omauō Kapi'olani Goals and Action Items

Aligning with the UH Executive Policy on Sustainability the Ho'omaua Plan has five goals:

Goal 1) Operations

Goal 2) Curriculum and Pedagogy

Goal 3) Sustainability Science

Goal 4) Indigenous Values, 'Ōlelo Hawai'i, and Sustainability **Knowledge (instead of Wisdom)**

Goal 5) Campus & Community Engagement for Goals 1-4.

GOAL 1. Operations: Reduce energy consumption and campus carbon footprint by following UH Sustainability targets, Hawaii Green Growth (Aloha + Dashboard), and campus strategic plan below:

2020 goal: To provide system wide metrics and targets for improved efficiency and reduced resource waste for buildings, climate, dining, energy, grounds, purchasing, transportation, waste and water, along with timelines and a reporting framework. (From EP [4.202](#))

GOAL 1 Action Items

A. Campus as a living laboratory

1. Include energy efficiency in all new construction and renovation projects^{2,9}
2. Retrofit existing equipment to increase efficiency^{2,9} \$
3. Inspect buildings for efficiency on an annual basis.^{2,9}
4. Conduct energy audits of each building to produce annual building reports on energy use and the condition of facilities; administrative services will submit an annual report to AGOs as part of the KCCSP annual review^{2,11,12,13,14}
- 5.. Work with a licensed electrician to maintain equipment and add sensors to appropriate equipment^{2,9} \$

B. Professional Development

6. Offer relevant trainings in energy efficiency, renewable energy, sustainability mindset, resilience, and other topics to faculty, administrators, students and community members^{2,5}
7. Foster a change in personal habits by all College employees to reduce energy usage and promote energy efficiency habits.^{campus}

SUPPORT FOR GOAL 1 FROM FROM CAMPUS STRATEGIC PLAN

1. KCC Strategic Plan 2015-2021, Outcome 4 Modern, Sustainable Teaching and Learning Environments

- (A) Adopt aggressive energy conservation and co-generation goals to have UH carbon neutral by 2050.
- (B) Reach 30 percent reduction in energy usage per square foot compared to 2008 base and better incorporate sustainability practices into operations.
- (C) Generate 15 percent of energy through photovoltaic and other co-generation strategies. Invest energy cost savings in further energy savings.
- (D) By 2016, develop campus sustainability plans to include operations, curriculum, teaching and learning, Hawaiian culture, and community engagement. Assess progress on this plan in 2019.
- (E) Develop the American College and University Presidents' Climate Action Plan in 2016. Assess progress on this plan in 2019.

https://www.kapiolani.hawaii.edu/wpcontent/uploads/2013/03/FinalStrategicPlan2008_2015.pdf

GOAL 2: Curriculum: Transform curriculum using S Designation, active pedagogies, interdisciplinary course design, new courses, and certificates.

8. Increase S-Designated Courses at CRN, course, department, and program level (KCC Strategic Plan II.F states 60 courses by 2021)

9. Increase learning communities and other collaborations that address sustainability and Hawaiian values
10. Develop new courses reflecting values and concepts of sustainability
11. Develop Academic Certificate(s) in Sustainability (including multiple transfer pathways, outreach courses, and innovative programs and curriculum using Hawaiian language, culture, and values to foster a sense of kuleana (responsibility) to the ‘āina that is grounded in ancestral knowledge.)

GOAL 2: Action Items

A. Campus as living laboratory

12. Increase visibility of S-Designated, ‘āina-based, and other sustainability-related courses and initiatives through events, displays, publications, and poster-sharing^{9,11,12}
13. Develop a student publication related to sustainable activities^{12,6,7,8}
14. Provide funding for student clubs for sustainability activities and events¹ \$

B. Professional Development and Student Engagement

15. Increase participation and funding for Kalāhū seminar for ‘āina/place-based learning.^{1,8,3} \$ (KCC Strategic Plan II:C)
16. Increase participation and funding for summer Sustainability Institute^{1,campus} \$ (KCC Strategic Plan II:F)
17. Increase participation and funding for local, regional, and national conferences and webinars related to sustainability in higher education, indigenous learning, STEM and SENCER.^{1,campus} \$
18. Support for clubs and partnerships (Sustainability Promotion Team, Engineers for a Sustainable World))^{1,12,11} \$
19. Create an “idea incubator” to support student-driven sustainability efforts^{12,7,6,8}

