

## Introduction

This presentation will introduce Native Hawaiian values (e.g., *Pono, Kuleana, 'Ohana*) that can be infused into curricular goals and intergroup dialogues. Beginning audiences will learn about Hawai`i culture and history that affect students' identities and academic behaviors. Audiences will learn about the importance of collaborations and alliances among staff and faculty using action research methods to change policies and services. Audiences will learn the limitations of available racial/ethnic categories in institutional research in reporting the outcomes and experiences of Native Hawaiians at a PWI.

## Our Abstract

In response to Asian “model minority” myths and stereotyping of Native Hawaiians, Nā Haumāna O Hawai`i (NHOH) and the Office of Hawai`i Outreach have used indigenous pedagogies, action research, and cultural capital paradigms to inform those institutional programs provided to students from Hawai`i. Our efforts have resulted in increased enrollments (20-25% of student body), and the highest retention rates of any ethno-cultural groups on campus. Indigenous, local, and multiracial identity concerns of *nā haumāna* (students) present challenges to institutional understandings of culture, race and ethnicity at a PWI. Our panelists will address: (a) NHOH as culture-based program of leadership, social support, and educational mentoring that predated any campus discussions of “diversity and inclusion,” (b) our studies on

local identity, microaggressions, campus climate, disaggregating racial data, and inclusion of Hawaiian content in the curricular experiences of all students; and c) culturally-informed practices of student support (e.g., “talk story”) and family inclusion that differ from individualistic models offered in student development/services usually provided. This session will particularly benefit conference participants of any experience level who are interested in Native Hawaiian, Pacific Islander, Asian American and multiethnic students’ unique experiences of racism on campus, and cultural capital theories of student retention.

## **Asian “Model Minority” Myths and Stereotyping of Native Hawaiians**

In response to Asian “model minority” myths and stereotyping of Native Hawaiians, Nā Haumāna O Hawai‘i (NHOH) and the Office of Hawai‘i Outreach have used indigenous pedagogies, action research, and cultural capital paradigms to inform those institutional programs provided to students from Hawai‘i. Our efforts have resulted in increased enrollments (20-25% of student body), and the highest retention rates of any ethno-cultural groups on campus. Indigenous, local, and multiracial identity concerns of *nā haumāna* (students) present challenges to institutional understandings of culture, race and ethnicity at a PWI. Our panelists will address: (a) NHOH as culture-based program of leadership, social support, and educational mentoring that predated any campus discussions of “diversity

and inclusion,” (b) our studies on local identity, microaggressions, campus climate, disaggregating racial data, and inclusion of Hawaiian content in the curricular experiences of all students; and c) culturally-informed practices of student support (e.g., “talk story”) and family inclusion that differ from individualistic models offered in student development/services usually provided. This session will particularly benefit conference participants of any experience level who are interested in Native Hawaiian, Pacific Islander, Asian American and multiethnic students’ unique experiences of racism on campus, and cultural capital theories of student retention.

## **Glossary**

Pono: Goodness, uprightness, morality, moral qualities, correct or proper procedure, excellence, well being.

Kuleana: Right, privilege, concern, responsibility.

‘Ohana: Family, relative, kin group; related.