

Kapi‘olani Community College Sustainability Plan

The UH Executive Sustainability Policy 4.202 defines sustainability as “serving the needs of the present without jeopardizing the needs of the future.” Wherever possible, 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 operations, curriculum, and community engagement, while suffusing each of these areas with the Native Hawaiian values and practices which sustained these islands for thousands of years.

Native Hawaiians have a deep and familial connection to the ‘āina of Hawai‘i. Our ‘ōlelo (language), mo‘okū‘auhau (genealogy), mo ‘olelo (stories), mele (songs), and other cultural practices teach us of the inextricable link between culture and land. Our kūpuna had a deep knowledge of the balance needed to sustain life in our islands, and developed intricate systems of land and fishery management to feed all who lived here. It is essential that we look to and learn from this ‘ike kūpuna, or ancestral knowledge, as we embrace our kuleana (responsibility) to mālama ‘āina (protect and care for the land). The UH System Sustainability Policy 4.202 directs us to “embrace the culture, wisdom, and fundamental values of the indigenous people of Hawai‘i to advance sustainability,” and to “establish a university-wide culture that integrates sustainability values in an island context with global impact.”



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

The UH Sustainability Policy 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, food, transportation, research, purchasing, and other aspects of campus life. The Kapi‘olani Community College Sustainability Plan (KCCSP) is intended to catalyze, synthesize, and be inclusive of related goals and objectives outlined in the following reports, programs, and plans (see Appendix for sustainability-related goals and outcomes):

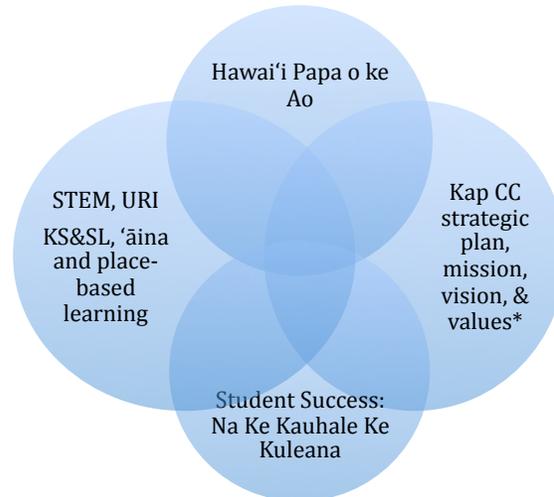


Figure 2: Catalyze, synthesize, and be inclusive

KCCSP OUTCOMES

Outcomes describe a broad, long-term horizon line motivating the KCCSP

- 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) Increased enrollment, retention, and student satisfaction resulting from high context, solutions-based learning opportunities for students to engage with sustainability issues relevant to their 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.

GOALS

Goals are 3 year targets that provide evidence of progress in each area defined by the UH System Sustainability Policy. EP 4.202 is organized into five areas: Operations, Curriculum, Research & Scholarship, Campus & Community Engagement, and Cultural Connections. An overview of goals by policy area can be found in the Appendix.

OUTCOMES

Outcomes are specific ideas and do-able items that require collaboration and project management. Many outcomes overlap in areas such as curriculum and operations, or professional development and community engagement. An overview of outcomes by area (Operations, Curriculum, Professional Development, and Community Engagement) can be found in the Appendix.

KULEANA (responsibility)

This plan is submitted by the Chancellor's Advisory Council (CAC) Budget Committee; with input, approval, oversight, and responsibility for implementation from the College's four Authorized Governing Organizations (AGOs)

- ¹¹Faculty Senate
- ¹²Student Congress
- ¹³Kalāualani Native Hawaiian Council
- ¹⁴Staff 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
- ^{8c}Āina & Place-based initiatives
- ⁹Faculty Senate Sustainability Committee
- ¹⁰Student Success Council

The KCCSP is comprised of 45 objectives organized into 5 goals. The office(s) or organization(s) with an important responsibility for meeting each objective is designated with a superscript. When an objective involves the entire campus, the superscript will so indicate campus.

Ultimately, sustainability is the kuleana of the entire campus community. The KCCSP impacts, and can only be implemented by, every member of the campus community. It is implicit and imperative that goals and outcomes of this plan should be firmly integrated into hiring, purchasing, and reward structures including tenure and promotion dossiers.

REVIEW and TIMELINE

The KCCSP 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. This KCCSP is designed to be effective from Spring 2016 through Spring 2019. A revised KCCSP will be developed to succeed the present plan.