GOAL 3: Curriculum: Core Concepts of Sustainability Science⁴

Ensure that core concepts of Sustainability Science are utilized and communicated consistently to students and campus stakeholders in order to solve problems and implement new ideas on campus and in the community.

| 2016-2017 Core Concepts ³ of Sustainability Science ⁴ |
|--|
| Sustainable economics: (ex: Quadruple Bottom Line, Gross National Happiness) Ecosystem Services, Biodiversity Ecological Footprint, Carbon Footprint Cradle to Cradle, Waste Reduction Climate Change Mitigation, Renewable Energy Local First, Food Sovereignty, Food Miles Adaptive Resilience |

The Core Concepts are agreed upon by the System Sustainability Curriculum Council and integrated into the S-Designation. Core concepts change rapidly and are intended to provide common vocabulary and conceptual frameworks for curricular coherence. ⁴Like “agricultural science” and “health science,” sustainability science is a field defined by the problems it

addresses rather than by the disciplines it employs. In particular, the field seeks to facilitate what the National Research Council has called a “transition toward sustainability,” improving society's capacity to use the earth in ways that simultaneously “meet the needs of a much larger but stabilizing human population, ... sustain the life support systems of the planet, and ... substantially reduce hunger and poverty” (1).

GOAL 3 Action Items

A. Campus as a living laboratory

20. Every building (new and existing) will integrate sustainability best practices reflective of core concepts of sustainability^{2,9,6,8,7}
21. Create signage at sites that teach sustainable issues to create a walking tour about sustainability on our campus^{2,9,6,8,7} **Incorporate sustainability activities in campus tours for future students and community members. Develop signage and promote food security and the increasing use of locally-produced foods in campus food service facilities. Consider the development of a sustainable garden and food pantry for students at Iliahi.**

B. Professional Development and Student Engagement

22. Develop summer institute and other learning professional development opportunities for faculty to learn about and implement sustainability curriculum and activities.^{1,9,5,6}
23. Engage in discussions at the department, program, and campus levels about how to implement sustainability core concepts and climate science on campus and in the curriculum.^{9,campus}
24. Engage STEM faculty with interdisciplinary research and teaching opportunities^{7,campus}
25. **Offer S-designated dual credit courses at feeder high schools to prepare students for further sustainability study and research at the college.** Support for clubs and partnerships (Sustainability Promotion Team, **Engineers for a Sustainable World**)^{1,12,11} \$
26. Create an “idea incubator” to support student-driven sustainability efforts^{12,7,6,8}

GOAL 4: Indigenous Values, ‘Ōlelo Hawai‘i, and Sustainability Knowledge (instead of Wisdom)

- 4A. Ensure that campus values of kūpono, kuleana, kūloa‘a, kūlia, and mālama, as well as sustainability values of mālama honua, aloha ‘āina, and mauō are practiced at **appropriate** (replaces **all**) levels of institutional decision-making (**delete “present on campus”**) and communicated consistently to students and all campus stakeholders.
- 4b. Ensure that Hawaiian language and culture are perpetuated on campus in order to ground these values in ancestral knowledge and practice. (KCC Strategic Plan IV B: Establish a Hawaiian Place of Learning)

| | |
|-------------|--|
| Aloha ‘āina | Love and respect of the land and sea. |
| Kūpono: | Practicing honesty and integrity with clarity in all relationships. |
| Kuleana: | Sharing a common responsibility to support the future of our students, college, community, land, and sea. |
| Kūloa‘a: | Ensuring that the needs of our students are met with support and service. |
| Kūlia: | Creating meaningful curricula and learning experiences that serve as a foundation for all to stand and move forward. |

Mālama Honua: To care for our Earth; honoring the PVC World Wide Voyage
 Mauō: Perpetuation of our wellbeing.

