

## **University of Hawai'i – Mānoa Faculty Senate**

**12/2/09**

### ***Draft minutes***

**Senators present:** Denise Antolini, Edoardo Biagioni, Rhonda Black, Robert Bley-Vroman, Ronald Bontekoe, Paul Brandon, Kent Bridges, James Cartwright, John Casken, Paul Chandler, Richard Chadwick, Beei-Huan Chao, William Chapman, Meda Chesney-Lind, David Chin, Joel Cohn, Robert Cooney, Robert Cowie, Martha Crosby, Stuart Curry, Shirley Daniel, Jonathan Deenik, Michael DeMattos, Daphne Desser, Milton Diamond, Patricia Donegan, David Duffy, Ariana Eichelberger, John Engel, Ernestine Enomoto, David Ericson, Elizabeth Fisher, Sheri Fong, David Garmire, Jonathan Goss, David Griffith, Jay Hartwell, Vilsoni Hereniko, Thomas Hilgers, Ellen Hoffman, Judith Inazu, Lilikala Kame'eiehiwa, Carol Kellett, Barry Lienert, Jonathan Matsuda, Richard Nettell, Torben Nielsen, Ian Pagano, Julia Patriarche, Vaughan Phillips, Sarita Rai, Martin Rayner, Stacey Roberts, David Ross, Scott Rowland, Bruce Shiramizu, Nicolaos Synodinos, Hsing Wen, Jean Young

**Senators absent:** Anna Ah Sam, Randall Akiona, Garrett Aputzen-Ito, Bruce Barnes, Maxine Burkett, John Butler, Keith Claypoole, Elton Daniel, Guliz Erdem, Rosanne Harrigan, Kim Holland, Daniel Jenkins, Jason Maddock, John Mahoney, Luciano Minerbi, Thanh Truc Nguyen, Andrew Nichols, Martin Oishi, Katrina-Ann Oliveira, Stephen Olsen, Weilin Qu, David Sanders, Magi Sarvimaki, Kaimi Sinclair, Siang Tan, Mirella Vasquez-Brooks, Douglas Vincent, Giangyi Wang, Anna Wiczorek, Leven Wilson, James Yates,

**Excused:** Halina Zaleski, Robert Richmond, Susan Hippensteele, Charles Weems,

**Guests:** Hazel Beh, Paul Chandler, Peter Nicholson

FS chair David Ross called the meeting to order at 3:04.

Ross introduced guests from ASUH who invited faculty to join them on December 8 for a noon rally at the capitol on UH's needs.

### **1. Approval of the November 18, 2009 Faculty Senate Minutes**

The posted minutes of 11/18/09 were approved.

### **2. Chair's Report**

---A) During its official visit next week, WASC is holding an open meeting for faculty at 4 on 12/9.

---B) Update on new Senate Task Force on the Budget Situation

Ross announced TF members:

David Bess

Lilikala Kame'elehiwa  
Roger Lukas  
Gerard Russo  
John Wendell  
Advisor: Denise Konan

A motion to approve these members was offered and seconded. The motion was approved with 1 abstention.

### **3. Resolutions and Motions**

#### **---A. (CAPP) Endorsement of the proposal on Academic Actions for Fall 2009**

CAPP co-chair Sarita Rai offered the following statement on the Council of Academic Advisors' draft "Academic Action for Fall 2009," a plan (posted on the FS website) to take academic action once per academic year, not every semester:

##### **Academic Action Proposal**

Based on the rationale provided in the "Academic Action Proposal for Fall 2009" by the Council on Academic Advisors, CAPP approved the following motion.

*"The one semester fall 2009 pilot project for Academic Action is approved. This one semester approval is with the proviso that an evaluation and results of those students who are impacted as well as the number of students affected are reported to the Faculty Senate."*

It was moved and seconded to convert the CAPP motion to a FS motion:

The Faculty Senate endorses the one semester fall 2009 pilot project for Academic Action. This one semester approval is with the proviso that an evaluation of and results for those students who are impacted as well as the number of students affected are reported to the Faculty Senate.

Questions were raised about the need for this motion, its time frame, and potential impacts on students. A motion was made and seconded to delete call for a one-semester pilot project. VCAA Dasenbrock reported that there were typically 200 "academic actions" per semester. Given these numbers, the amendment was withdrawn by the senator who offered it.

The FS endorsement was approved unanimously.

#### **---B. (CAPP/CSA/CAB) Endorsement of Undergraduate Enrollment Goals**

Ross noted that CSA recommended the following Statement on Undergraduate Enrollment Goals:

Given that the state of Hawaii can only benefit by offering to a greater number of its citizens improved access to a quality public higher education, the Mānoa Faculty Senate, upon recommendation of its Committee on Student Affairs, supports the development of a UH-Mānoa enrollment plan that, without increasing faculty workloads, will 1) enable and encourage more of Hawai'i's high school graduates to attend UH and UH-Mānoa in particular, 2) address inequitable rates of educational attainment across Hawai'i's population, 3) facilitate transfer between UH two and four-year educational institutions and 4) improve overall retention and graduation rates at UH Mānoa.

