SUMMARY REPORT OF THE UH HILO DRAFT STRATEGIC PLAN CONSULTATION

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Acknowledgement

The Strategic Planning Committee would like to acknowledge those people who took part in this consultation. Their valued and constructive thoughts and suggestions on the draft strategic plan has helped us to further develop and finalize the plan in a way that truly reflects the views of our university’s valued stakeholders – our students, staff, faculty, community members and external partners. We thank them. Mahalo nui loa.
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EXECUTIVE SUMMARY OF THE COMMITTEE’S RESPONSES TO THE CONSULTATION FEEDBACK

1. Overview

The Strategic Planning Committee (SPC) developed draft goals and actions for the university during February to April 2011, and in mid-April sought feedback from UH Hilo stakeholders on these. The consultation included mission and vision statements that had been revised following the draft mission and vision consultation in January 2011, along with new sections called ‘who we are’ and ‘what we stand for’. These latter two additions were developed in an effort to further clarify UH Hilo’s identity in response to feedback from the January consultation.

The feedback received from this latest consultation (April) was very constructive, indicating a high-level of satisfaction with the draft plan as a whole and providing the committee with a clear indication of where changes and clarifications remained to be made. The feedback was analyzed by identifying recurring patterns, or themes, from the responses relating to specific aspects of the draft plan. This report details the major, substantive changes made to the draft strategic plan on the basis of consultation feedback.

Note that the numbering of the actions in this report refers to the numbering in the draft strategic plan that was consulted on – they do not necessarily match up to the final version of the plan.

2. Summary of the SPC’s responses to feedback on the draft plan

General

a) We recognize that we need to make the plan more succinct and will make all efforts to do so. We need to balance the need to provide enough information that points are clear and understandable whilst also keeping points succinct.

b) The final published version of the plan will be available in English and Hawaiian to demonstrate our support for the Hawaiian language and in recognition that Hawai‘i is an officially bilingual state.

c) At the request of the Chancellor the SPC grouped the actions into two levels – priority actions and supporting actions. The SPC undertook this prioritization by considering all previous evidence, the impact each action could have on achieving its relevant goal, and an action’s potential impact toward improving graduation (a central tenet of the plan). Each SPC member then rank ordered each action for each goal and the results were aggregated to indicate the highest ranking actions. The SPC discussed these results and adjusted rankings where necessary. The individual actions are not ordered in terms of priority – rather they are grouped by ‘priority’ and ‘supporting’ to help the university make decisions about where to particularly focus resources in this challenging budget time.

d) Plans to help support implementation are currently being developed and will be worked up over the summer of 2011. The Chancellor is committed to using the plan as a framework to inform decision making and to allocate resources. Successful implementation will need all areas of the university, including students, to be involved and help to make change happen.

e) We have put an English translation next to Hawaiian terms used (e.g. ‘ohana/family) to ensure consistent understanding.

f) We have included in the ‘who we are’ segment a statement on UH Hilo’s responsibility, as a member of the UH system, to serve the Native Hawaiian population of Hawai‘i.

g) We recognize the historic link to the Pacific region and in particular Asia-Pacific. The revised mission statement deliberately includes the terms ‘Pacific region’ to indicate this linkage – with Asia-Pacific a part of the broader Pacific region. We have also revised Goal 4 and made specific reference to Asia-Pacific cultures in the description of that goal.
h) There were several existing references to distance learning and educational technologies in the plan, but we added a reference to technologies under goal 2 to help support excellence in teaching.

Mission

i) As we have defined it, the mission statement sets out the primary purpose of UH Hilo – to provide an excellent education for students – and in doing so our entire university ‘ohana (family) is involved in achieving that aim. We recognize that UH Hilo has other responsibilities and we have sought to highlight these in the ‘what we stand for section’. Throughout its discussions the SPC has deliberately sought to avoid ‘labeling’ the university as one ‘type’ or another. UH Hilo is and offers many things to many people and that is reflected by our institution’s diverse programs and activities.

However, we further discussed the term ‘elevate’ and have replaced it with the term ‘challenge’ to better convey a sense of ‘raising the bar’.

Vision

j) We recognize that the start of the second sentence takes a different tone to the first sentence and therefore implies a responsibility on the student to seek applied scholarship experiences. What we instead intended was to place that responsibility on the university to support students in undertaking applied scholarship. We therefore adjusted the start of the sentence to read: ‘We will engage every student in…’

We recognize that aiming to provide every student with an applied scholarship experience is challenging. We considered removing the word but agreed that we wished to retain a strong stance. We strongly believe that aiming for every student is what UH Hilo should strive for and is appropriate for the vision. We therefore retained the phrase ‘every student’.

k) UH Hilo is in a unique position of being able to utilize surrounding natural and cultural resources to enhance the learning experience for students. The university has been referred to as a ‘living laboratory’ and indeed that was frequently highlighted as a key strength from the preplanning evidence. While we recognize that application of learning is not the only experience that promotes student success, nonetheless we identified applied learning as a strategic advantage for the university and therefore highlighted it in the vision statement. The focus on ‘applied’ was therefore retained.

