SUMMARY REPORT OF THE UH HILO
DRAFT MISSION AND VISION
CONSULTATION

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Please note that this report summarizes comments made through a consultation on draft mission and visions statements that are, at the time of writing, still work in progress.
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 mission and vision are helping us to further refine and clarify the statements. We thank them. Mahalo nui loa.
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EXECUTIVE SUMMARY OF THE COMMITTEE’S RESPONSES TO THE FEEDBACK

1. Overview
The Strategic Planning Committee (SPC) developed draft mission and vision statements for UH Hilo during December 2010 and January 2011, and consulted with university stakeholders on these drafts in late January 2011. The feedback was highly constructive, indicating a measure of satisfaction with the current drafts, and also giving the committee a clear indication of where changes and clarifications may need to be made. The feedback was analyzed by identifying recurring patterns, or themes, from the responses relating to specific aspects of the statements, as well as more general comments associated with each one.

2. Draft mission and vision statements
The draft statements consulted on were as follows:

Draft Mission

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

UH Hilo is committed to interactive learning, discovery, and creativity to benefit our increasingly intercultural communities.

Draft Vision

UH Hilo is a community of scholars working together across disciplines and differences to address real world issues. Every student engages in practical experiences connected to the people and environment of Hawaii, preparing them to compete, innovate, and lead in their professional and personal lives.

3. Summary of the SPC’s responses to feedback on the draft mission

SPC responses to feedback on specific aspects of the draft mission statement

a) SPC response: We acknowledge and welcome the positive and constructive comments made on the use of the Olelo No'eau (Hawaiian wise-saying) in the draft mission statement. We confirm that the Hawaiian wise-saying is translated appropriately and accurately, and reflects a concept of learning. In this instance, and as is the nature of Hawaiian language, individual words come together to shape an idea that speaks to learning across disciplines, cultures, and locales. The wise-saying also helps to ground UH Hilo in Hawaii and reflects the historical basis of these islands. The committee will work to more closely link the Hawaiian wise-saying with the rest of the mission statement.

Whilst we recognize that some people highlighted concerns with ‘one learns from many sources’, the main feedback was that respondents/participants liked the saying and their interpretation was consistent with what was intended. We hope to address some of these concerns by working to better link the Olelo No'eau to the rest of the mission statement. We therefore intend to retain the Olelo No'eau as a lead-in to the mission statement. We recognize the appropriateness of the suggested alternative Olelo No'eau and may seek to include this elsewhere in the strategic plan.

b) We will amend ‘committed to’ to a more appropriate phrase to convey purpose.
c) We will develop an alternative word or phrasing to ‘interactive’ to better convey the interaction between faculty and students/students and environment. We will also consider clarifying the term ‘discovery’ in relation to UH Hilo’s purpose.

d) We will clarify the concept of local vs. global community benefit through revision of the ‘increasingly intercultural communities’ phrase, and will consider the suggestion that the phrasing be broadened. We acknowledge the alternative suggestions to ‘intercultural’ and will confirm its definition. We will remove the word ‘increasingly’.

**SPC responses to general feedback on the draft mission statement**

e) One of our guiding principles in developing the draft statement was to ensure the statement was concise and therefore memorable. We do however recognize that conciseness is only effective if the statement conveys the purpose of UH Hilo in a manner that is recognizable, clear and understandable (see Section 4.3.3). Hence we will consider increasing the length of the statement.

f) In our pursuit for conciseness, we recognize that the statement may not be as clear as it could be and that it is therefore ambiguous. In some ways we were deliberately ambiguous to allow room for interpretation. For example the term ‘our’ could be interpreted to apply to whichever community the reader wished, and reflected the layered meanings common in the Hawaiian language. However, we recognize that more explicit clarity for some terms may be required even if it results in a longer statement.

   We deliberately avoided using 'labels' as a description of the university – e.g. comprehensive, liberal arts etc., in order to focus on what the university does rather than the label applied to it. We do acknowledge that it is important to state what type of university UH Hilo is. We will continue to carefully consider this question and where to address it within the strategic plan.

  g) We agree that the mission statement should explicitly reference the university’s students, and will address this.

  h) The question of the university’s ‘uniqueness’ is an important point and one which we had intended to reflect by inclusion of the Olelo No’eau. We recognize though that the second sentence of the draft mission could be applied to any university and we will therefore work to better reflect UH Hilo’s unique attributes. This may be in the form of lengthening the mission statement itself, and/or by including a descriptive ‘about us’ section that highlights some of those key attributes.

  i) We acknowledge that a direct reference to the concept of academic excellence should be included and will seek to include appropriate phrasing.

4. **Summary of the SPC’s responses to feedback on the draft vision**

**SPC responses to feedback on specific aspects of the draft vision statement**

j) We will revise the wording of ‘community of scholars’ to make it clearer that in this context, we are referring to a community of faculty and staff working together to support student scholars.

k) We will retain the essence of the phrase ‘working together across disciplines and differences’, but may revise it slightly to convey the message more positively.
l) We acknowledge concerns about the phrase ‘real-world issues’ and will seek to revise and clarify it.

m) In the phrase ‘Every student engages in practical experiences’ we deliberately chose the words ‘every student’ to indicate a strong stance on making applied learning a key part of the university experience for all students. We will consider rephrasing this part but we intend to retain a strong stance on this matter. We acknowledge that the term ‘practical’ suggests too narrow a focus in terms of the type of experiences students may have. We will therefore review this term and develop more inclusive phrasing.

n) We welcome the positive feedback on the reference to the connection between the university and the people and environment of Hawai‘i and will seek to retain that reference. We also value the feedback on the apparent contradiction in the vision statement with regards to addressing real-world issues only in the context of Hawai‘i reality and will rephrase the statement to resolve that. We intended for ‘culture’ to be implied in the reference to ‘people’.

o) The phrase ‘preparing them to compete, innovate and lead in their professional and personal lives’ represents the intended essence of the vision statement. It describes the final ‘product’ that a focus on collaborative working and integrative, applied learning would culminate in. With regards to the specific words, we will work with student representatives to settle on appropriate phrasing for ‘compete, innovate and lead’ and ordering of ‘professional and personal lives’.

