

Institutional Planning Committee (IPC)

Minutes

June 11, 2014

Present Members: Biuma Samson, Bob Willson, Cheryl Vila, Edward Adiniwin, Marilyn Harry, Anne Bennett (sub. Mary Van Auken), Nik Willson, Rachel Salomon, Ruth Abbott

Present by Invitation: Ben Chutarro, Carl Hacker, Hilda Heine

Chair: Cheryl Vila

Recording Minutes: Nik Willson

Summary

Begin Strategic Dialogue with Government

The meeting was entirely discussion. The discussion was to open a dialogue with Ministry of Education (MoE) and the government, with Minister Dr. Hilda Heine as their representative, to align the development of CMI's strategic plan with national priorities and planning. IPC welcomed the Minister and asked the following questions, in the order given below.

1. What are the government's plans for higher education?
2. What is University of the South Pacific (USP) doing that CMI is not?
3. Does CMI need "Majolization" in the eyes of the government?
4. What is the government vision for higher education?
5. How can CMI and MoE exchange info for planning purposes?
6. Is there anything in the MoE plan to address the transition to CMI or college from secondary education?

Other discussion followed.

Details

Discussion Questions

1. What are the government's plans for higher education?
 - a. CMI is the lead higher education institution for the country.

- b. USP is supplementary to what CMI cannot provide now.
 - c. For CMI, priorities should be:
 - i. teacher education
 - ii. nursing
 - iii. liberal arts
 - iv. vocational education
 - d. The Minister is developing a policy to delineate the responsibilities of CMI vs. USP.
 - i. The policy's aim is to minimize duplication of resources.
 - ii. She will copy President Hacker.
 - iii. This proposed policy is soon to be sent to the Cabinet.
2. What is USP doing that CMI is not?
- a. USP provides highest degrees in education available locally.
 - i. This is largely a product of their development as an institution prior to coming to the RMI.
 - ii. Historically, they arrived in the RMI with a number of higher education programs intact, some at Masters degree level, that were ready to deploy.
 - b. Meanwhile, CMI had began here in the tradition of community colleges, offering Associates degrees.
 - c. USP's offering higher degrees is not a prerogative.
 - i. The Minister wants to see CMI continue its efforts to raise the levels of degrees it offers, and complete its developments for four year programs in education and nursing.
3. Does the government perceive CMI as a foreign institution?
- a. The government has mixed views which are not necessarily exclusive.
 - b. Each view must come to a compromise with the other.
 - i. Some favor more "Majolization" or local indigenization at CMI.
 - 1. Majolization does not preclude accreditation.
 - a. Accrediting bodies in indigenous knowledges exist.
 - 2. The complication here is our own preparedness as a society.
 - a. We need time to develop skills and talent.
 - ii. Some see CMI's role as making Marshallese people "competitive in the world," continuing to look to American models of education.
 - 1. An American model does not preclude adaptating to Marshallese language and culture, nor using Marshallese as a language of instruction in bilingual classrooms.
 - 2. The Minister favors more instruction in Marshallese and establishing a Marshallese research center.
 - iii. Resolving the place of Marshallese language and culture in higher education will take time and coordination across all levels of education to develop the personnel necessary.
4. What is the government vision for higher education?
- a. There is no articulated vision.
 - b. CMI should help the government here.
5. How can CMI and MoE exchange info for planning purposes?

- a. The Minister wants ideas on integrating strategic planning.
 - i. IPC should see the latest strategic plan in order to develop suggestions
 - b. Public school system will be putting together board of education.
 - c. Maybe CMI can consider putting a representative on this board of education.
 - d. K-20 continuum is important.
 - i. In many states they have a k-20 group to ensure that the levels of education are coming together smoothly.
 - e. Get more Marshallese talent in CMI faculty,
 - i. MoE and CMI could collaborate on an "educator incubator" program
 1. top-performing teachers are groomed to become CMI instructors.
6. Is there anything in the MoE plan to address the transition to CMI or college from secondary education?
- a. MoE needs more college/career counseling in secondary education.
 - b. MoE is looking at advanced training academies in the high schools STEM/legal etc additional training.
 - c. CMI personnel might come to the high school counseling center.
 - i. CMI faculty might volunteer to serve at high schools.
 - d. MoE has changed the high school acceptance standards, requiring a minimum score.
 - e. MoE needs to address truancy and drop-out.

Other Discussion

1. Population loss, especially in the Outer Islands, is an issue for which we must prepare.
 - a. The solution will have to be dynamic and long-term.
2. Overall, CMI is heading in the right direction.
3. The government has to realize CMI is the only choice for many people.
4. CMI might carefully look into ways of marketing itself better.
5. The Minister encouraged IPC to have a stakeholder meeting with the whole community.
6. The IPC would like to meet with the Minister again when the strategic plan is more complete.