Our intention in using the term ‘scholarship’ was to ‘raise the bar’ in terms of how our students are perceived and how our students think of themselves. We do however acknowledge that ‘scholarship’ is an ambiguous term with multiple meanings and therefore agreed to change ‘scholarship’ to ‘learning’.

l) We acknowledge that the second sentence of the vision statement implies that learning is restricted to that related to Hawai’i and that was not our intention. We have therefore clarified the second sentence to better reference both application of learning to Hawai’i and a broader global context. The revision is: ‘We will engage every student in applied learning that links theory with practice, connects to the distinctive natural and cultural environments of Hawai’i, and promotes skilled participation in a global society.’

Draft goal 1

m) We have removed the word ‘instigate’ from action 1.1 on providing an overview of academic and conduct expectations and replaced it with ‘develop’. The focus of the action has also been broadened to all students, not just freshman.

n) We agree that this action on developing in students an entrepreneurial confidence and spirit is too vague. We have removed the action completely and instead referred to developing an ‘entrepreneurial confidence’ in the goal description.

o) We have re-worded action 1.7 to place an emphasis on a culture of mentorship and have provided examples of how that could be achieved through traditional advising and other means.
Draft goal 2

p) We have referred to both students’ different learning styles and educational technologies in a redraft of action 2.1 on teaching excellence.

q) Our intent with action 2.3 was to advocate for greater accountability of the administration in terms of how overheads from extramural funds are used. We understand how that intention was lost in the wording of the action. We also agree that this action does sit awkwardly under this goal and so decided to move reference to extramural funding to goal 6 on organizational excellence. The reference was included in an action on streamlining and clarifying administrative procedures particularly relating to the submission and administration of extramural research grants and other processes.

Draft goal 3

r) We discussed suggestions that references to parking and covered walkways were missing from this goal. We noted that new parking is currently being built and that plans for covered walkways are included in the Long Range Development Plan. We therefore agreed not to highlight them in this strategic plan.

Draft goal 4

s) Our intention with this goal was to emphasize diversity and appreciate the indigenous history of Hawai‘i in a way that was inclusive. However, we appreciate that the way in which we worded the goal evoked multiple interpretations. We therefore reworded the goal, its description and the actions to better convey our specific intention. We also removed the term ‘Hawaiian university’ from this goal as we realized that in placing it in this context it was being linked to culture only and not to broader aspects of Hawai‘i. We therefore moved reference to the concept of a ‘Hawaiian university’ to the ‘who we are’ section of the plan where the relevant sentence reads: ‘We seek to reflect Hawai‘i, its people, history, cultures, and natural environment, to embody the concept of a ‘Hawaiian university.’’ This sentence conveys that we seek to reflect Hawai‘i at UH Hilo through many aspects, not just culture.

t) We have revised the action on multicultural fluency (action 4.5) to better define the term and what could be done to foster it.

u) We agree that action 4.6 on study abroad opportunities was very specific in the context of the rest of the strategic plan. We also agree that it is relevant to fostering multicultural fluency in terms of a specific activity that could be done to experience living in another culture. We therefore removed this action from the final version of the strategic plan.

Draft goal 5

v) We have included reference to drawing the community and our alumni onto campus more in a revised action for goal 3 on a vibrant and sustainable campus environment as it seemed to fit best there.

3. Next steps

The Strategic Planning Committee has now revised the strategic plan and is in the process of seeking endorsement from individual faculty and staff and the three governance bodies represented on the committee - the UH Hilo Students Association, Faculty Congress, and Hanakahi Council.

Following endorsement, the committee will then recommend the strategic plan to Chancellor Straney by the end of May 2011. Along with recommending the plan, the committee will also make recommendations to the Chancellor on how the plan could be implemented, including suggestions for how the process could be managed and monitored throughout the plan’s lifecycle. If the Chancellor accepts the strategic plan then, as the final step in the process, it will be presented to the UH system Board of Regents for approval. With approval from the Board of Regents UH Hilo will have a new strategic plan for 2011-2015.
SUMMARY REPORT OF THE UH HILO DRAFT MISSION AND VISION CONSULTATION

1. Introduction and Overview

UH Hilo is engaged in a strategic planning exercise with targeted completion of a new strategic plan by May 2011. The strategic plan will have a five year horizon through 2015, in the context of a vision set for 2020. This work is led by a Strategic Planning Committee\(^1\) (SPC).