SPC responses to general feedback on the draft vision statement

p) We recognize that the phrasing of the draft statement could be strengthened to convey aspiration and to inspire. We will seek to make such adjustments.

q) We intended that the pursuit of academic excellence and delivery of quality programs be implied in the vision statement as the university will only be able to produce students who are able to ‘compete, innovate and lead in their professional and personal lives’ if they receive an exceptional education. We will however consider the point further.

r) We welcome additional suggestions for potential inclusion in the vision statement. We intended a focus on building community partnerships to be implied by ‘connected to the people and environment of Hawai‘i’ but recognize that this is perhaps not clearly conveyed. We will seek to clarify. The suggestion to elevate incorporation of the cultures of Hawai‘i is something that we have discussed and will continue to discuss.

5. Next steps

Overall, feedback on the draft statements was constructive and helpful, pointing the committee to areas that require clarification, improvement, or addition. The committee is now seeking to redraft the statements based on that feedback, in parallel to developing strategic goals and actions – which is based on the preplanning and other evidence/information. The committee intends to seek further feedback from UH Hilo stakeholders on the revised mission and vision statements, along with an initial draft of the goals and actions in early April 2011. The overall aim is to have developed the full strategic plan by the end of May 2011.
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 Committee¹ (SPC).

In terms of development of UH Hilo’s mission and vision statements, the SPC was been tasked by the Chancellor to:

- develop a mission statement that distinguishes us from other universities within the UH System and highlights our unique attributes.
- develop a vision statement that clearly conveys an image or description of the university community we aspire to become by 2020.

[For a copy of UH Hilo’s existing mission and vision statements please visit: http://www.uhh.hawaii.edu/strategicplan/2002-2010/vision_mission.php]

Development of the draft statements took place during December 2010 and January 2011, and was grounded in the preplanning and other relevant information/evidence about the current state of the university. In developing the draft statements, the committee considered the following questions:

For the mission:

- Who do we serve?
- What do we provide?
- What distinguishes us?

For the vision:

- It’s the year 2020. What are our students saying about us?
- It’s the year 2020. What are others saying about us? (others could include the local community, parents, businesses, peer universities, UH System etc)

You can follow the committee’s discussions on these questions by accessing the minutes of our meetings at:

http://www.uhh.hawaii.edu/strategicplan/strategicplanningcommittee.php#Meetingschedule

After considering the above questions, the committee developed the following draft statements:

¹ For membership of the committee please visit http://www.uhh.hawaii.edu/strategicplan/strategicplanningcommittee.php
Draft Mission

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

UH Hilo is committed to interactive learning, discovery, and creativity to benefit our increasingly intercultural communities.

Draft Vision

UH Hilo is a community of scholars working together across disciplines and differences to address real world issues. Every student engages in practical experiences connected to the people and environment of Hawaii, preparing them to compete, innovate, and lead in their professional and personal lives.

The committee issued the drafts for consultation with 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 statements, and ensure that they convey an appropriate purpose and direction for the university.

Feedback was sought through two main complementary mechanisms:

• An online survey through SurveyMonkey™ that was issued on January 17th and closed on January 28th 2011. For each draft statement respondents were asked:
  o what they thought it meant, so that the committee could determine how well they were conveying what they intended to convey (a ‘validation’ check);
  o what (if anything) they liked about it, so that the committee could determine what was ‘working’ in the draft statement and therefore what to retain in the next iteration;
  o and what (if any) recommendations they had for amendments, changes or additions, so that the committee could target areas for improvement and clarification

• A series of four one hour, open town-hall sessions that ran on January 24th, 25th, 26th and 28th 2011. In these sessions, participants were asked, for each statement, what (if anything) they liked and what (if any) recommendations they had for amendments or changes.

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 the SPC initially intended to convey for each draft statement, what respondents/participants in the consultation said and suggested, and what changes and amendments the committee intends to make to the statements based on those responses.

2. Respondent/Participant Profile

128 people responded to the online survey and 30 people participated in the town-hall sessions. The charts show that for the online survey faculty was the majority respondent stakeholder at 41.4%. Staff groupings were the next highest respondent grouping with 22.7%. Students then followed at 20.3%, with external (outside of UH Hilo) stakeholder groupings accounting for approximately 15%
of all responses. Contrastingly, staff groupings were the highest participants in the town-hall sessions at 46.6%, followed by faculty at 40.0%, students at 10.0% and community at 3.3%.

These results are illustrated by Charts 1 and 2 below:

**Chart 1: Survey Respondent Broad Stakeholder Profile by Percentage of Total**

**Chart 2: Town-Hall Participants Broad Stakeholder Profile by Percentage of Total**

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, 2006 for a discussion). For the purposes of this study, 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 both draft statements.

Respondents to the survey and participants of the town halls were explicitly asked if they had any suggestions for improvements, modifications or additions to the draft mission or vision statements. Participants at all town-hall sessions suggested at least one area. A majority of survey respondents

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(68.5%) made suggestions for the draft mission, while 70.3% made suggestions for the draft vision; the remainder indicated that they liked the statements as worded. Suggestions for changes were also made in direct email feedback to the committee. Sections 4 and 5 below summarize all main suggestions made by respondents and participants, split into suggestions relating to specific words or phrases in the draft statements, and other more general comments. The summaries reflect all feedback, with direct quotes from the online survey included as examples to illustrate key points. Quotes were chosen based on their relevance to the issue identified, with a broad range of stakeholders reflected. The SPC’s response to the feedback is highlighted in gray after each subsection.

4. Draft Mission Statement

'A'ohi pau ka 'ike i ka hālau ho'okahi / One learns from many sources

UH Hilo is committed to interactive learning, discovery, and creativity to benefit our increasingly intercultural communities.

The online survey asked respondents to indicate their level of satisfaction or dissatisfaction with the draft mission statement. Chart 3 below illustrates the spread of responses to this question:

Chart 3: Overall Levels of Satisfaction/Dissatisfaction with Draft Mission Statement

Just over half (50.3%) of all respondents were satisfied or very satisfied with the draft mission statement. 29.1% of respondents were dissatisfied or very dissatisfied with the draft statement, with about 21.3% neither satisfied nor dissatisfied.