GOAL 1: Organizational Change Management¹ and Transformative Learning²

Rethink mechanisms for dialogue, problem solving, project-management, assessment, and reporting; in short, recognize that change is disruptive and that the KCCSP requires new collaborations, understandings, and support. *It is best if we work together, according to our many strengths, to restore the wisdom of the past and move forward with creating a righteous future.*

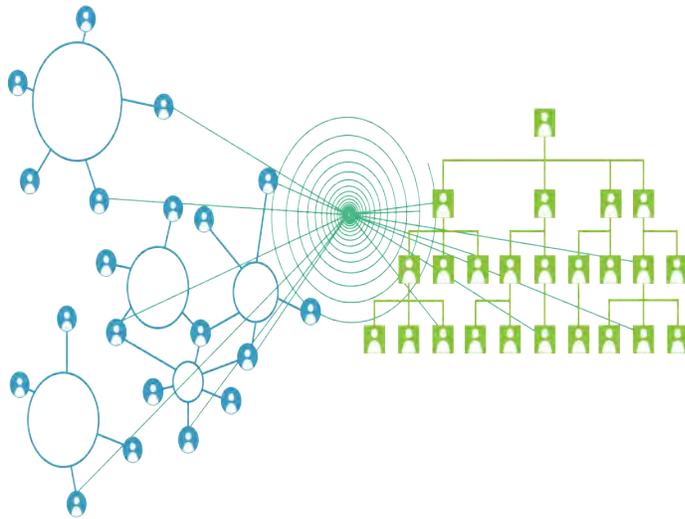


Figure 3: “We are moving from a command control operating system to a dual operating system aligned around shared purpose.” – Leith Sharp

GOAL 1 OBJECTIVES

1. Create a mechanism for addressing campus issues and ideas together (ex. Students working with auxiliary services, faculty senate working with student congress, etc.)^{campus}
2. Create a coordinator position at admin staff level responsible for managing, tracking, assessing, and reporting the KCCSP.^{1,2}

¹**Organizational Change Management (OCM)** refers to any approach to transitioning [individuals](#), [teams](#), and [organizations](#) using methods intended to re-direct the use of resources, business process, budget allocations, or other modes of operation that significantly reshape a company or organization. ²**Transformative learning** is the expansion of consciousness through the transformation of basic worldview and specific capacities of the self.

3. 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.^{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)^{1,2}
8. Revise hiring, promotion, and rewards systems to value objectives in the KCCSP¹

GOAL 2: Indigenous Values, ‘Ōlelo Hawai‘i, and Sustainability Wisdom

- 2a. 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 all levels of institutional decision-making, present on campus, and communicated consistently to students and all campus stakeholders.
- 2b. Ensure that Hawaiian language and culture are perpetuated on campus in order to ground these values in ancestral knowledge and practice.

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
Aloha ‘āina:	Love and respect of the land and sea.
Mauō:	Perpetuation of our wellbeing.

GOAL 2 OBJECTIVES BY AREA

A. Campus as a living laboratory (OPERATIONS)

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 wisdom¹³

B. Professional development for faculty, staff, and administrators

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}

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}

C. Community Engagement:

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}

GOAL 3: Core Concepts³ 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

³The 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 OBJECTIVES BY AREA

A. Campus as a living laboratory

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}

B. Professional Development

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 on campus and in the curriculum.^{9,campus}
23. Engage STEM faculty with interdisciplinary research and teaching opportunities^{7,campus}

C. Student and Community Engagement

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

GOAL 4. Reduce energy consumption and campus carbon footprint by following UH Sustainability targets, President Obama’s climate commitment, and campus strategic plan. Note *Policy 4.202 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.*

GOAL 4 OBJECTIVES BY AREA

A. Campus as a living laboratory

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}

B. Professional Development

34. Offer energy efficiency, renewable energy, and LEED training 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}

C. Community Engagement

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}

GOAL 5: Curriculum

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

- 4a. Increase S-Designated Courses at CRN, course, department, and program level
- 4b. Increase learning communities and other collaborations that address sustainability and Hawaiian values
- 4c. Develop new courses reflecting values and concepts of sustainability
- 4d. Develop Academic Certificate(s) in Sustainability with transcript notations (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 5 OBJECTIVES BY AREA

A. Campus as living laboratory

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

B. Professional Development:

41. Increase participation and funding for Kalāhū seminar for ‘āina/place-based learning.^{1,8,3}
42. Increase participation and funding for summer Sustainability Institute^{1,campus}
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}

C. Community Engagement

44. 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.)^{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}

SUPPORTING POLICIES**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

2. UHCC Strategic Plan 2015-2021, Strategic Directions Sustainability

http://www.uhcc.hawaii.edu/OVPCC/strategic_planning/strategic_plan_2015_2020.php

3. UH Strategic Directions 2015-2021, Action Strategy 1

<https://manoa.hawaii.edu/strategicplan/>

4. Regent's Policy 4.201, Section C.4

<http://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=4&policyNumber=201>

5. Executive Policy 4.202

<https://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=4&policyNumber=202>