The committee issued the draft strategic plan for consultation to UH Hilo students, faculty, staff, alumni, community members, and other external partners. The purpose of the consultation was to seek feedback from stakeholders to help the committee further improve and clarify the draft plan, and ensure that it convey an appropriate and realistic purpose and direction for the university.

Feedback was sought through two main complementary mechanisms:

- An online survey through SurveyMonkey\(^\text{TM}\) that was issued on April 8\(^{th}\) and closed on April 14\(^{th}\) 2011.
- A series of three one hour, town-hall sessions that ran on April 12\(^{th}\) and 13\(^{th}\). One of these town-hall sessions was specifically targeted to students, the others were open to faculty, staff and community members.

Some UH Hilo stakeholders also offered feedback direct to members of the SPC, either via email or face-to-face.

The committee considered all forms of feedback in their discussions and looked across stakeholder groups to identify the broad areas/issues that required improvement and/or clarification. This report summarizes those discussions and leads the reader through what respondents/participants in the consultation said and suggested, and what changes and amendments the committee will make to the plan based on those responses.

For the purposes of the consultation the draft plan was split into two sections:

- Section 1 – mission, vision, who we are, and what we stand for
- Section 2 – goals and supporting priority actions

Note that the numbering of the actions in this report refers to the numbering in the draft strategic plan that was consulted on – they do not necessarily match up to the final version of the plan.

2. Respondent/Participant Profile

149 people responded to the online survey and 43 people participated in the town-hall sessions. The charts show that for the online survey faculty was the majority respondent stakeholder group at 34.2% External stakeholders (outside of UH Hilo e.g. alumni, community members) were the next highest respondent grouping at 24.5%. Students followed at 23.5%, with staff accounting for 18.2% of all responses. Students were the highest participating group for the town-hall sessions at 68.2% of total participants, followed by staff at 22.7%, faculty at 6.8%, and community at 2.3%.

These results are illustrated by Charts 1 and 2 below:

\(^1\) For membership of the committee please visit http://www.uhh.Hawai'i.edu/strategicplan/strategicplanningcommittee.php
3. Analysis of the Feedback

As the consultation was of primarily qualitative design it yielded qualitative data which was subject to analysis through the framework of thematic analysis. Thematic analysis is a qualitative method by which recurring patterns are identified across a dataset. Thematic analysis is a flexible qualitative methodology and can be used in different epistemological frameworks (see Braun & Clarke, 20062 for a discussion). For the purposes of this analysis, an essentialist approach was taken to reflect the respondents’ reality in the themes identified. Analysis of the feedback was approached by identifying recurring issues or interpretations raised with aspects of the draft plan.

The summaries reflect all feedback, with direct quotes from the online survey included as examples to illustrate key points in places. Quotes were chosen based on their relevance to the issue identified, with a broad range of stakeholders reflected.

General feedback on the whole plan is presented (see section 4) as well as for each section and goal. This report seeks to reflect the main points made by participants to the consultation, focusing on issues that required resolution. The SPC’s response to key issues raised is highlighted in gray.

This report does not detail all rewording/drafting changes suggested by respondents. These were taken into account by the SPC’s drafting subcommittee and incorporated into the final draft of the strategic plan where relevant.

4. General Feedback on the Draft Plan Overall

Respondents were asked to indicate their level of agreement or disagreement with the plan in terms of whether they felt it appropriate for UH Hilo for the next five years.

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79.1% of respondents agreed or strongly agreed that the plan was appropriate for UH Hilo, and 8% strongly disagreed or disagreed. 12.9% were neutral.

Several recurring general comments or questions were made about the draft plan overall:

The plan is too ‘wordy’

a) We recognize that we need to make the plan more succinct and will make all efforts to do so. We need to balance the need to provide enough information that points are clear and understandable whilst also keeping points succinct.

b) Should the published version of the plan be available in English and Hawaiian to reflect the bilingual nature of the Hawai‘i state?

b) Yes, the final published version of the plan will be available in English and Hawaiian to demonstrate our support for the Hawaiian language and in recognition that Hawai‘i is an officially bilingual state.

c) The actions are generally all good but there seem to be too many to progress in the current budget situation. Will they be prioritized?

c) Yes, at the request of the Chancellor the SPC grouped the actions into two levels – priority actions and supporting actions. The SPC undertook this prioritization by considering all previous evidence, the impact each action could have on achieving its relevant goal, and an action’s potential impact toward improving graduation (a central tenet of the plan). Each SPC member then rank ordered each action for each goal and the results were aggregated to indicate the highest ranking actions. The SPC discussed these results and adjusted rankings where necessary. The individual actions are not ordered in terms of priority – rather they are grouped by ‘priority’ and ‘supporting’ to help the university make decisions about where to particularly focus resources in this challenging budget time.

d) How will the plan be implemented? Will students be involved in implementation?

d) Plans to help support implementation are currently being developed and will be worked up over the summer of 2011. The Chancellor is committed to using the plan as a framework to inform decision making and to allocate
resources. Successful implementation will need all areas of the university, including students, to be involved and help to make change happen.