Please see Annex I for a breakdown of satisfaction/dissatisfaction levels by broad stakeholder group.
4.1 The SPC’s rationale for the draft mission statement

A mission statement usually articulates an organization’s purpose. The SPC’s intention was to frame the statement with regards to what the university does and for what benefit. Below is a short description of what the committee intended to convey with each part of the draft statement.

Hawaiian Olelo No’eau

The Hawaiian lead-in phrase was chosen to reflect the variety of ways to learn and was intended to reflect the ways in which UH Hilo students learn both inside and outside of the classroom. Leading with a Hawaiian quote was also intended to be place-based and connect UH Hilo to the uniqueness of Hawaii. The phrase was meant to encompass the main draft statement that followed.

UH Hilo is committed to

The main draft mission statement leads in with the phrase ‘UH Hilo is committed to’. Through this the Committee intended to demonstrate a clear commitment to what the university does.

Interactive learning, discovery and creativity

The word ‘interactive’ was intended to highlight UH Hilo’s unique strengths in active, hands-on learning, excellent student-faculty interaction, and interaction achieved across the university between students, faculty and staff afforded by a small campus. This particularly reflects some of the key strengths of the university as identified through the preplanning phase. ‘Discovery and creativity’ were intended to reflect UH Hilo’s science-based and arts and humanities related activities.

To benefit our increasingly intercultural communities

The aim of this last part of the draft statement was to articulate the university’s commitment to benefitting the communities within which we live and work. The phrase ‘our increasingly intercultural communities’ was intended to reflect the growing nature of ever more complex local and global communities and the interactions that take place between different cultures – particularly reflecting the rich, diverse cultures of Hawaii (but also beyond). The word ‘our’ was chosen to try to convey local and global communities without making geographical reference.

4.2 Feedback on specific terms/phrases in the draft mission statement

4.2.1 Hawaiian Olelo No’eau

Respondents tended to interpret the draft statement in terms of the Olelo No’eau of ‘one learns from many sources’. In that regard, the statement was most commonly interpreted as was intended by the committee in that learning can occur both within and outside of the classroom, through different people and experiences, within the context of unique cultural diversity.

‘We strive towards inclusive learning opportunities beyond traditional classroom techniques in order to serve a diverse group of students, as a reflection of the community we live and work in’ (Faculty)

‘That UH Hilo supports learning and creating in a diverse atmosphere. That UH Hilo supports all and realizes there are many ways to learn’ (Other UH System employee)

Participants and respondents generally liked use of the Olelo No’eau, particularly in reflecting a unique sense of place:

‘Hawaiian language version is a unique touch’ (APT staff)
I like that you are using a Olelo No‘eau, a good way to incorporate Hawaiian values/knowledge into UH Hilo’ (Student)

I like that it…incorporates a Hawaiian saying which reflects our sense of place’ (Faculty)

However, some issues were raised with the use of the Olelo No‘eau, including comments that it is unoriginal, does not highlight or emphasize educational experiences, and that the translation is inaccurate:

‘Saying that one learns from many sources is too lame, it needs to be more than that because it is very obvious that people learn from all sources. This is just showing what any other college could do’ (Student)

‘That students don't have to read, write, analyze, synthesize, compute, program, or know anything…because "one learns from many sources.”’ (Faculty)

‘the positive statement "One learns from many sources” isn’t even an accurate translation of the negative structure [All knowledge is not in one school] of the original Hawaiian Proverb’ (Faculty)

Another criticism was not of the Olelo No‘eau itself, but rather how the second sentence in the statement did not seem to flow seamlessly from it:

‘I feel that the mission statement misses the boat between the Hawaiian phrase emphasizing learning from many sources and what UHH is committed to. That first is not operationalized in the second’ (RCUH employee)

‘The Hawaiian phrase is good an relevant, but needs to be followed-up with a mission statement that clearly indicates what we do here’ (Faculty)

‘The opening line, “One learns from many sources” is good, but the second line doesn’t support the first’ (E&M staff)

A specific alternative suggestion to the Olelo No‘eau used in the draft statement was suggested by a survey respondent and a town hall participant: E lāwe i ke a‘o a mālama, a e ’oi mau ka na‘auao/One who takes their teachings and applies them increases their knowledge

**a) SPC response:** We acknowledge and welcome the positive and constructive comments made on the use of the Olelo No‘eau (Hawaiian wise-saying) in the draft mission statement. We confirm that the Hawaiian wise-saying is translated appropriately and accurately, and reflects a concept of learning. In this instance, and as is the nature of Hawaiian language, individual words come together to shape an idea that speaks to learning across disciplines, cultures, and locales. The wise-saying also helps to ground UH Hilo in Hawaii and reflects the historical basis of these islands. The committee will work to more closely link the Hawaiian wise-saying with the rest of the mission statement.

Whilst we recognize that some people highlighted concerns with ‘one learns from many sources’, the main feedback was that respondents/participants liked the saying and their interpretation was consistent with what was intended. By working to better link the Olelo No‘eau to the rest of the mission statement we hope to address some of these concerns. We therefore intend to retain the Olelo No‘eau as a lead-in to the mission statement. We recognize the appropriateness of the suggested alternative Olelo No‘eau and may seek to include this elsewhere in the strategic plan.
4.2.2 UH Hilo is committed to

Feedback questioned the appropriateness of leading with commitment for a mission statement which should convey purpose:

‘I question whether our mission is to be "committed" (to anything, actually). Shouldn’t our mission be to actually do something? Bring about a result? And if so, why put the "commitment" part up front? Put what you are in business to do up front (that's what people will remember)’ (APT staff)

b) SPC response: We will amend ‘committed to’ to a more appropriate phrase to convey purpose.

4.2.3 Interactive learning, discovery and creativity

This phrase was generally well liked and appropriately interpreted by respondents and participants. Feedback highlighted that it ‘suggests an interactive, exciting learning environment for the student’ (APT staff) and ‘conveys a very positive message of recognizing the multitude of learning experiences that UHH can offer’ (Faculty). Reference to creativity was particularly noted as an important concept to include:

‘I like the word "creativity" being included. Too often we list only "critical thinking" as a desirable, but the world now needs "creative" thinking every bit as much as "critical" thinking, and I’m glad to see this finally be recognized and acknowledged in a written statement from UHH. This is a breakthrough, as overy dramatic as that might sound, but it is. We need to highlight "creative" thinking more, and here it is in our draft mission statement! YES!!’ (Faculty)

‘That it incorporates creativity as a method for learning and expanding horizons’ (APT staff)

“I like the creativity and interactive learning components’ (Faculty)

‘Creative learning to engage the learner’ (Civil Service staff)

However, there was a degree of uncertainty over the phrase. For instance, some argued that ‘interactive’ suggested computer-assisted learning, not the intended reference to student-faculty, student-student, and student-environment interaction.