GOAL 4 ACTION ITEMS

A. Campus as a living laboratory

27. Create permanent signage for native plants on campus, including their Hawaiian name, scientific name, and traditional uses^{2,11,8}
28. Collaborate with existing initiatives and develop a plan to ensure future landscaping and plantings on campus will cultivate, nurture, and protect native plants^{2,11,8}
29. Creatively ensure that every building will integrate at least one sustainability feature reflective of indigenous values, ʻōlelo Hawai‘i, and sustainability knowledge¹³

B. Professional Development and Student Engagement

30. Increase ‘āina/place based learning professional development opportunities for faculty to learn about and implement ‘āina/place based curriculum and activities.^{1,13,campus} KCC Strategic Plan II(C)* Establish hallmarks and assessment method for ‘āina –based learning. Continue to implement and increase ‘āina-based learning through teacher preparation and curriculum across the disciplines.
31. Engage in discussions at the department, program, and campus levels about how to **integrate (replaces implement) Hawaiian language and values into an increasing number of courses, where possible and appropriate**, as **they** relate to sustainability.^{campus}

Goal 5: Strengthen Campus & Community Engagement for Goals 1-4

32. Strengthen community partnerships for Service and Sustainability Learning, Undergraduate Research, and ‘Aina-based learning.
33. Work with the Neighborhood Boards on sustainability, resilience, and aesthetic issues to increase support for solar panels and other alternative energy forms on campus and in the community.^{4,2,6,8,13,9}
34. Maintain neighborhood qualities such as parking by encouraging carpooling, bus passes as part of student fees, and shuttles^{2,4}
35. Increase interdisciplinary sustainability research projects carried out inside and outside of our courses.^{11,campus}
36. Develop logistical support for service-learning and ‘āina-based and place-based learning opportunities, (ex. Campus van or group transportation to and from project sites to reduce the ecological impacts of travel)^{1,2}
37. Gather (on a regular basis) a community of scholars (faculty, students, community leaders, cultural practitioners, etc.) to collaborate and design research/inquiry projects related to sustainability.^{4,7,6,8,9,13}
38. Increase evening, weekend, and online courses on sustainable food service practices such as aquaponics, composting and resource conservation including traditional and modern methods^{5,4,campus}
39. Invite Farmer’s Market attendees, and/or host open house events showcasing campus sustainability.⁴
40. Use the campus to teach the community about landscaping with native plants.^{2,4,8,6,9}

41. Create and strengthen internship, service, and research opportunities for students with community partners that use Native Hawaiian practices to sustain and restore the ‘āina.^{campus}
42. Increase community access to courses on Hawaiian language and culture to foster a sense of kuleana to the ‘āina that is grounded in ancestral knowledge.^{4,13,6,8,9}
43. Gather (on a regular basis) a community of scholars (faculty, students, community leaders, cultural practitioners, etc.) to speak about and demonstrate the original/innovative ways Native Hawaiians have been sustaining the ‘āina.^{13,6,8,4,9}
44. Develop a community of scholars that collaborate on research/inquiry initiatives related to sustainable practices grounded in Hawaiian knowledge.^{13,6,8,4,9}

Mobilizing the Campus for Sustainability and Climate Action: Ten Steps Forward

1. Create a mechanism, such as C4ward, for addressing campus issues and ideas together (ex. formation of disappearing task groups formed by faculty and Students working with auxiliary services, faculty senate working with student congress, etc.)^{campus} KCC Strategic Plan IV: D “Assess Campus Sustainability Plans.” IV E: Develop & Assess Climate Action Plan
2. Allocate and assign a coordinator position reporting to the chancellor, responsible for managing, tracking, assessing, and reporting on the Plan.^{1,2} **OR Develop a 4-person team to coordinate goals and action items under operations, curriculum and sustainability science, Hawaiian values and knowledge, and community engagement. Faculty on this team would receive teaching equivalencies each semester and report to the Chancellor.**
3. **{Editors note: Delete “Review organizational structure ...” and replace with: Collaborate with those involved with culture and language, pedagogical support for ‘āina/place-based learning, service & sustainability learning, learning communities, and community engagement for sustainability coordination and planning.**^{campus}
4. Develop and maintain authentic reciprocal relationships with community partners (using Carnegie guidelines); with public, private, charter, and Hawaiian immersion schools; with legislative committees; with governmental agencies.^{4,13}
5. **Increase internal and external publicity for sustainability successes in programs and across campus (website, app, Public and Community Relations).⁴ replaces #5 below:**
5. **Increase internal and external publicity for our many successes in Culinary Arts, STEM undergraduate research, and service and sustainability learning (website, app, PR and Community Relations)⁴**
6. Allocate and fill facilities position(s) as needed for increased grounds maintenance, landscaping, etc.^{1,2} \$
7. Create funding to support sustainability-related changes on campus (ex: revolving green fund under Budget \$)^{1,2}
8. Investing in improvements that lead to financial savings on energy usage will increase our budget for operating the college and meeting the planning goals.
- 9) Establish annual review process. Ho‘omauō Kapi‘olani will be shared annually in April, during Mālama Honua (Earth Week) to celebrate, adjust, and adapt the plan to rapidly changing contexts and conditions. Annual reporting by responsible parties to AGOs and a campus Town Hall will provide consistent recursive input on the plan and our progress towards aspirational sustainability Outcomes.

