Kelly highlighted to members that useful initial feedback had already been received on the draft mission statement following its issuance to faculty and staff at the end of last week and presentation at the faculty retreat on January 7th. A summary of the feedback already received was presented in paper SPC 08/11. The committee considered whether, based on this feedback, any amendment should be made to the mission statement prior to it being issued for formal consultation next week. In their discussion, the committee noted the following:

- Some of the terms in the draft mission statement require clarification (e.g. ‘interactive’ and ‘our’). The committee recognized that it has the benefit of context with regards to why certain terms were chosen but the average reader of the statement won’t have had that benefit so we will need to come back to some of the terms and clarify them where necessary.

- One specific criticism raised was that the draft statement does not refer to the purpose of the university. This was contested as the draft statement does say ‘for the benefit of….’ But it was perhaps the phrase ‘committed to’ that made it sound too passive. The committee recognized that this particular comment goes back to the way in which the mission statement is framed and that they may wish to revisit this.

- That the mission statement and the vision statement go together, in that they are complimentary, but
they must also be able to stand alone.

- That we may have missed an opportunity in the draft mission statement to explicitly highlight UH Hilo’s strategic advantage over other universities, namely: (1) personalized learning afforded by relatively small class sizes, and (2) the location (cultural and natural) of UH Hilo. E.g. we reference ‘intercultural communities’ but there is an argument that any university in a large city could claim an ‘intercultural community’. We should be perhaps more explicitly reference the cultures of Hawaii and its geography/environment.

The committee also noted that more feedback would be received from the formal consultation (to begin in the week commencing January 17th) and that they would be in a better position to make changes to the draft mission statement following consideration of all feedback. As a result, the committee agreed to leave the draft mission statement as it is and to revisit it following the mission/vision consultation.

Some members reported other comments/feedback that they have received from stakeholders on the draft mission:

- The statement lacks specificity and doesn’t tell us what we’re not going to do. Part of that may be answered by the goals and actions but nonetheless the committee needs to look to clarifying the statement.

- A mission statement supposed to be assessable. Yes and no – a mission itself needs to indicate what could be assessed but it’s the goals/actions that sit behind and compliment the mission that need to be assessable.

- The mission doesn’t conform to existing general education agenda. No one existing policy or agenda should drive the revision of the mission. The mission should though describe the purpose of the university.

- Could the word ‘inquiry’ be used rather than ‘discovery’?

- Reorganization and restructuring may be necessary in a way that brings similar groups together to try and focus on getting units together with rational logic about why they are together.

2 | Minutes of the 7th SPC meeting (05/11)

There were no additions or amendments to the minutes of the seventh meeting. The minutes were therefore approved.

3 | Draft vision development (05/11, 06/11 and 07/11)

Kelly highlighted paper SPC 07/11 which summarized some key characteristics of vision statements to reaffirm to SPC members what they need to bear in mind when developing the draft vision statement.

The committee then split into three groups and, based on the previous meeting’s discussion, highlighted three or four points or elements that they felt should be reflected in a vision statement for UH Hilo. The reports of each group are as follows:

**Group 1:**

- Abundance of cross-unit collaboration in programs, teaching and research
- Culture where students feel nurtured from the day they get here to the day they graduate
- Culture of pride by UHH by all stakeholders ('pride' was identified as an outcome in the later discussion)
- Every program should be able to deliver an experience to every student that is rooted in Hawaii culture, geography, and environment. ('Every Program' implies faculty and staff are included in developing Hawaii experience in their curricula, not just the student experiencing the experience)

**Group 2:**
Overarching was having ‘research’ or evidence feed through/form the basis of what we do.

- Building an understanding of Hawaii’s geography, culture and natural environment
- Integrated learning – vertical and horizontal. Not just cross-unit collaboration but also vertical (K-12 through to undergraduate through to graduate).
  - Every student having a practical, applied, authentic experience within the community – applying their integrated learning.
  - Breaking down boundaries between departments, and structuring the university based on what is studied rather than by discipline. (Restructuring is perhaps something that might be required but that needs to come under goals or actions, not necessarily to explicitly reference in the vision. That is, restructuring would be to support the vision but wouldn’t drive it)
- All of the above should lead to an increase in sustainability in the broadest sense but include environmental and cultural sustainability.

**Group 3:**

- UH Hilo should be a university of choice - students want to come here. Achieved by seeking to develop a vibrant, energetic, classroom, campus and community (this is particularly in relation to developing, in partnership with the community, a college-town environment) (Recognizing that the university is not mutually exclusive from the community – that we have a mutual partnership)
- Connected with the community and culture (that the cultures of Hawaii should be woven into the fabric of the university in all of its endeavors)
- Provide the opportunity for the average person to excel by preparing them to thrive, compete, innovate and lead. (It was noted that this is outcome driven – that is, this is what we hope our students will be prepared for if we do X, Y, and Z)

**General comments:**

Hawaiian culture versus culture of Hawaii: When we talk about given students a ‘Hawaiian experience’ we’re talking not just about the Hawaiian culture, but the cultures of Hawaii.

**Areas of Commonality**

1. What we want our students to go away with (student outcome focused):

   Nurturing/supportive/encouraging environment versus learning opportunity: Providing students the opportunities they need to succeed in a nurturing/supportive/encouraging environment.

   UH Hilo will provide opportunity for students to thrive, compete, innovate and lead in a supportive environment to:

   - Provide our students with the tools (knowledge, skills and ability) (to thrive, compete, innovate and lead) they need to reach their potential

2. Vertical and horizontal integrative learning

   Horizontal - Cross-unit collaboration (reorganization may be necessary to address this) to provide students with more holistic learning experience

   Providing practical, authentic and applied experience for each student related to Hawaii people, culture,
geography, and environment. This could be a research, practical, cultural, or service experience. Community connection rather than community-based
Vertical – P-20 partnerships – high school, undergraduate, graduate

3. Research/evidence-based (not sure if this should be within the vision statement or is an outcome of it)
   Informing what we do with evidence (research). The integration of research in training of students.
   UH Hilo already has a strong base in applied research. Concept of ‘applied’ has to be real though – something students that has practical application and students can relate to (authenticity dilemma).

Outcomes:
The outcomes we’re aiming for with the above is:
- Vibrant, energetic, classroom, campus and community (ripple effect)
- Sustainable culture and natural environment (a model for the rest of the world)
- Students who can thrive, compete, innovate and lead

Following the above discussion, it was agreed that the drafting subcommittee would meet to develop a draft vision statement and circulate it to the rest of the SPC for comment.

Action 1: Drafting subcommittee to develop a draft vision statement based on the above discussion points.

4 Summary of actions and close

[Kelly left the meeting early to attend a class so Marcia took over as Vice-Chair]

Marcia informed members that as the committee didn’t quite reach the goal of drafting a vision statement by the end of today’s meeting that an additional SPC meeting has been arranged for Friday January 14th in the Private Dining Room. Siân confirmed that she would arrange a meeting of the drafting subcommittee to draft a vision statement based on today’s discussion for either Wednesday afternoon or Thursday, and would circulate to the committee the draft statement.

Marcia thanked members for their time and input and closed the meeting.