There are some Hawaiian words used in the plan but not everyone may understand what they mean. Can they be clarified?

e) Yes, we have put an English translation next to Hawaiian terms used (e.g. ‘ohana/family) to ensure consistent understanding.

Reference to the cultures and unique environment is made well in this section but there should also be a stated commitment to serving Native Hawaiian populations as expressed by the UH system.

f) We have included in the ‘who we are’ segment a statement on UH Hilo’s responsibility, as a member of the UH system, to serve the Native Hawaiian population of Hawai‘i.

Specific reference should be made to ‘Asia-Pacific’ is a relevant part of the plan to recognize Hawai‘i’s links to that area.

g) We recognize the historic link to the Pacific region and in particular Asia-Pacific. The revised mission statement deliberately includes the terms ‘Pacific region’ to indicate this linkage – with Asia-Pacific a part of the broader Pacific region. We have also revised Goal 4 and made specific reference to Asia-Pacific cultures in the description of that goal.

There is not enough focus on distance learning and educational technologies in the plan.

h) There were several existing references to distance learning and educational technologies in the plan, but we added a reference to technologies under goal 2 to help support excellence in teaching.

5. Section 1: Mission, Vision, Who We Are, and What We Stand For

This section included the revised mission and vision statements (from the January consultation) and new ‘who we are’ and ‘what we stand for’ segments. The online survey asked respondents to indicate their level of satisfaction or dissatisfaction with this section as a whole. Chart 4 below illustrates the spread of responses to this question:

*Chart 4: Overall Levels of Satisfaction/Dissatisfaction with Draft Section 1*

74.9% of all respondents were satisfied or very satisfied with section 1 of the draft plan, with 9.5% dissatisfied or very dissatisfied, and 15.6% neutral.
5.2 General comments on Section 1

Participants commented that draft section 1 was generally inclusive, set a tone of ‘raising the bar’ in terms of standards, and reflected Hawai‘i nicely through use of common Hawaiian words such as ‘aloha’ and ‘ohana’ and the ‘olelo no’eau used before the mission and vision statements:

- ‘I like that this section includes statements that can be applied to all the departments and programs at UH Hilo’ (Faculty)
- ‘Very positive and sets high goals’ (Student)
- ‘Emphasis on striving for high academic achievement’ (Faculty)
- ‘I appreciate the inclusion of Hawaiian terms and concepts as fundamental to the plan from the start’ (Alumni)
- ‘I like how there are ‘Olelo no’eau before each statements on the top to show what they are pointing out to’ (Student)

Participants also commented that they generally liked the focus on students and community:

- ‘The focus on students with an understanding and inclusion of the community and all peoples.’ (High School Counselor)
- ‘It speaks to the students and the community very well’ (Faculty)

5.3 Mission statement feedback

‘A’ohe pau ka ‘ike i ka hālau ho’okahi / One learns from many sources

The purpose of our university ‘ohana is to elevate students to their highest level of academic achievement by inspiring learning, discovery and creativity inside and outside the classroom. Our kuleana is to improve the quality of life of the people of Hawai‘i, the Pacific region, and the world.

The revised statement was overall well received with participants stating that it is an improvement on the first draft and more clearly sets out the purpose of UH Hilo:

- ‘I consider the mission statement as the strongest expression of what we are and hope to be.’ (APT staff)
- ‘[T]he “vision” and the ”mission” really stand out to me. It says it all right there.’ (Alumni)
- ‘The mission and vision are a lot more clear and now seeing all of it together, it makes sense.’ (Faculty)

However, others felt that it remained vague, arguing that it does not point to the broad range of purposes of UH Hilo:

- ‘The mission doesn’t seem to fully encompass who we are. When I read it, I get the impression that our only purpose is to elevate students based on academic achievement. We have other responsibilities and students have other types of achievement. What about community development, outreach, etc.’ (E&M staff)
- ‘The mission statement focuses solely on academic achievement thus limiting its scope to one portion of a much larger process.’ (Student)

As we have defined it, the mission statement sets out the primary purpose of UH Hilo – to provide an excellent education for students – and in doing so our entire university ‘ohana (family) is involved in achieving that aim. We recognize that UH Hilo has other responsibilities and we have sought to highlight these in the ‘what we stand for section’. Throughout its discussions the SPC has deliberately sought to avoid ‘labeling’ the university as one ‘type’ or another. UH Hilo is and offers many things to many people and that is reflected by our institutions diverse programs and activities.