- 10) Rethink mechanisms for dialogue, problem solving, project-management, assessment, and reporting; in short, recognize that change is disruptive and that Ho‘omaui Kapi‘olani requires new collaborations, understandings, and support.

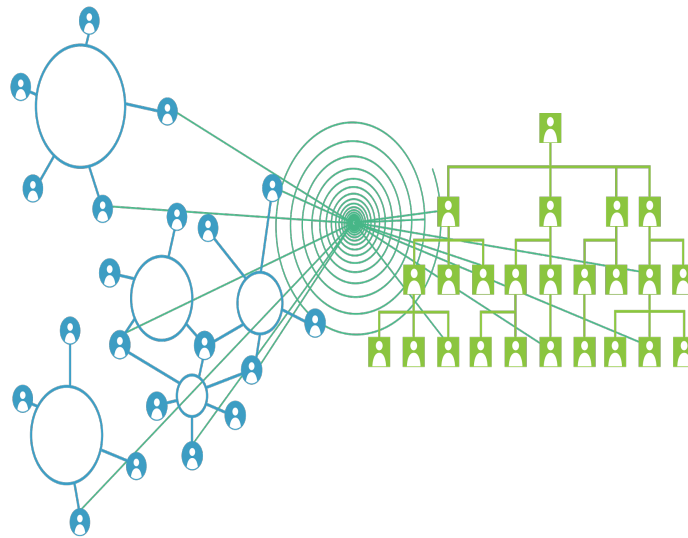


Figure 3: “We are moving from a command control operating system to a dual operating system aligned around shared purpose.” – Leith Sharp

Relevant Documents and Links

1. **UHCC Strategic Plan 2015-2021, Strategic Directions Sustainability**
http://www.uhcc.hawaii.edu/OVPCC/strategic_planning/strategic_plan_2015_2020.php
2. **UH Strategic Directions 2015-2021, Action Strategy 1**
<https://manoa.hawaii.edu/strategicplan/>
3. **Regent’s Policy 4.201, Section C.4**
<http://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=4&policyNumber=201>
4. **Executive Policy 4.202**
<https://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=4&policyNumber=202>

5. **Hawai'i Papa o ke Ao**
<https://www.hawaii.edu/offices/op/hpokeao.pdf>

7. **Na Ke Kauhale Ke Kuleana, Student Success Campus**
<http://faculty senate.kapiolani.hawaii.edu/committees/ssc/>