“interactive learning” -- what is this? It sounds like computer-assisted learning…it should be something like "collaborative learning" for the sake of clarity (Faculty)

‘The word "interactive" sounds too technical’ (Student)

Suggestions were also made to clarify and operationalize the term ‘discovery’:

“Discovery” alone sounds strange...maybe make it "personal discovery"? (Other UH System employee)

‘I believe 'discovery' and 'creativity' are an attempt to acknowledge both research/science areas of study as well as more arts/humanities areas of study, but I think the words are a little broad to capture a specific meaning’ (Faculty)

c) SPC feedback: We will develop an alternative word or phrasing to ‘interactive’ to better convey the interaction between faculty and students/students and environment. We will also consider clarifying the term ‘discovery’ in relation to UH Hilo’s purpose.

4.2.4 To benefit our increasingly intercultural communities

A strong theme in the feedback was a positive response to the university’s explicit, stated committed to benefit the community:
‘I like the statement that the university wants to benefit our community’ (Student)

‘I like the ambiguity of “communities” because everyone can legitimately assume it refers to the community they care most about...and it’s still true.’ (Other UH System employee)

‘I like that there is a stated, dedication to the community. That the focus of the university is not abstract, but it’s concretely grounded’ (APT staff)

However, there was general confusion over the phrasing itself. This phrase intended to convey both the local and global communities with acknowledgement to the interaction between cultures which is particularly relevant to the diverse cultures of Hawaii. It is clear from the feedback that this intended meaning was not effective and therefore requires clarification:

Increasingly:

‘I don’t like the word "increasingly". It sounds better without it and the word makes it sound like we used to not be intercultural. We always were; we are just recognizing its significance now’ (Faculty)

‘Leave out "increasingly," and change "intercultural" to "multicultural"’ (Faculty)

Intercultural:

‘“our increasingly intercultural communities” -- what are "intercultural communities"? Do not want to benefit monocultural communities? Do we not want to benefit individuals?’ (Faculty)

‘The term "intercultural" may limit our view of diversity in our communities to cultural diversity and intercultural exchanges. However, the diversity of our communities extends to age, ability/disability, economies, education, etc.’ (Faculty)

Intercultural is appropriate. It is the new, trendy word that replaces diversity’ (Faculty)

‘The term "intercultural" is an odd use of the term. Intercultural competence, intercultural exchanges, but intercultural communities seems clumsy. Multi-cultural would seem to be the better term’ (RCUH employee)

Our Communities:

There was confusion over the term ‘communities’ with it commonly being interpreted as only relating to the local community. There was also suggestion that the focus only on ‘communities’ was limiting in terms of the breadth of benefit UH Hilo can and does have on not only people, but also the environment.

‘Broaden the scope beyond Hawaii. A lot of mainland students and students from foreign countries spend a lot of money to attend UHH. Our purpose is not just local’ (Faculty)

‘Communities? Both on and off campus? What are our communities?’ (APT staff)

It’s very anthro-centric. We need to think and teach well beyond what just benefits people (communities). Hawaii has more endemic & endangered species than most places on earth. We (as a self-centered species) are seriously damaging the planet for future generations / communities. Do we wish to ignore all that doesn’t obviously benefit humans?’ (Faculty)

**d) SPC response:** We will clarify the concept of local vs. global community benefit through revision of the ‘increasingly intercultural communities’ phrase, and will consider the suggestion that the phrasing be broadened. We acknowledge the alternative suggestions to ‘intercultural’ and will confirm its definition. We will remove the word ‘increasingly’.
4.3 General feedback on the draft mission statement

4.3.1 Concise

The length of the draft statement was something that respondents generally liked:

‘Brief mission statement is easy to remember’ (Faculty)

‘It is simple and to the point (unlike the previous mission)’ (Civil service staff)

‘Concise, brings in our special attribute of hands-on education and connection with Hawaiian culture(s)’ (E&M staff)

However the committee recognizes that conciseness is only effective if it conveys appropriate, intended meaning:

‘I generally favor short, concise mission statements, but this one is ridiculously short and does not point to any specific educational outcome(s)’ (Faculty)

e) SPC response: One of our guiding principles in developing the draft statement was to ensure the statement was concise and therefore memorable. We do however recognize that conciseness is only effective if the statement conveys the purpose of UH Hilo in a manner that is recognizable, clear and understandable (see Section 4.3.3). Hence we will consider increasing the length of the statement.

4.3.2 Ambiguity

Feedback highlighted that the draft mission is ambiguous. For some people that was a benefit in that it could be interpreted in many different ways and therefore apply to different people:

‘I believe that it is general enough that it can mean something to everyone so all can embrace it’ (High School Counselor)

‘It allows much leeway in what can be done, allowing all entities to self-direct themselves as determined by their departments, groups, etc.’ (Community member)

‘That it could appeal to everyone because it states a rather basic truth’ (Student)

‘Simple and not wordy. It leaves room for interpretation’ (Faculty)

‘It’s broad and abstract enough so it can be interpreted in a multitude of ways’ (Faculty)

‘It is not tied to any structures, disciplines, or levels, such as "undergraduate," "professional," "liberal arts," or "graduate."’ (E&M staff)

Others however found the statement’s ambiguity problematic and highlighted that in its ambiguity, meaning and clarity was lacking:

‘Too vague – means anything or nothing’ (Faculty)

‘It says lots without saying anything….doesn’t identify us at our core. What are we, a comprehensive liberal arts university? A STEM university?’ (Faculty)

f) SPC response: In our pursuit for conciseness, we recognize that the statement may not be as clear as it could be and that it is therefore ambiguous. In some ways we were deliberately ambiguous to allow room for interpretation. For example the term ‘our’ could be interpreted to apply to whichever community the reader wished, and reflected the layered meanings
common in the Hawaiian language. However, we recognize that more explicit clarity for some terms may be required even if it results in a longer statement.