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3 The first draft of the mission statement was consulted on in April 2011. See [www.hilo.Hawai‘i.edu/strategicplan/consultations](http://www.hilo.Hawai‘i.edu/strategicplan/consultations) for the report of this consultation.
However, we further discussed the term ‘elevate’ and have replaced that with the term ‘challenge’ to better convey a sense of ‘raising the bar’.

5.4 Vision statement feedback

E lave i ke a’o a malama, a e ‘oi mau ka na‘auao/One who takes their learnings and applies them increases their knowledge

We will be acclaimed as a university community that works together across disciplines and diverse perspectives to prepare student scholars to thrive, compete, innovate and lead in their professional and personal lives. Every student will engage in applied scholarship that links theory with practice and connects to the people, culture and environment of Hawai’i.

The vision statement was also generally well received by respondents, particularly the stated focus on the university working together to help students succeed and the focus on application of learning. However there were several comments relating to clarification of the second sentence:

The second sentence implies a mandatory assignment for students and seems to place the responsibility on students to undertake applied scholarship. Some respondents were also unsure if committing to providing every student with such experience is possible.

j) We recognize that the start of the second sentence takes a different tone to the first sentence and therefore implies a responsibility on the student to seek applied scholarship experiences. What we instead intended was to place that responsibility on the university to support students in undertaking applied scholarship. We therefore adjusted the start of the sentence to read: ‘We will engage every student in…’

We recognize that aiming to provide every student with an applied scholarship experience is challenging. We considered removing the word but agreed that we wished to retain a strong stance. We strongly believe that aiming for every student is what UH Hilo should strive for and is appropriate for the vision. We therefore retained the phrase ‘every student’.

There was some uncertainty over the term ‘applied scholarship’. This was two-fold. Some questioned whether the focus on ‘applied’ was appropriate. Others were not clear on the meaning of the term ‘scholarship’ in this context given its other meaning in relation to monetary scholarships.

‘The vision, for me, is a bit too specific; while I appreciate having students engaged in applied scholarship, that is not the only practice that enhances learning or student success, so why that was elevated this way is unclear to me. I would almost prefer that the vision statement end after the 1st sentence.’ (E&M staff)

‘Applied scholarship’ - have no idea what this means. Implies hands-on experience, but this is not clear.’ (Student)

k) UH Hilo is in a unique position of being able to utilize surrounding natural and cultural resources to enhance the learning experience for students. The university has been referred to as a ‘living laboratory’ and indeed that was frequently highlighted as a key strength from the preplanning evidence. While we recognize that application of learning is not the only experience that promotes student success, nonetheless we identified applied learning as a strategic advantage for the university and therefore highlighted it in the vision statement. The focus on ‘applied’ was therefore retained.

Our intention in using the term ‘scholarship’ was to ‘raise the bar’ in terms of how our students are perceived and how our students think of themselves. We do however acknowledge that ‘scholarship’ is an ambiguous term with multiple meanings and therefore agreed to change ‘scholarship’ to ‘learning’.

There is an implied focus on Hawai’i in the second sentence of the vision statement which does not agree with the broad application of learning that UH Hilo offers beyond Hawai’i’s shores.
“Every student will engage in applied scholarship that links theory with practice and connects to the people, culture and environment of Hawai’i.” -- it should end at “practice” -- there are many students and faculty whose work (and future contributions) do not relate specifically to Hawai’i, but to the wide World.’ (Faculty)

1) We acknowledge that the second sentence of the vision statement implies that learning is restricted to that related to Hawai’i and that was not our intention. We therefore clarified the second sentence to better reference both application of learning to Hawai’i and a broader global context. The revision is: ‘We will engage every student in applied learning that links theory with practice, connects to the distinctive natural and cultural environments of Hawai’i, and promotes skilled participation in a global society.’

5.5 ‘Who we are’ feedback

The ‘who we are’ segment seemed to be well received with no common issues raised or suggestions made for improvement.