APPENDIX

I. ACTION ITEMS Master List (45 Action Items)

1. Create a mechanism, such as C4ward, for addressing campus issues and ideas together (ex. formation of disappearing task groups formed by faculty and Students working with auxiliary services, faculty senate working with student congress, etc.)^{campus} KCC Strategic Plan IV: D “Assess Campus Sustainability Plans.” IV E: Develop & Assess Climate Action Plan
2. Create a coordinator position at admin staff level responsible for managing, tracking, assessing, and reporting the Kapi‘olani Sustainability & climate Action Plan.^{1,2} §
3. Review organizational structure of sustainability coordination and planning in relationship to: culture and language, pedagogical support for ‘āina/place-based learning, service & sustainability learning, learning communities, and community engagement.^{campus}
4. Develop and maintain authentic reciprocal relationships with community partners (using Carnegie guidelines); with public, private, charter, and Hawaiian immersion schools; with legislative committees; with governmental agencies.^{4,13}
5. Increase internal and external publicity for our many successes in Culinary Arts, STEM undergraduate research, and service and sustainability learning (website, app, PR and Community Relations)⁴
6. Create new facilities position(s) as needed for increased grounds maintenance, landscaping, etc.^{1,2} §
7. Create funding to support sustainability-related changes on campus (ex: revolving green fund under Budget)^{1,2}
8. Revise hiring, promotion, and rewards systems to value objectives in the KCCSP¹
9. Create permanent signage for native plants on campus, including their Hawaiian name, scientific name, and traditional uses^{2,11,8}
10. Collaborate with existing initiatives and develop a plan to ensure future landscaping and plantings on campus will cultivate, nurture, and protect native plants^{2,11,8}
11. Creatively ensure that every building will integrate at least one sustainability feature reflective of indigenous values, ōlelo Hawai‘i, and sustainability knowledge¹³
12. Increase ‘āina/place based learning professional development opportunities for faculty to learn about and implement ‘āina/place based curriculum and activities.^{1,13,campus} KCC Strategic Plan II(C)* Establish hallmarks and assessment method for ‘āina –based learning. Continue to implement and increase ‘āina-based learning through teacher preparation and curriculum across the disciplines.
13. Engage in discussions at the department, program, and campus levels about how to implement Hawaiian language and values into courses as it relates to sustainability.^{campus}
14. Use the campus to teach the community about landscaping with native plants.^{2,4,8,6,9}
15. Create and strengthen internship, service, and research opportunities for students with community partners that use Native Hawaiian practices to sustain and restore the ‘āina.^{campus}
16. Increase community access to courses on Hawaiian language and culture to foster a sense of kuleana to the ‘āina that is grounded in ancestral knowledge.^{4,13,6,8,9}
17. Gather (on a regular basis) a community of scholars (faculty, students, community leaders, cultural practitioners, etc.) to speak about and demonstrate the original/innovative ways Native Hawaiians have been sustaining the ‘āina.^{13,6,8,4,9}

18. Develop a community of scholars that collaborate on research/inquiry initiatives related to sustainable practices grounded in Hawaiian knowledge.^{13,6,8,4,9}
19. Every building (new and existing) will integrate sustainability best practices reflective of core concepts of sustainability^{2,9,6,8,7}
20. Create signage at sites that teach sustainable issues to create a walking tour about sustainability on our campus^{2,9,6,8,7}
21. Develop summer institute and other learning professional development opportunities for faculty to learn about and implement sustainability curriculum and activities.^{1,9,5,6}
22. Engage in discussions at the department, program, and campus levels about how to implement sustainability core concepts and climate science on campus and in the curriculum.^{9,campus}
23. Engage STEM faculty with interdisciplinary research and teaching opportunities^{7,campus}
24. Support for clubs and partnerships (Sustainability Promotion Team)^{1,12,11} \$
25. Create an “idea incubator” to support student-driven sustainability efforts^{12,7,6,8}
26. Gather (on a regular basis) a community of scholars (faculty, students, community leaders, cultural practitioners, etc.) to collaborate and design research/inquiry projects related to sustainability.^{4,7,6,8,9,13}
27. Increase evening, weekend, and online courses on sustainable food service practices such as aquaponics, composting and resource conservation including traditional and modern methods^{5,4,campus}
28. Invite Farmer’s Market attendees, and/or host open house events showcasing campus sustainability⁴
29. Include energy efficiency in all new construction and renovation projects^{2,9}
30. Retrofit existing equipment to increase efficiency^{2,9} \$
31. Inspect buildings for efficiency on an annual basis.^{2,9}
32. Conduct energy audits of each building to produce annual building reports on energy use and the condition of facilities; administrative services will submit an annual report to AGOs as part of the KCCSP annual review^{2,11,12,13,14}
33. Hire a licensed electrician to maintain equipment and add sensors to appropriate equipment^{2,9} \$
34. Offer relevant trainings in energy efficiency, renewable energy, sustainability mindset, resilience, and other topics to faculty, administrators, students and community members^{2,5}
35. Foster a change in personal habits by all College employees to reduce energy usage and promote energy efficiency habits at home and work.^{campus}
36. Work with the Neighborhood Boards on sustainability, resilience, and aesthetic issues to increase support for solar panels and other alternative energy forms on campus and in the community.^{4,2,6,8,13,9}
37. Maintain neighborhood qualities such as parking by encouraging carpooling, bus passes as part of student fees, and shuttles^{2,4}
38. Increase visibility of S-Designated, ‘āina-based, and other sustainability-related courses and initiatives through events, displays, publications, and poster-sharing^{9,11,12}
39. Develop a student publication related to sustainable activities^{12,6,7,8}
40. Provide funding for student clubs for sustainability activities and events¹ \$
41. Increase participation and funding for Kalāhū seminar for ‘āina/place-based learning.^{1,8,3} \$
(KCC Strategic Plan II:C)

