Present: K. Crowe, P. Felipe, L. Hong, D. Irvin, J. Kunimoto, Z. Street
Absent: K. Makekau-Whittaker, M. Marciel, K. Oda, L. Woods

1. Notes from February 22nd meeting were reviewed; one change was made to change “people” to “positions in one of the “Weakness” statements.

2. Additional weaknesses identified and discussed by the group:
   a. We don’t know what we value in the student experience, who we are as a Division, or what we stand for, e.g., no clear sense regarding our niche;
      i. The question was raised whether this was specific to our Division or a campus-wide attribute; it was agreed that this is true for both
      ii. It was also noted that it is an area that some of our own divisional units could take the lead on, such as Admissions office, University Housing, and Intercollegiate Athletics, since those units recruit students
      iii. Dexter and Pikake both indicated this would be what they considered our most significant weakness as a Division
      iv. With a change in our CEO leadership, there is an opportunity to shape this
   b. Based on our operational hours, we are not always perceived by students as accessible or available
   c. Student perceive there to be a lack of campus life and activity, e.g., “things to do” (and we agreed perception is a form of reality
   d. Because many of our staff/faculty are working in isolation within the student affairs profession, many of us may not know what else CAN be done to bring about positive chance, or feel (based on past experiences/reactions) that we may not have permission to change things, or we only can see the BARRIERS to change, rather than the FACILITATORS to change
   e. We don’t fully leverage search opportunities as an opportunity to showcase our campus, our Division, etc. (some of this is the result of the control HR exercises over the process, but some is how our search committees and responsible hiring authorities approach search processes)

3. Opportunities - Brainstorm:
   a. Leadership change at the Chancellor-level gives us the chance to more clearly define who we are and what we stand for
b. As a profession, we are starting to value more the concept of holistic learning, including our linkages with the environment, “green” practices, sustainability, the natural laboratory, and indigenous cultures and ways of learning/knowing (think of the movie Avatar); this is a unique match for what we can offer in terms of education here at UH Hilo

c. There appears to be a greater willingness for academic affairs and student affairs faculty/staff to work collegially together as educational partners and some of the traditional “boundaries” between the two areas are not as clearly defined or insisted on at this campus

d. Society is relying on colleges/universities more to develop students on a personal level as a result of delayed adulthood/extended adolescence
   i. This speaks directly to the special role of student affairs professionals and thus affords us a chance to demonstrate our value relative to these needs
   ii. We are recognizing that the campus is more than just classroom learning or a physical location for students
   iii. There appears to be this phenomenon of “quarter life crisis,” whereby college graduates feel purposeless until they hit their 30s, so what is the role we can play in their career and social development?

4. Threats – Brainstorm:
   a. Increase in online courses and distance learning may constitute a threat to building out the campus physical and human resource infrastructure and translate into a decreased need for student affairs staff (it was noted that relationship-building with students will always be needed)
   b. Proliferation of technology has generated increased expectations regarding access and accessibility that may be impossible to sustain in the long-run without increased staffing (although technology has also facilitated our ability to spend more time “on task” in meaningful interactions with students)
   c. Culture of “talk story” is probably both a threat and an opportunity – on the one hand, it fosters a unique sense of community/connection that is vital for student engagement and staff/faculty morale; on the other hand, it also has the potential to negatively impact productivity and fosters an acceptance for mediocrity (slower service, slower response time, etc.)
   d. As a growing campus, we can’t be all things to everyone all the time – who/how do we decide what does get done and what we stop doing?

Respectfully submitted,
Luoluo Hong

Drafted 4/3/10 by L. Hong
Approved by team members 4/8/10