
Excused: Cliff Togo, Mike Tom, Ivy Yagi (non-voting).

Guests: Karen Cho (proxy for Togo), Ardis Eschenberg (proxy for Tom), Kalawaia Moore

Notes for the PBC meeting held on 11/05/10 were approved as corrected.

The three available options for a college Mission, Vision and Core Values statement were discussed pursuant to a procedure managed by the Faculty Senate requesting the PBC to give its advisory recommendations along with similar advice from the Accreditation Steering Committee and the Institutional Effectiveness Committee. Based on feedback from these three sources the Senate planned to present a final ballot to the campus at large for a public preference poll. The PBC was charged with considering three options with one having been produced by the Faculty Senate Task Force on the Mission, Vision and Core Values; a second version somewhat different having been written and approved by the Humanities Department and a third version with more extensive additions written by Ke Kumu Pali. (see attached)

The discussion was convened by the chair who recognized a guest to begin the presentation with an explanation of two of the options for a Mission Statement. Kalawaia Moore on behalf of Ke Kumu Pali was speaking in favor of the Ke Kumu Pali option as the preference but he reassured the Council that KKP would be contented if the Humanities version was accepted. Kalawaia urged the Council to consider that Native Hawaiian recruitment would be enhanced by recognizing a special commitment to serving Hawaiians articulated in the Mission. Moreover he observed that a commitment to recruiting and serving Hawaiians has produced one of the highest proportions of native Hawaiian students in the state (currently 41.5%), as well as providing the wherewithal for institutional support to improve the well-being of all elements on campus.

Questions and discussion by the Council went as follows:

- Inquiry from the floor asked if the alternative versions of the Mission Statement could be perceived as an exclusion of groups not mentioned and/or a prioritization of those groups that were named. The concern here was that the college should go with all possible groups and not “cherry pick” favored groups.
- In response to this question a note was made of the mission of the University as a whole to maintaining a “special commitment” to Native Hawaiians, hence the versions of the Windward Community College Mission that identify Native Hawaiians do not prioritize, do not exclude, but simply reiterate the college’s support of the overall mission of the University. Moreover, the official Strategic Plan of this college separately identifies metrics related to recruitment, retention, persistence and graduation of Native Hawaiians
pursuant to the college’s participation in the Achieving the Dream initiative. The point is that the college and the system as a whole have been actualizing a special commitment to Native Hawaiian students hence the proposed alternative Mission statements are not a departure from established practice.

- A member of the Council observed that equal treatment of all groups is not necessarily equitable treatment for all groups particularly when one or more of the groups have a history of having been deprived of equal opportunity in the past. This is the underlying philosophy for measures of affirmative action. In this regard one can readily perceive a national consensus about “special commitments” particularly at the level of post-secondary education as reflected by such terms as Hispanic Serving; African American Serving and Native American Serving institutions. Finally, the University shares in the statutory responsibility of State agencies to provide for the health and educational well-being of Native Hawaiians and to report and promote its efforts toward that end.

- Note was made from the floor that historically the educational system has been used in Hawaii to squelch Hawaiian cultural identity in the misbegotten motive that cultural homogenization was “in the best interests” of an indigenous culture. This history has created a rift of mistrust and skepticism about the educational mission, hence the path to equity is a path to heal the rift.

- Finally, an observation was made that the alternative versions of the Mission Statement represent a moderate measure likely to produce major progress toward healing rifts from the past and squelching prospects of more radical sentiments taking hold. The message seemed to be let’s work together in moderation given this open opportunity to stand together.

The PBC chair distributed secret ballots calling on members and formally designated proxies to rank order the three alternatives of the Mission, Vision and Core Values statements. The results of the poll were as follows:

None: one ballot
Sub-Committee Version: 6 for first choice; 4 for second choice; 9 for third choice
Humanities Version: 12 for first choice; 5 for second choice; 0 for third choice
Ke Kumu Pali Version: 2 for first choice; 7 for second choice; 7 for third choice

My report to the Faculty Senate is that the Humanities Department Version is the clear choice of the Planning and Budget Council.

- Jan Lubin took the floor to provide an update on the college’s progress with Strategic Plan targets by emphasizing fields in which the college is challenged to hit the targets, hence the focus was focused on a minority of the strategic plan targets.

- Graduation targets have heretofore been a field of deficiency for the college, however informal figures indicate that the college is 3.4% above its graduation targets for all students and 14% above graduation targets for Native Hawaiian students for the 2009-10 academic year. In response to a question about multiple enrollments due to on-line course offerings Jan reassured the Council that the college is not held accountable for graduation rates for students home based at other campuses in the system.

- The report did note shortcomings in both the Developmental Education items and the Placement Test items of the Strategic Plan.
Achieving the Dream items reported in the Strategic Plan suggest a mixed bag of results suggesting that the interventions being tried may be helping as necessary cause of improvements but perhaps not sufficient cause.

Developmental reading course is not offered in sufficient quantity of sections to draw any conclusions about the success of intervention strategy. Developmental writing appears to be in the healthy range, but we have no data on the impact of the intervention being tried here. Figures for developmental math are down 1% but these results are not alarming yet.

See attachments for graphical data related to the Strategic Plan report.

Jeff Hunt took the floor to present the new PBC summary forms now in use and to discuss the possibility of recording individual member ratings of each form in a Zoomerang format so that totals and averages can be tabulated automatically, and the results displayed graphically.

Doug broached the idea of a Summer Rump Committee of the PBC that would comprise those members of the committee who will be available in the summer months when inevitably planning and budget decisions have to be made on a short turnaround basis. At the end of an academic year Doug will recruit and collect contact data for those who will be available and will be willing to contribute their time on an advisory basis without remuneration.

A request was made for updating PBC flow charts and was taken under advisement.

Meeting adjourned at or about 4 pm.