42. Increase participation and funding for summer Sustainability Institute^{1,campus} § (KCC Strategic Plan II:F)
43. Increase participation and funding for local, regional, and national conferences and webinars related to sustainability in higher education, indigenous learning, STEM and SENCER.^{1,campus} §
44. Increase interdisciplinary sustainability research projects carried out inside and outside of our courses.^{11,campus}
45. Develop logistical support for service-learning and ‘āina-based and place-based learning opportunities, (ex. Campus van or group transportation to and from project sites to reduce the ecological impacts of travel)^{1,2}

II. Objectives by EP4.202 Plan Area:

a. Cultural Connections

1. Review organizational structure of sustainability office in relationship to: culture and language, pedagogical support for ‘āina/place-based learning, service & sustainability learning, learning communities, and community engagement.
2. Develop and maintain authentic reciprocal relationships with community partners (using Carnegie guidelines); with public, private, charter, and Hawaiian immersion schools; with legislative committees; with governmental agencies.
3. Create permanent signage for native plants on campus, including their Hawaiian name, scientific name, and traditional uses
4. Collaborate with existing initiatives and develop a plan to ensure future landscaping and plantings on campus will cultivate, nurture, and protect native plants
5. Creatively ensure that every building will integrate at least one sustainability feature reflective of indigenous values, ʻōlelo Hawai‘i, and sustainability knowledge
6. Increase ‘āina/place based learning professional development opportunities for faculty to learn about and implement ‘āina/place based curriculum and activities.
7. Engage in discussions at the department, program, and campus levels about how to implement Hawaiian language and values into courses as it relates to sustainability.
8. Use the campus to teach the community about landscaping with native plants.
9. Create and strengthen internship, service, and research opportunities for students with community partners that use Native Hawaiian practices to sustain and restore the ‘āina.
10. Increase community access to courses on Hawaiian language and culture to foster a sense of kuleana to the ‘āina that is grounded in ancestral knowledge.
11. Gather (on a regular basis) a community of scholars (faculty, students, community leaders, cultural practitioners, etc.) to speak about and demonstrate the original/innovative ways Native Hawaiians have been sustaining the ‘āina.
12. Develop a community of scholars that collaborate on research/inquiry initiatives related to sustainable practices grounded in Hawaiian knowledge.
13. Increase participation and funding for Kalāhū seminar for ‘āina/place-based learning.

b. Operations (includes Campus engagement impacting physical facility)

- GOAL 4. Reduce Energy Consumption by following UH Sustainability targets, President Obama’s climate commitment, and campus strategic plan.

1. Create a mechanism for addressing campus issues and ideas together (ex. Students working with auxiliary services, faculty senate working with student congress, etc.)
2. Create new facilities position(s) as needed for increased grounds maintenance, landscaping, etc.
3. Create funding to support sustainability-related changes on campus (ex: revolving green fund)
4. Create permanent signage for native plants on campus, including their Hawaiian name, scientific name, and traditional uses
5. Collaborate with existing initiatives and develop a plan to ensure future landscaping and plantings on campus will cultivate, nurture, and protect native plants
6. Creatively ensure that every building will integrate at least one sustainability feature reflective of indigenous values, ʻōlelo Hawai‘i, and sustainability knowledge
7. Use the campus to teach the community about landscaping with native plants.
8. Every building (new and existing) will integrate sustainability best practices reflective of core concepts of sustainability
9. Offer energy efficiency, renewable energy, and LEED training to faculty, administrators, students and community members
10. Foster a change in personal habits by all College employees to reduce energy usage and promote energy efficiency habits at home and work.
11. Work with the Neighborhood Boards on sustainability, resilience, and aesthetic issues to increase support for solar panels and other alternative energy forms on campus and in the community.
12. Maintain neighborhood qualities such as parking by encouraging carpooling, bus passes as part of student fees, and shuttles
13. Develop logistical support for service-learning and ‘āina-based and place-based learning opportunities, (ex. Campus van or group transportation to and from project sites to reduce the ecological impacts of travel)

c. Curriculum (includes Research & Scholarship)

- Goal 5a. Ensure that core concepts of Sustainability Science are considered at all levels of institutional decision-making, practiced on campus, and communicated consistently to students and campus stakeholders.
- Goal 5b. Transform relevant curriculum using S Designation, interdisciplinary learning, new courses, and certificates.
- Goal 5c. Increase S-Designated Courses at CRN, course, department, and program level
- Goal 5d. Increase learning communities and other collaborations that address sustainability and Hawaiian values
- Goal 5e. Develop new courses reflecting values and concepts of sustainability

CURRICULUM ACTION ITEMS

1. Create a mechanism for addressing campus issues and ideas together (ex. Students working with auxiliary services, faculty senate working with student congress, etc.)
2. Review organizational structure of sustainability office in relationship to: culture and language, pedagogical support for ‘āina/place-based learning, service & sustainability learning, learning communities, and community engagement.

