

Memorandum of Understanding

College of the Marshall Islands agrees to partner with the APIA Scholars in an inquiry project with the goal to improve the educational outcomes for Native Hawaiians and Pacific Islander (NHPI) students on campus and in the broader field of higher education. The collaboration associated with this project involves several components as listed in the agreement with regard to activities, deliverables, and the timeline. The duration of this agreement is approximately 14 months, starting from 10/15/21 and culminating 12/15/22.

Overview and Expectations for the Inquiry Activities

Robert Teranishi is the Principal Investigator (PI) and lead for this inquiry project. He will work in collaboration with a Campus Inquiry Team (CIT) consisting of 5 to 10 members from College of the Marshall Islands to examine the experiences of NHPI students on campus. The Campus Inquiry Team will be representative of different units on campus, such as admissions and outreach, academic and student affairs, institutional research office, faculty, and counselors. The PI will provide guidance and support to the CIT throughout the duration of this project. During the inquiry and examination process, the team and PI will be granted access to and use of data on institutional practices, programs, and services as permitted by the institution. Adherence to this agreement is needed for a mutually beneficial partnership and successful completion of this project, which includes the following commitments from the institution and Campus Inquiry Team:

I. Expectation for Campuses

- Establish a campus inquiry team that can engage with a team of researchers throughout the project.
- Engage in the inquiry process with guidance and support from a research team to study a program or service provided by the institution.
- Work collaboratively with the research team to identify how findings will lead to modified interventions.
- Attend 2 Learning Labs hosted by APIA Scholars with other institutional partners involved with the project.
- Promote research in meetings within the campus and externally with local, regional stakeholders to build relationships that support NHPI success outcomes.
- Commit to implementing at least one of the modified interventions recommended by the research findings within one year after the project end date.
- In addition to pursuing modified intervention, the campus will consider the implications of the findings for systemic changes in each of the three following categories: Student Supports Programs, Institutional Data Policy, and Institutional Research office job descriptions.

- The institution agrees to provide APIA Scholars with a report on the impact of modified interventions and progress on systemic changes one year after the project end date.

II. Participate in Campus Inquiry Team Meetings

The Principal Investigator and Campus Inquiry Team will have three meeting sessions throughout the span of this project. Each meeting has specific goals tied to deliverable action items intended to drive the project forward (See chart below).

Session(s)	Goals and Deliverable Action Items
First Meeting September – December 2021	<ul style="list-style-type: none"> • Establish shared goals and expectations • Identify research priority areas • Discuss any available existing data that might help inform the work
Second Meeting January – April 2022	<ul style="list-style-type: none"> • Share preliminary findings • Discussion of findings to derive meaning from the results • Participate in Learning Lab (Date TBD) and develop a plan for disseminating findings
Third Meeting May – August 2022	<ul style="list-style-type: none"> • Share campus findings with other CITs • Learn about the research conducted by other CITs • Discuss implications of the research for the broader field • Participate in Learning Lab (Date TBD) and a develop an action plan for modified intervention the campus will pursue.

III. Help Collect and Examine Institutional Data

- Work with PI to identify, gain access to, and utilize secondary (quantitative) data on student enrollment, participation rates, and outcomes as needed.
- Work with PI to develop inquiry protocols (i.e., survey instruments, interview protocols) and to engage in outreach, recruitment, and scheduling of interviews as needed.
- Share pertinent documents related to programs and services offered to support underrepresented students (e.g., grant proposals/reports for grant programs).

IV. Participation in Outreach and Dissemination

- Campus Inquiry Team will share their findings and recommendations in the form of brief report(s) or presentation(s) to campus leaders and other key stakeholders.
- The Campus Inquiry Team will present findings at one regional and/or state meeting to share their research.
- The Campus Inquiry Team and institution will give attribution to APIA Scholars and acknowledge its role and contributions in written, digital, and/or oral presentations produced regarding the inquiry project and its associated activities and findings.

V. Learning Labs

- Campus Inquiry Team will have the opportunity to join Learning Labs, which are designed to engage in discussions about key issues of policy and/or practice.
- The Campus Inquiry Team will work with Capacity Building Coaches, which will support institutions in the dissemination process with internal and external stakeholders.

VI. Expectations for APIA Scholars and the Principal Investigator

- The PI will participate and co-facilitate Campus Inquiry Team meetings, including assistance with developing meeting agendas and scheduling meetings.
- The PI will assist with the development of inquiry protocols (i.e., survey instruments, interview protocol, budget worksheet) for the Campus Inquiry Team's review and input.
- The PI will assist the campus in data collection efforts (e.g., conducting interviews, reviewing and analyzing documents) as needed.
- The PI and Capacity Building Coaches will work with the Campus Inquiry Team to develop materials (e.g., briefs, presentations, etc.) as needed to highlight key findings and suggestions for next steps with the campus community.
- The PI, with permission from APIA Scholars and the campus, will be allowed to publish findings that emerge from this inquiry project in the form of reports, articles, or book chapters. No individuals will be personally identified in such writings without their permission. However, the institution may be identified along with partner institutions.
- APIA Scholars is granted unrestricted, paid-up right and license to use, have use, distribute, and prepare derivative works from the project outcomes in all formats and media. No individuals will be personally identified in such writings without their permission. However, the institution may be identified along with partner institutions.

Members of the Campus Inquiry Team

With consultation with the PI, the campus has assembled the following campus inquiry team:

- Dr. Elizabeth K. Switaj, Vice President for Academic & Student Affairs [Lead]
- Cheryl Vila, Director of Institutional Research and Assessment
- Jemimah Razalan, Associate Dean for Learning Support
- Meyar Mamis, Associate Dean for Student Equity and Engagement
- Jomi Capelle, Director of Admissions and Records
- Sali Andrike, Director of Financial Aid
- Demiana Kumoru, Director of Counseling

Scope of the Research

The PI and Campus Inquiry Team has met to discuss and finalize the following research questions to guide this project:

1. Does initial placement level contribute to the lower rates of persistence and completion of all female students in their first year at CMI?
2. Are there other demographic factors that contribute to the lower rates of persistence and completion of all female students in their first year at CMI? (such as age, socioeconomic status, etc.)
3. What experiences do female students who do not persist or do not complete all attempted credits have at home and on campus?
 - 3.1. Do living arrangements and/or caregiving responsibilities contribute to the lower rates of persistence and completion of all female students in their first year at CMI?

Payment Schedule

The campus will receive a total of \$30,000 that will be distributed in two payments throughout the duration of the grant.

Payment 1: Establish Campus Inquiry Team and complete MOU	\$15,000 (10/31/21)
Payment 2: Final presentation of findings and action plan	\$15,000 (9/31/22)

The payments will be made directly to designated office/department (designate here):

Name: Stevenson Kotton

Unit: Vice President for Business and Administrative Affairs

Address: P.O. Box 1258, Majuro, MH 96960, Republic of the Marshall Islands

In recognition of a common goal to make an impact to better serve Native Hawaiians and Pacific Islanders, APIA Scholars and College of the Marshall Islands agree to the terms described in this MOU.

DocuSigned by:

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Dr. Irene Taafaki Date
President
College of the Marshall Islands

[Insert Name] Date
[Title]
APIA Scholars