5.6 ‘What we stand for’ feedback

The ‘what we stand for’ segment also received positive feedback with respondents commenting that they liked the bullet point format and in particular reference to:

Providing access to education while holding high standards and providing support

‘I like what we stand for, and that we treat students as scholars and hold them to high expectations while providing support.’ (APT staff)

Celebrating and recognizing the community:

‘I like the fact that the university will be celebrating not only the host culture but recognizes its importance as being a part of the community’ (Alumni)

Celebrating and recognizing diversity and cultural infusion:

‘It’s dedication to multicultural understanding, and it’s acknowledgement of the natural resources that bless this island.’ (Student)

Committing to natural and cultural resource stewardship

6. Section 2: Goals and Actions

6.1 Draft Goal 1: Provide every student with applied scholarship experiences that prepare them to thrive, compete, innovate and lead in their professional and personal lives

The online survey asked respondents to indicate their level of satisfaction or dissatisfaction with each goal. Chart 5 below illustrates the spread of responses to this question for draft goal 1:
85.4% of respondents were satisfied or very satisfied with draft Goal 1. 6.9% were dissatisfied or very dissatisfied, with the remainder neutral.

See Annex I for a breakdown of satisfaction/dissatisfaction levels by broad stakeholder group.

6.1.1 Goal 1 general feedback

The same issue about the term ‘applied scholarship’ was raised under this goal as for the vision – see section 5.4. Respondents generally though liked the focus on applying learning to ‘real-world’ environments and providing support to students to help them succeed throughout their time at UH Hilo.

6.1.2 Issues related to specific actions

Action 1.1

The word ‘instigate’ has slightly negative connotations and should be changed. All students should benefit from an overview of university expectations not just freshman students so this action should be broadened.

‘ALL, students, not just freshman, would benefit from an overview of general university academic and conduct expectations. Students who transfer to UH Hilo from other institutions need to know the expectations of UH Hilo as these may be different that expectations from their previous campus.’ (Faculty)

‘The word instigate I feel has a negative connotation. This word is normally used in reference to some negative action or situation.’ (Student)

We have removed the word ‘instigate’ from action 1.1 on providing an overview of academic and conduct expectations and replaced it with ‘develop’. The focus of the action has also been broadened to all students, not just freshman.

Action 1.2

Comments indicated a level of dissatisfaction with this action in terms of it being too vague:

‘Bullet point 1.2 is not an action -- it’s too vague’ (E&M staff)

‘Comment: regarding 1.2, think it’s lofty and sugarcoated to say "entrepreneurial" confidence.’ (APT staff)
n) We agree that this action on developing in students an entrepreneurial confidence and spirit is too vague. We have removed the action completely and instead referred to developing an ‘entrepreneurial confidence’ in the goal description.

Action 1.7

Some respondents, particularly students, asked for clarification on the phrase ‘student mentoring by faculty’ as it wasn’t clear who was doing the mentor or how, if at all, mentoring was different to advising.

o) We have re-worded action 1.7 to place an emphasis on a culture of mentorship and have provided examples of how that could be achieved through traditional advising and other means.

6.2 Draft Goal 2: Inspire academic excellence through scholarship in teaching and research

Chart 6 illustrates the level of satisfaction and dissatisfaction for draft goal 2:

*Chart 6: Overall Levels of Satisfaction/Dissatisfaction with Draft Goal 2*

81.3% of respondents were satisfied or very satisfied with draft Goal 2. 9.3% were dissatisfied or very dissatisfied, with the remainder neutral.

6.2.1 Goal 2 general feedback

Respondents generally liked the emphasis on teaching and research, and the relationship between these two activities as being complementary rather than competing:

‘Teaching and scholarship are both of value. Good.’ (Faculty)

The integration of teaching with research was also seen as positive (action 2.4), along with the openness to innovation and creativity through interdisciplinary collaborations (action 2.5).

6.2.2 Issues related to specific actions

Action 2.1

This action on teaching excellence received positive comments on the whole with some suggestions for improvement including referencing students’ different learning styles and the application of educational technologies to facilitate teaching:
We have referred to both students’ different learning styles and educational technologies in a redraft of action 2.1 on teaching excellence.

**Action 2.3**

Some respondents interpreted this action on improving oversight of extramural funding as meaning more paperwork and micromanagement of grants. Others questioned the relevance of this action to the goal of inspiring excellence in teaching and research:

‘I’m not sure what you mean by 2.3. Does this mean more paperwork and justification to more people. We have enough of that. You need to be more specific.’ (Faculty)

‘How does improving monitoring oversight and use of extramural funding clearly support the goal inspiring academic excellence through scholarship in teaching and research.’ (E&M staff)

Our intent with action 2.3 was to advocate for greater accountability of the administration in terms of how overheads from extramural funds are used. We understand how that intention was lost in the wording of the action. We also agree that this action does sit awkwardly under this goal and so decided to move reference to extramural funding to goal 6 on organizational excellence. The reference was included in an action on streamlining and clarifying administrative procedures particularly relating to the submission and administration of extramural research grants and other processes.