3. Increase ‘āina/place based learning professional development opportunities for faculty to learn about and implement ‘āina/place based curriculum and activities.
4. Engage in discussions at the department, program, and campus levels about how to implement Hawaiian language and values into courses as it relates to sustainability.
5. Create and strengthen internship, service, and research opportunities for students with community partners that use Native Hawaiian practices to sustain and restore the āina.
6. Increase community access to courses on Hawaiian language and culture to foster a sense of kuleana to the ‘āina that is grounded in ancestral knowledge.
7. Gather (on a regular basis) a community of scholars (faculty, students, community leaders, cultural practitioners, etc.) to speak about and demonstrate the original/innovative ways Native Hawaiians have been sustaining the ‘āina.
8. Develop a community of scholars that collaborate on research/inquiry initiatives related to sustainable practices grounded in Hawaiian knowledge.
9. Develop summer institute and other learning professional development opportunities for faculty to learn about and implement sustainability curriculum and activities.
10. Engage in discussions at the department, program, and campus levels about how to implement sustainability core concepts on campus and in the curriculum.
11. Engage STEM faculty with interdisciplinary research and teaching opportunities .
12. Gather (on a regular basis) a community of scholars (faculty, students, community leaders, cultural practitioners, etc.) to collaborate and design research/inquiry projects related to sustainability.
13. Increase participation and funding for Kalāhū seminar for ‘āina/place-based learning.
14. Increase participation and funding for summer Sustainability Institute.
15. Increase participation and funding for local, regional, and national conferences and webinars related to sustainability in higher education, indigenous learning, STEM and SENCER.
16. Increase sustainability research projects carried out inside and outside of our courses. (Research in sustainability is not only for STEM disciplines, but is important in all areas. For example, sociology and psychology students can investigate why some people don’t turn off lights or air conditioners when they leave a room.)
17. Develop logistical support for service-learning and ‘āina-based and place-based learning opportunities, (ex. Campus van or group transportation to and from project sites to reduce the ecological impacts of travel)

d. Community Engagement

1. Develop and maintain authentic reciprocal relationships with community partners (using Carnegie guidelines); with public, private, charter, and Hawaiian immersion schools; with legislative committees; with governmental agencies.
2. Increase internal and external publicity for our many successes in Culinary Arts, STEM undergraduate research, and service and sustainability learning (website, app, PR and Community Relations)
3. Use the campus to teach the community about landscaping with native plants.
4. Create and strengthen internship, service, and research opportunities for students with community partners that use Native Hawaiian practices to sustain and restore the ‘āina.
5. Increase community access to courses on Hawaiian language and culture to foster a sense of kuleana to the ‘āina that is grounded in ancestral knowledge.

6. Gather (on a regular basis) a community of scholars (faculty, students, community leaders, cultural practitioners, etc.) to speak about and demonstrate the original/innovative ways Native Hawaiians have been sustaining the 'āina.
7. Develop a community of scholars that collaborate on research/inquiry initiatives related to sustainable practices grounded in Hawaiian knowledge.
8. Create signage at sites that teach sustainable issues to create a walking tour about sustainability on our campus.
9. Gather (on a regular basis) a community of scholars (faculty, students, community leaders, cultural practitioners, etc.) to collaborate and design research/inquiry projects related to sustainability.
10. Increase evening, weekend, and online courses on sustainable food service practices such as aquaponics, composting and resource conservation including traditional and modern methods.
11. Invite Farmer's Market attendees, and/or host open house events showcasing campus sustainability.
12. Offer energy efficiency, renewable energy, and LEED training to faculty, administrators, students and community members.
13. Develop logistical support for service-learning and 'āina-based and place-based learning opportunities, (ex. Campus van or group transportation to and from project sites to reduce the ecological impacts of travel).