We deliberately avoided using ‘labels’ as a description of the university – e.g. comprehensive, liberal arts etc., in order to focus on what the university does rather than the label applied to it. We do acknowledge that it is important to state what type of university UH Hilo is. We will continue to carefully consider this question and where to address it within the strategic plan.

4.3.3 Needs a student focus

Student respondents in particular noted that the draft mission does not explicitly reference students and that inclusion of such a reference would strengthen the statement and highlight UH Hilo’s commitment to its students:

‘I think that it should reflect some sort of benefit to the students and/or global perspective rather than just the local community’ (Student)

‘I had hoped that we would unequivocally focus on students and student learning/student access/development/success. Yes, we do research/scholarship, but it should be for the purposes of enhancing student success and learning excellence’ (E&M staff)

‘Maybe have something about what students can get from UH Hilo besides a larger, more diverse network of friends’ (Student)

**g) SPC response:** We value the feedback that the mission statement should explicitly reference the university’s students and will address this.

4.3.4 Reference UH Hilo’s unique, distinguishing features

Apart from the opening Olelo No'eau, the feedback highlighted that the remainder of the mission statement could apply to almost any other university. In this case, respondents and participants suggested adding something to the statement that reflected UH Hilo’s unique attributes and position:

‘Maybe include a statement that sets UH-Hilo off from other higher education institutions, e.g. living laboratory setting, ohana atmosphere that connects students, faculty and staff’ (Faculty)

‘I also think we need to incorporate something relevant to our sense of place and commitment to our community, our people and our future in terms of sustainability as an island community since this really is the wave of the future’ (Other UH System employee)

‘I would prefer a statement that is unique and clearly defines our "value add" or niche within the UH System and the broader higher education community’ (E&M staff)

**h) SPC response:** The question of the university’s ‘uniqueness’ is an important point and one which we had intended to reflect by inclusion of the Olelo No'eau. We recognize though that the second sentence of the draft mission could be applied to any university and we will therefore work to better reflect UH Hilo’s unique attributes. This may be in the form of lengthening the mission statement itself, and/or by including a descriptive ‘about us’ section that highlights some of those key attributes.

4.3.5 Reference to the concept of academic excellence
An element identified as not explicitly referenced by the draft mission statement was that of academic excellence. In that respect some respondents to the online survey felt that the statement indicated a level of mediocrity with low demands on students:

'Touchy feely education for the masses that does not demand anything of the student' (Faculty)

'It seems to avoid being anything other than mediocre' (Faculty)

'Regard it a statement of low expectations, nee achievements' (APT staff)

'That we are lowering the bar even further, requiring nothing from our students and promising them esteem-building edutainment' (Faculty)

Respondents suggested that inclusion of a direct reference to academic excellence and/or high quality education would allay the above concerns:

'I like it, but something must follow to speak to academic excellence because we are, after all, a regionally accredited university!' (Student)

'I think more of an emphasis should be placed on a mission to achieve a higher standard of education. Make the school shine for academic purposes instead of diversity...I know we want to encourage all cultures to join our school, but we need to say more about standard of education' (Student)

'The primary vehicle we have at university to effect desired changes/ contributions...is via the act of education (some call it teaching). People *learn* everywhere - how is a university any different? We teach. Without the word 'teaching' in the [statement] it is very easy to lose sight of (what I think) is our primary mission' (Faculty)

Spc response: We acknowledge that a direct reference to the concept of academic excellence should be included and will seek to include appropriate phrasing.

5. Draft Vision Statement

The SPC consulted on the following draft vision statement:

UH Hilo is a community of scholars working together across disciplines and differences to address real world issues. Every student engages in practical experiences connected to the people and environment of Hawaii, preparing them to compete, innovate, and lead in their professional and personal lives.

The online survey asked respondents to indicate their level of satisfaction or dissatisfaction with the draft statement. Chart 4 below illustrates the spread of responses to this question:
Levels of satisfaction/dissatisfaction with the draft vision statement were similar to those for the draft mission statement. Almost half (49.1%) of respondents were either satisfied or very satisfied with the draft vision. Approximately 1 in 4 (25.4%) were neither satisfied nor dissatisfied, and 27.1% were dissatisfied or very dissatisfied.

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

5.1 The SPC’s rationale for the draft vision statement

A vision statement conveys an image or description of the university community we aspire to become in the future. It answers the question, if we can achieve what we want to do, what will we look like in X years time? The Chancellor has asked the SPC to develop a vision statement that will guide the university up to 2020. Below is a short description of what the committee intended to convey from each part of the statement.

**UH Hilo is a community of scholars**

‘Community of scholar’s’ was intended to be an inclusive phrase, encompassing faculty, staff and students. It was also intended as a reference to encouraging students to think of themselves as ‘scholar’s’.

**Working together across disciplines and differences**

The intention with this phrase was to emphasize that UH Hilo will maximize working together across disciplines, areas and other diverse differences, to address real-world issues. It was highlighting a focus on collaboration and interdisciplinary working to both prepare students and ‘address real-world issues’. The committee recognizes that pockets of excellent cross-working already exist but that integrating this model across the university would be beneficial for all faculty, staff and students.
To address real-world issues

In focusing on ‘real-world issues’ the committee was referring to UH Hilo as a university that would be recognized not as an ‘ivory-tower’ institution, but as one where its entire campus community worked together to address issues of global relevance and application.

Every student engages in practical experiences

That every student at UH Hilo will experience integrative learning by applying their knowledge to practical situations that will help them to integrate their learning and equip them with the skills and experiences they need to prosper. The committee recognized that some students already have this opportunity but the vision and the ‘stretch’ is to roll that out to every student at the university. The intention would be to provide such experiences such that they will help to prepare students and give them a competitive edge in their personal and professional lives.

Connected to the people and environment of Hawai’i

Connection to the people and environment of Hawai’i was intended to reference a symbiotic partnership between the Island of Hawai’i and the university and giving students unique place-based experiences. Whilst the committee again realized that this practice already takes place in pockets across the university, the vision would be to coordinate efforts within the university and with the local community to give every student that opportunity.