**6.3 Draft Goal 3: Foster a greater sense of campus community through a vibrant, sustainable, and well-maintained environment within which to study, work and live**

Chart 7 illustrates the level of satisfaction and dissatisfaction for draft goal 3:

**Chart 7: Overall Levels of Satisfaction/Dissatisfaction with Draft Goal 3**

81.6% of respondents were satisfied or very satisfied with draft Goal 3. 4.8% were dissatisfied and 13.6% were neutral.
6.3.1 Goal 3 general feedback

There was on the whole positive feedback about draft goal 3 with respondents commenting that all of the actions are valuable, particularly those relating to identifying a ‘piko/center’ of the campus, allocating names to building, and the reference to sustainability:

‘Shows a strong sense of pride and responsibility about our campus as a good place to work, learn, live’ (Faculty)

‘The idea of sustainability is excellent’ (High School Counselor)

‘Identify and promote a clear piko (center) of the university - this could also be an opportunity to differentiate our campus from others’ (APT staff)

‘I like what is mentioned in 3.3 where names to buildings may be given. Students at UH would be apply to talk about where to "meet-up" by using the building’s name. That sounds great!’ (Other, unspecified)

Two areas were identified as potentially missing from this action and they were more parking and covered walkways.

We discussed suggestions that reference to parking and covered walkways were missing from this goal. We noted that new parking is currently being built and that plans for covered walkways are included in the Long Range Development Plan. We therefore agreed not to highlight them in this strategic plan.

6.3.2 Issues related to specific actions

Other than some suggestions for minor rewording, there were no major issues raised with the actions of this goal.

6.4 Draft Goal 4: Build and sustain a distinctive identity that cultivates and celebrates our diverse, multicultural university, and radiates out from the unique core of our officially bilingual state

Chart 8 illustrates the level of satisfaction and dissatisfaction for draft goal 4:

77.4% of respondents were satisfied or very satisfied with draft goal 4. 9.7% were dissatisfied or very dissatisfied and 12.9% were neutral.
6.4.1 Goal 4 general feedback

Despite the relatively high level of satisfaction with this goal indicated by the survey, feedback was variable. Some respondents liked the focus on Native Hawaiian culture ‘as the distinctive aspects of UH Hilo’ (Faculty) and the ‘infusing of more Hawaiian values as well as deeper multicultural understanding’ (Civil service staff). Others however held serious concerns over the wording of this goal, interpreting it to have an exclusionary focus on the native Hawaiian culture, rather than an inclusive focus on multi-culturalism and broader aspects of diversity:

> ‘Many cultures impact and make up Hawai‘i. Hawaiian culture is made up of many groups that have history and ancestry here - Hawaiian, Japanese, Portuguese, Polynesian, Korean, Philippines, and Caucasian. It is this diverse mix of peoples that we should be celebrating that is the distinct identity of Hawai‘i’ (Faculty)

> ‘The goal is not broad enough. All the cultures of this place should be celebrated, explored, and brought to the students. Japanese, Chinese, European, American all make up the history of this place and the result is something quiet unique and vibrant. The life of this place now should not be cast aside while studying the past, but should be a part of the goal of this multicultural University’ (Student)

Part of this interpretation may have been due to the reference in action 4.1 of aiming to be known as a ‘Hawaiian university’. Some interpreted this as meaning that UH Hilo would only seek to perpetuate the Native Hawaiian culture, to the exclusion of other cultures that make up the distinctive diversity of Hawai‘i:

> ‘Action 4.1 wording is exclusive. Modify it to emphasize Hawaiian values, wisdom and ways of knowing without excluding the values, wisdom and ways of knowing of the rest of the UHH community’ (E&M staff)

> ‘Take out 4.1. If this becomes a “Hawaiian university”… it will limit my career (since I am not in Hawaiian studies)’ (Faculty)

s) Our intention with this goal was to emphasize diversity and appreciate the indigenous history of Hawai‘i in a way that was inclusive. However, we appreciate that the way in which we worded the goal evoked multiple interpretations. We therefore rewored the goal, its description and the actions to better convey our specific intention. We also removed the term ‘Hawaiian university’ from this goal as we realized that in placing it in this context it was being linked to culture only and not to broader aspects of Hawai‘i. We therefore moved reference to the concept of a ‘Hawaiian university’ to the ‘who we are’ section of the plan where the relevant sentence reads: ‘We seek to reflect Hawai‘i, its people, history, cultures, and natural environment, to embody the concept of a ‘Hawaiian university’.’ This sentence conveys that we seek to reflect Hawai‘i at UH Hilo through many aspects, not just culture.