6. Hawai'i Papa o ke Ao

<https://www.hawaii.edu/offices/op/hpokeao.pdf>

7. Na Ke Kauhale Ke Kuleana, Student Success Campus

<http://facultysenate.kapiolani.hawaii.edu/committees/ssc/>

APPENDIX**1. Objectives Master List (45 Objectives)**

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 a coordinator position at admin staff level responsible for managing, tracking, assessing, and reporting the KCCSP.
3. 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.
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.
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)
6. Create new facilities position(s) as needed for increased grounds maintenance, landscaping, etc.
7. Create funding to support sustainability-related changes on campus (ex: revolving green fund)
8. Revise hiring, promotion, and rewards systems to value objectives in the KCCSP
9. Create permanent signage for native plants on campus, including their Hawaiian name, scientific name, and traditional uses
10. Collaborate with existing initiatives and develop a plan to ensure future landscaping and plantings on campus will cultivate, nurture, and protect native plants

11. Creatively ensure that every building will integrate at least one sustainability feature reflective of indigenous values, ʻōlelo Hawai‘i, and sustainability wisdom
12. Increase ‘āina/place based learning professional development opportunities for faculty to learn about and implement ‘āina/place based curriculum and activities.
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.
14. Use the campus to teach the community about landscaping with native plants.
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.
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.
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.
18. Develop a community of scholars that collaborate on research/inquiry initiatives related to sustainable practices grounded in Hawaiian knowledge.
19. Every building (new and existing) will integrate sustainability best practices reflective of core concepts of sustainability
20. Create signage at sites that teach sustainable issues to create a walking tour about sustainability on our campus
21. Develop summer institute and other learning professional development opportunities for faculty to learn about and implement sustainability curriculum and activities.
22. Engage in discussions at the department, program, and campus levels about how to implement sustainability core concepts on campus and in the curriculum.
23. Engage STEM faculty with interdisciplinary research and teaching opportunities
24. Support for clubs and partnerships (Sustainability Promotion Team)
25. Create an “idea incubator” to support student-driven sustainability efforts
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.
27. Increase evening, weekend, and online courses on sustainable food service practices such as aquaponics, composting and resource conservation including traditional and modern methods
28. Invite Farmer’s Market attendees, and/or host open house events showcasing campus sustainability
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32. Increase evening, weekend, and online courses on sustainable food service practices such as aquaponics, composting and resource conservation including traditional and modern methods
33. Invite Farmer's Market attendees, and/or host open house events showcasing campus sustainability
34. Offer energy efficiency, renewable energy, and LEED training to faculty, administrators, students and community members
35. Foster a change in personal habits by all College employees to reduce energy usage and promote energy efficiency habits at home and work.
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.
37. Maintain neighborhood qualities such as parking by encouraging carpooling, bus passes as part of student fees, and shuttles
38. Increase visibility of S Designated, 'āina -based, and other sustainability-related courses and initiatives through events, displays, publications, and poster-sharing
39. Develop a student publication related to sustainable activities
40. Provide funding for student clubs for sustainability activities and events
41. Increase participation and funding for Kalāhū seminar for 'āina/place-based learning.
42. Increase participation and funding for summer Sustainability Institute
43. Increase participation and funding for local, regional, and national conferences and webinars related to sustainability in higher education, indigenous learning, STEM and SENCER.
44. 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.)
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)

2. Objectives by Plan Area:

a. Cultural Connections

3. 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.
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.

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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.
14. Use the campus to teach the community about landscaping with native plants.
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.
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41. 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.)
6. Create new facilities position(s) as needed for increased grounds maintenance, landscaping, etc.
7. Create funding to support sustainability-related changes on campus (ex: revolving green fund)
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14. Use the campus to teach the community about landscaping with native plants.
19. Every building (new and existing) will integrate sustainability best practices reflective of core concepts of sustainability
34. Offer energy efficiency, renewable energy, and LEED training to faculty, administrators, students and community members

- 35. Foster a change in personal habits by all College employees to reduce energy usage and promote energy efficiency habits at home and work.
- 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.
- 37. Maintain neighborhood qualities such as parking by encouraging carpooling, bus passes as part of student fees, and shuttles
- 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)

c. Curriculum (includes Research & Scholarship)

- 2a. 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.
 - 2b. Transform relevant curriculum using S Designation, interdisciplinary learning, new courses, and certificates.
 - 2c. Increase S-Designated Courses at CRN, course, department, and program level
 - 2d. Increase learning communities and other collaborations that address sustainability and Hawaiian values
 - 2e. Develop new courses reflecting values and concepts of sustainability
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 - 18. Develop a community of scholars that collaborate on research/inquiry initiatives related to sustainable practices grounded in Hawaiian knowledge.
 - 21. Develop summer institute and other learning professional development opportunities for faculty to learn about and implement sustainability curriculum and activities.

- 22. Engage in discussions at the department, program, and campus levels about how to implement sustainability core concepts on campus and in the curriculum.
- 23. Engage STEM faculty with interdisciplinary research and teaching opportunities
- 24. 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.
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- 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)

d. Community Engagement

- 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.
- 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)
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25. Increase evening, weekend, and online courses on sustainable food service practices such as aquaponics, composting and resource conservation including traditional and modern methods
26. Invite Farmer's Market attendees, and/or host open house events showcasing campus sustainability
34. Offer energy efficiency, renewable energy, and LEED training to faculty, administrators, students and community members
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)