Preparing them to compete, innovate, and lead in their professional and personal lives

That in applying their learning and integrating knowledge and skills, students will be better prepared and have a competitive advantage to help them to succeed in their professional and personal lives.

5.2 Feedback on specific terms/phrases in the draft vision statement

5.2.1 UH Hilo is a community of scholars

Interpretation of the ‘community of scholars’ phrase was varied. Whilst reference to being a university ‘community’ and the collegiality that promotes was generally recognized, ‘scholars’ was usually interpreted as relating only to the faculty, or faculty and the staff, but not the students:

‘To me, it means that faculty collaborate to provide a quality education…I like the collegiality that a community of scholars suggests’ (Faculty)

‘The reference to UH Hilo being a “community of scholars” concerns me as it seems to include only faculty. What about staff who work to sustain the infrastructure and provide the necessary support for students and faculty?’ (Faculty)

‘Scholars are each a) recipients of scholarships b) someone who takes up knowledge c) a learned person. The word in the first sentence only describes professors; i(’ (Student)

‘Community of scholars....are we talking about faculty and staff...or are we including students in this community. The next sentence which says students leads one to believe that the community does not include students and it should’ (High School Counselor)

‘It means that only professors and people with academic backgrounds are the only ones that is part of the UH Hilo community that works together...not everyone that works on this campus is not a scholar, we all engage in making sure that students have a wonderful experience on this campus’ (Civil service staff)
SPC response: We will revise the wording of ‘community of scholars’ to make it clearer that in this context, we are referring to a community of faculty and staff working together to support student scholars.

5.2.2 Working together across disciplines and differences

The concept of cross-working implied by this phrase seemed to be generally well understood and liked by respondents and participants:

'I like that it refers to working together across disciplines and differences because I think that as a campus community we should remember that we have the same goal of preparing students for the future' (Faculty)

'I like that there is a vision to see us working across disciplines, and it isn't divisional' (Faculty)

'It appears to indicate an interest in improving the community within the campus--a good thing since it often appears that individual interests on campus keep people apart rather than bring them together to work across disciplines' (Community member)

However, some concern was raised with the term ‘differences’ in that it held a negative connotation:

'Don't like the word "differences"...highlighting diversity of ideas rather than differences provides a more positive and less "camp-like" (I'm here, you're there) approach' (RCUH employee)

'I don't like the part, "working together across disciplines and differences...." because it sounds like the instructors have personal issues amongst themselves' (Student)

'What are the "differences" that are referred to? I suggest that you leave that out' (Faculty)

SPC response: We will retain the essence of the phrase ‘working together across disciplines and differences’, but may revise it slightly to convey the message more positively.

5.2.3 To address real-world issues

The phrase ‘real-world issues’ elicited split responses. Some respondents and participants liking the concept and the way in which it grounded the institution, and recognized that education is not a stand-alone venture but is connected to the rest of the world and to people’s lives:

'I think it also means that we are not operating in an 'ivory tower' but that the research and educating that we do here has an impact on the world and is part of the 'real world' not isolated from it' (Faculty)

'It is strong in its emphasis on "real-world" relevance and application. This is appropriate to the times. The university should not remain removed, especially in these islands' (Faculty)

Others however viewed the term as too cliché and referenced that the work of universities does not always have direct real-world application, but rather they push the boundaries of theoretical or conceptual issues:

'I wonder how to reconcile the fact that the mission statement emphasizes focusing on real world issues where universities are typically thought of as a nucleus for innovation and pushing the boundaries of existing scientific fields, not necessarily applicable to the real world directly. In a university setting I think it is equally important to focus on real world problems as well as theoretical abstractions' (Faculty)

'I reject the cliché that universities are somehow not part of the "real world"' (E&M staff)

"...addressing real world issues." This focuses this on triage, problems. Suggest challenges and opportunities’ (RCUH employee)
‘Please get rid of "real world" and replace it with "global". "Real world" implies that the university and students are in some liminal "fake world" until they leave campus. This is a common unconscious or conscious posture on higher education that is often used by right-wingers to dismiss higher education as a relevant social entity in its own right. It would be nice if our vision statement didn’t buy into that false dichotomy that keeps educational systems separated from a proclaimed ‘real world’” (Faculty)

5.2.4 Every student engages in practical experiences

Whilst generally the concept of encouraging students to augment their theoretical learning’s with out-of-class experiences was seen as positive, the phrasing for this concept was challenged, particularly in relation to how ‘practical experiences’ would apply to certain programs:

'I like the strong stand on practical experience, though the phrasing could be improved’ (APT staff)

‘How does every student engage in "practical experiences," especially if they are DL students?’ (Faculty)

‘Does *EVERY* student have to engage in "practical experiences" (whatever that means)? What about students interested in the history of ancient Mexico?’ (Faculty)

Also challenged was the word ‘every’ with regards to whether that issued the university an impossible mandate to achieve. Softer wording of ‘Students engage’ or ‘Every student has opportunity’ was suggested. Other suggestions for alternative wording included ‘experiential’ or ‘applied’, and making reference to ‘academic’ as well as practical experiences. With regards to the latter, one of the concerns with just referring to ‘practical’ experiences was that it may make the institution sound more like a vocational school than a university:

‘Why should a student "engage" in a "practical" matter? Shouldn't you engage in something EXCITING?’ (Student)

‘Practical...is art practical? Music? Why use the word practical? Experiential? applied?’ (RCUH employee)

‘Add something about educational or academic experience in addition the "practical", otherwise it sounds as if we’re a vocational school’ (Faculty)

m) SPC response: In the phrase ‘Every student engages in practical experiences’ we deliberately chose the words ‘every student’ to indicate a strong stance on making applied learning a key part of the university experience for all students. We will consider rephrasing this part but we intend to retain a strong stance on this matter. We acknowledge that the term ‘practical’ suggests too narrow a focus in terms of the type of experiences students may have. We will therefore review this term and develop more inclusive phrasing.