6.3.2 Issues related to specific actions

Action 4.5 – multicultural fluency

Respondents asked for greater clarity on the meaning of ‘multicultural fluency’.

i) We have revised the action on multicultural fluency (action 4.5) to better define the term.

Action 4.6 – study abroad opportunities

Some respondents commented that whilst this action seemed to be very specific in relation to the other actions under draft goal 4 and that it seemed related to multicultural fluency.

u) We agree that action 4.6 on study abroad opportunities was very specific in the context of the rest of the strategic plan. We also agree that it is relevant to fostering multicultural fluency in terms of a specific activity that could be done to experience living in another culture. We therefore removed this action from the final version of the strategic plan.

6.5 Draft Goal 5: Strengthen UH Hilo’s impact on the community, Island and state of Hawai‘i through responsive higher education, community partnerships, and knowledge and technology transfer.
Chart 9 illustrates the level of satisfaction and dissatisfaction for draft goal 5:

82.3% of respondents were satisfied or very satisfied with draft Goal 5. 3.2% were dissatisfied and 14.5% neutral.

6.5.1 Goal 5 general feedback

Comments on draft goal 5 were generally very positive with respondents liking the focus on UH Hilo’s commitment to and partnership with the community:

'It encourages [us] to expand our role as community resource and community leader’ (Faculty)

'This goal and these objectives speak to the important contribution the University makes to the economy of the Big Island’ (APT staff)

'It commits UH Hilo to share its wisdom, knowledge, and skills with the local, state and national communities’ (Faculty)

Some respondents particularly liked the focus on developing partnerships with other education institutions on the island to help support the P-20 pipeline:

'By working together with our public education schools in our community, it will show our own local high school students that they don’t need to go so far for an education because we offer it right here in Hilo’ (Civil service staff)

'I like the idea of working P-20 in partnership. We must all work together to succeed’ (Community member)

One potential area identified as missing from this goal was reference to drawing community members and alumni onto campus as another way of fostering relationships:

'It's broad brush misses the opportunity to do more to connect the community to UHH. Issues summits, arts fairs, things aimed at pulling the local community onto campus’ (Community member)

'Should alumni be mentioned here? I would hope that our graduates are still very much plugged in to the university and making impacts in our broader community. They are, after all, a product and extension of our efforts’ (Faculty)

We have included reference to drawing the community and our alumni onto campus more in a revised action for goal 3 on a vibrant and sustainable campus environment as it seemed to fit best there.

6.3.2 Issues related to specific actions
Other than some suggestions for minor rewording, there were no major issues raised with the actions of this goal.

6.6 Draft goal 6: Facilitate organizational excellence by fostering a culture of continuous innovation, responsible resource development, and effective communications

Chart 10 illustrates the level of satisfaction and dissatisfaction for draft goal 6:

![Chart 10: Overall Levels of Satisfaction/Dissatisfaction with Draft Goal 6](chart)

74.2% of respondents were satisfied or very satisfied with draft Goal 6. 3.3% were dissatisfied and 22.5% were neutral. The majority of those who were neutral were students. This is perhaps due to this goal being of less direct relevance to students in its focus on organizational operations rather than educational activities or the campus environment.

6.5.1 Goal 6 general feedback

Respondents generally liked the emphasis on collegial working, improved communications, strategies to create new revenue, and streamlining of processes and procedures:

- ‘It’s great. This shows that the University works together under One Unit. By having all staff, faculty, and students working together, our university will become even greater than we are now’ (Civil service staff)
- ‘Continuous innovation, responsible resource development, and effective communications’ (Alumni)
- ‘Improving internal communications between departments and streamlining administrative procedures, especially where two languages are used in all work functions’ (APT staff)

6.3.2 Issues related to specific actions

Other than some suggestions for minor rewording, there were no major issues raised with the actions of this goal.

7 Next steps

Overall, feedback on the draft strategic plan was constructive and helpful, pointing the committee to areas that require clarification, improvement, or addition. The Strategic Planning Committee has now revised the strategic
plan and is in the process of seeking endorsement from individual faculty and staff and the three governance bodies represented on the committee - the UH Hilo Students Association, Faculty Congress, and Hanakahi Council.

Following endorsement, the committee will then recommend the strategic plan to Chancellor Straney by the end of May 2011. Along with recommending the plan, the committee will also make recommendations to the Chancellor on how the plan could be implemented, including suggestions for how the process could be managed and monitored throughout the plan’s lifecycle. If the Chancellor accepts the strategic plan then, as the final step in the process, it will be presented to the UH system Board of Regents for approval. With approval from the Board of Regents UH Hilo will have a new strategic plan for 2011-2015.