5.2.5 Connected to the people and environment of Hawai‘i

Generally, the stated connection to the people and environment of Hawai‘i was seen as positive in terms of linking us to Hawai‘i and focusing the university on a strong role in working with the community:

’I like how it specifies UH Hilo’s relationship to the environment and community here in Hawai‘i. Let us not forget where we are’ (RCUH employee)
I love that it addresses the connection to Hawai‘i’s physical and social environment and pushes the student to be the leaders of tomorrow’ (APT staff)

‘The connection to the people and place (Hawai‘i). Yes, give us a role in this community!’ (Faculty)

‘I appreciate that it includes the people and environment of Hawai‘i’ (Civil service staff)

There was suggestion to explicitly include the term ‘culture’ in the sentence to link back to the mission statement

“‘...connected to the people and environment of Hawai‘i...’ Suggest adding the word "cultures" to resonate with the mission and what we do’ (RCUH employee)

Also highlighted was an apparent contradiction in the vision statement that references real-world issues in the first sentence, and then appears to narrow student experiences to just Hawai‘i in the second sentence.

‘There is a large contradiction in this "vision" of a UH Hilo student. He will learn to solve "real world issues" to become a "competitor, innovator or leader" only by examining questions concerning and relevant to the state of Hawaii’ (Faculty)

‘The statement is somewhat contradicting itself as we will provide them with real world experience yet this will happen in the context of the Hawaiian reality’ (Faculty)

SPC response: We welcome the positive feedback on the reference to the connection between the university and the people and environment of Hawai‘i and will seek to retain that reference. We also value the feedback on the apparent contradiction in the vision statement with regards to addressing real-world issues only in the context of Hawai‘i reality and will rephrase the statement to resolve that. We intended for ‘culture’ to be implied in the reference to ‘people’.

5.2.6 Preparing them to compete, innovate, and lead in their professional and personal lives

The phrase was consistently interpreted as a desire to prepare students to become leaders of tomorrow in both the workforce and their lives outside of university study.

‘The university is a training ground that will produce scholarly individuals who can apply their knowledge to the betterment of Hawai‘i’ (APT staff)

‘I like how its telling me that I'll be prepared, hopefully, for life outside school’ (Student)

However, the term ‘compete’ had negative connotations for some, implying competition and therefore winners and losers.

‘I would get rid of the word "compete." That’s too much of a mainland word, and it has layers of meaning built into it that we don’t need in our vision statement. We’re not about building competitors, we’re about creating contributors and leaders. This word "compete" is by now trite in university outcome statements’ (Faculty)

‘I am strongly opposed to the use of the word "compete" -- I think we want students to learn to COLLABORATE -- we don’t need to emphasize competition -- that is the wrong message’ (Faculty)

A suggestion was also made to change the ordering of ‘professional and personal lives’:

‘I'd also put "personal" before "professional"...It's closer to home: first our life, then our profession’ (Faculty)
o) **SPC response:** The phrase ‘preparing them to compete, innovate and lead in their professional and personal lives’ represents the intended essence of the vision statement. It describes the final ‘product’ that a focus on collaborative working and integrative, applied learning would culminate in. With regards to the specific words, we will work with student representatives to settle on appropriate phrasing for ‘compete, innovate and lead’ and ordering of ‘professional and personal lives’.

p) **SPC response:** We recognize that the phrasing of the draft statement could be strengthened to convey aspiration and to inspire. We will seek to make such adjustments.

5.3 General feedback on the draft vision statement

5.3.1 Lacks an inspirational and aspirational edge

Although there were recognized elements of aspiration in the draft vision statement (e.g. ‘every student’), general feedback indicates that its phrasing could be adjusted to make it more aspirational, and therefore more inspirational. Perhaps because of a perceived lack of aspiration, to some ‘[the draft statement] doesn’t provide a clear picture of where UH-Hilo wants to be in 2020’ (UH Hilo alumni).

‘A vision statement should be more aspirational in nature and stipulate and positive, forward moving direction… - for example, to become the premier model of access, learning excellence, and success for students, especially indigenous students and other historically underserved students, by using innovative, cutting-edge methods of teaching and engagement both in the classroom, across campus, and beyond the University boundaries’ (E&M staff)

‘The draft vision statement…does not say "...we will change the world through..." but only "this is who we are". It needs to have a biting edge to it, I think, to more forcefully promote the vision we seek to implement’ (Faculty)

‘It is too tentative and just doesn't move me or inspire me’ (E&M staff)

‘If we are setting our vision for the next 9-10 years, this seems very tame. The only strong stand is one practical experience’ (Faculty)

5.3.2 Inclusion of reference to academic excellence

Raised by some faculty was that reference to academic excellence or improving academic standards should be made in the vision statement:

‘I believe the faculty of UHH are currently interested in raising academic standards and it would be good to include this in the vision statement’

‘Again, no mention of excellence? Isn't UHH aspiring to become a better, and well respected institution?’ (Faculty)

‘I don't see anything about quality educational programs, just comments about scholars and students’ (Faculty)

q) **SPC response:** We intended that the pursuit of academic excellence and delivery of quality programs be implied in the vision statement as the university will only be able to produce students who are able to ‘compete, innovate and lead in their professional and personal lives’ if they receive an exceptional education. We will however consider the point further.
5.3.3 Other areas potentially to reference in the vision

Some respondents and participants suggested other areas that may be appropriate to reference in the vision statement. This included a focus on building community partnerships, which was noted as an area that UH Hilo has yet to fully embrace; and reference to elevating incorporation of the cultures of Hawai‘i as a foundational part of the university experience, rather than a unique secondary element.

SPC response: We welcome additional suggestions for potential inclusion in the vision statement. We intended a focus on building community partnerships to be implied by ‘connected to the people and environment of Hawai‘i’ but recognized that this is perhaps not clearly conveyed. We will seek to clarify. The suggestion to elevate incorporation of the cultures of Hawai‘i is something that we have discussed and will continue to discuss.

6. Next steps

The purpose of this report has been to explain the outcomes of the draft mission and vision consultation and the SPC’s subsequent planned actions. Overall, feedback on the draft statements was constructive and helpful, pointing the committee to areas that require clarification, improvement, or addition. The committee is currently redrafting the statements based on that feedback, in parallel to developing strategic goals and actions – which is based on the preplanning and other evidence/information. The committee intends to seek further feedback from UH Hilo stakeholders on the revised mission and vision statements, along with an initial draft of the goals and actions in early April 2011. The overall aim is to have developed the full strategic plan by the end of May 2011.
ANNEX I: LEVELS OF SATISFACTION/DISSATISFACTION WITH DRAFT MISSION AND VISION STATEMENTS BY BROAD RESPONDENT GROUP

Chart 2.1: Student Levels of Satisfaction/Dissatisfaction with Draft Mission Statement

The majority (40.3%) of student respondents were dissatisfied/very dissatisfied with the draft mission statement. Approximately 1 in 5 was neither satisfied nor dissatisfied with the draft mission statement. 34.6% were satisfied/very satisfied.

The primary criticism was that the draft statement was not focused on educational quality or benefit to the students. As one respondent articulated this as ‘make the school shine for academic purposes instead of diversity. I want to go to a “smart” school, not a diverse one’. Another student expressed that ‘it should reflect some sort of benefit to the students and/or global perspective rather than just the local community.

Some student respondents noted that they liked the Hawaiian wise-saying and the recognition that learning can occur from many sources. Others liked the stated benefit to the local community.

Chart 3.1: Student Levels of Satisfaction/Dissatisfaction with Draft Vision Statement

The draft vision statement was more favorably received by students than the draft mission. Over half (54.1%) were satisfied/very satisfied with the direction of the draft mission, with 20.8% dissatisfied/very dissatisfied. 29.2% were neither satisfied nor dissatisfied.

Student respondents reported that they particularly liked the emphasis of the vision statement on preparing them for life and work outside of university through practical experiences. Others also generally liked the emphasis on working together to address real-world issues.

Suggestions for improvements included referencing academic and practical experiences, as well as real-world issues: ‘In a university setting…it is equally important to focus on real world problems as well as theoretical abstractions’. Another suggestion was to rearrange the order of ‘professional and personal lives’.
Chart 2.2: Faculty Levels of Satisfaction/Dissatisfaction with Draft Mission Statement

Approximately 1 in 5 faculty respondents were neither satisfied nor dissatisfied with the draft mission statement. Almost half (48.1%) were satisfied/very satisfied with the draft, and 32.7% were dissatisfied/very dissatisfied.

The Hawaiian wise-saying was generally seen as positive and appropriate and the conciseness of the statement was a strength. A general criticism was that the draft statement ‘seems to avoid any effort to be something more than mediocre’ in not referring to academic excellence/quality education for students. Others felt that the draft did not adequately refer to the uniqueness of Hawaii Island, and distinguish the university within the UH System. There were issues with the phrase ‘our increasingly intercultural communities’ (see above).

Chart 3.2: Faculty Levels of Satisfaction/Dissatisfaction with Draft Vision Statement

41.7% of faculty was satisfied/very satisfied with the draft vision statement. Almost a third (31.3%) were neither satisfied nor dissatisfied, or dissatisfied/very dissatisfied (29.2%)

The emphasis on working together across disciplines and differences was generally seen as positive. The link to the local community was also generally liked, although there was some suggestion that applications of experiences needs to be broader than just Hawaii. Some faculty referenced a contradiction in the statement re: real-world issues in sentence 1, but only by practical experiences in Hawaii in sentence 2. Reference to academic quality/excellence or quality academic programs was also felt to be missing by some. The reference to practical experiences, whilst liked by some faculty respondents with regards to having a practical application of learning, others felt that it limited the vision statement in referring to only one method of learning/applying knowledge. Reference to real-world issues was seen as positive by some, but others felt the word too ‘trendy’ and questioned whether it would be applicable in all contexts.
Over half (55.2%) of staff respondents were satisfied/very satisfied with the draft mission. Around 1 in 4 was dissatisfied/very dissatisfied, and 27.6% were neither satisfied nor dissatisfied.

Many respondents commented positively on the Hawaiian wise-saying in relation to the university’s connection to the Hawaiian cultures and recognizing the meaning of utilizing many sources to support learning. Staff respondents liked that the statement was relatively short and concise but also said that the second sentence lacked vitality and clarity in terms. Others liked the reference to ‘creativity’ as an aspect of learning. Specific reference to community benefit was positive but also ambiguous as some respondents questioned what ‘communities’ referred to – local, global or both.

Others commented that the draft mission lacks a student focus, and that ‘committed’ may not be the best word to convey a purpose.

Just over half of staff respondents were satisfied/very satisfied with the draft vision. 37% were dissatisfied (0% were very dissatisfied), with 11.1% neither satisfied nor dissatisfied.

‘Community of scholars’ was most commonly interpreted as ‘faculty’. In that context, some saw the draft vision as prioritizing faculty first, then students; not their preferred order. Some respondents stated that the draft vision lacked aspiration and was not inspirational.

Respondents tended to like the reference to a direct connection to Hawai‘i, however some felt that it was too narrow and should not just reference the island/state. Practical experiences were also seen as positive, but some questioned what these would entail. Others liked reference to working together across disciplines and differences, but questioned whether preparing students for ‘competition’ was appropriate.
70% of external stakeholders were satisfied/very satisfied with the draft mission statement. 15% each were neither satisfied nor dissatisfied, and dissatisfied/very dissatisfied.

Respondents tended to like the Hawaiian wise-saying and its meaning, but that the second sentence does not flow well from that. Others stated that the draft statement does not clearly articulate the purpose of UH Hilo as it focuses on ‘commitment’, and that it misses positioning the university in terms of specifying its ‘unique niche’. A few respondents commented on the term ‘discovery’ and stated that it ‘implies nothing existing before [discovery]’ and that on its own the term ‘sounds strange…maybe make it personal discovery’. Additional suggestions included commenting on academic excellence, and amending the term ‘intercultural’ to ‘multicultural’.

57.9% of external stakeholders were satisfied/very satisfied with the draft vision statement. Just over 1 in 4 was neither satisfied nor dissatisfied, and 15.8% were dissatisfied/very dissatisfied.

Respondents generally liked the reference to connecting students to Hawai’i and preparing them to innovate and be leaders. They also generally liked the reference to working together across disciplines and differences. External stakeholder respondents also raised issue with the term ‘community of scholar’s and tended to interpret it as only referring to the faculty. However, some respondents felt that just referencing Hawaii was limiting and that reference should also be made to connecting students to areas outside of the island/state. Others questioned whether ‘practical experiences’ was as relevant/possible for the arts are they would be for the sciences.