CAPP co-chair Rai offered this CAPP statement for Senate adoption:

In consideration of CAPP, CAB, and CSA endorsements of the “Enrollment Goals,” FS supports the overall stated goals of the undergraduate enrollment management plan, and requests that the administration continue to consult with the faculty and the university community in developing the detailed implementation strategies of the enrollment management plan, mindful of issues including workload, infrastructure, capacity, and ensuring that funds generated from the increased enrollment be used in a fiscally responsible way to support the core mission of the university.

It was moved and seconded that FS endorse the CAPP statement.

At the request of a senator, the proposed Enrollment Goals were read. CAB reiterated its support of the statement. A senator reminded us that some 5 years ago, FS adopted a resolution to look into raising admission standards. Implementation of that resolution was repeatedly “put off for later consideration” by the administration. He noted that we still need higher admission standards. Others spoke in support of the motion, noting that the details of implementation will have to be worked out later. Many noted that the devil is in the details, but we have to start somewhere.

The question was called. 3 opposed, 2 abstained, the rest yea. The statement has FS endorsement.

**---C. (GEC/CAPP) Non-endorsement of the Memorandum of Agreement: Transfer of General Education Core Requirement**

GEC chair Scott Rowland noted that the GEC-endorsed statement on the draft MOA was posted on the FS website. He noted that while the statement was long, it covered many facets of the proposal and in the end recommended that the draft be sent back to its authors for revision.:

CAPP co-chair Rai, after noting that CAPP's full statement on the MOA was also posted on the FS website, drew attention to CAPP's conclusion:

CAPP

- 1) recommends that the Senate not accept the Memorandum of Agreement in its current form asks for a revision of the draft policy on transfer of General Education Core Requirements which clarifies the policy.
- 2) disapproves of abolishing the course by course evaluations as these evaluations form the basis for well-informed student planning and effective faculty advising throughout the student's career at UHM.
- 3) recommends that students having completed their Foundations and/or Diversification requirements at any UH campus be treated as having completed the same category of requirements at any campus of the UH System, unless there are factors that may make articulation unacceptable to the receiving campus.

A motion was made for FS to endorse these 2 statements and send the draft MOA back to its authors for modification. It was seconded.

Discussion focused primarily on possibilities that the MOA will lower the qualifications of our matriculants. Some senators were concerned that the MOA would allow more unqualified students to transfer from the CCs: It was noted that UHM requires a 2.8 from high school for admission, but already allows admission of CC transfers with a 2.0 GPA, perhaps an obstacle to our efforts to improve student retention. Chair Ross and Senator Rowland noted that the motion was not about admission standards but was meant to address the transfer issue and make the transfer policy less opaque.

The question was called.

VCAA noted from the floor that although the proposed MOA was forwarded by OVCAA, it was the product of the system's CCAO. He pledged to forward the reports from the FS standing committees, along with the FS statement under consideration, back to CCAO.

The FS statement under consideration was approved unanimously. It, along with the full GEC and CAPP reports, will be sent to VCAA for forwarding to CCAO.

#### **---D. (CoA) Resolution to Clarify Good Academic Standing**

In the absence of the CoA chair, member Robert Cooney presented this resolution for FS consideration:

Whereas:

1. The Manoa catalog states on page 19: "Students may be placed on academic probation at the end of any semester when their cumulative GPA falls below 2.0 or when they fail to maintain the minimum academic requirements of their college, school, or program. Probationary students may register for classes at UH Manoa, but must achieve a current GPA of at least 2.0 in each

probationary semester to be allowed further registration. Failure to meet these conditions may result in suspension or dismissal." And whereas

2. Being in good academic standing is not consistent with being on probation or suspension, therefore

Be it resolved that the UH Mānoa Faculty Senate defines good academic standing as a cumulative GPA of 2.0 or higher.

It was noted that athletes can currently have GPA of 1.8 and still be eligible to participate in sports.

Peter Nicholson, FAR, opposed the resolution because it hasn't been run past the athletic program to learn of possible consequences.

It was moved and seconded to send the motion back to COA for further consideration. A member of the committee asked for further guidance from the committee: what has COA overlooked?

An amendment to move it back to CAPP as well as COA became a friendly amendment.

The question was called. The motion to return the statement to COA and CAPP was approved with 5 nays, 8 abstains.

**---E. (MAC) Resolution to include student learning outcomes on all new and amended syllabi: for later FS consideration**

MAC chair Paul Brandon informed the Senate of MAC's intention to seek approval of the following resolution at the January 2010 meeting:

**RESOLUTION TO INCLUDE STUDENT LEARNING OUTCOMES ON ALL NEW AND AMENDED SYLLABI**

WHEREAS, student learning outcomes (SLOs) specify observable knowledge, skills, or attitudes that students should be able to demonstrate when they have completed a course;

WHEREAS, SLOs help focus teaching on what students should know and be able to do and value as a result of taking a course as opposed to focusing on content that is presented in the course;

WHEREAS, SLOs enable students to better understand what they can expect to learn, what they are learning, and what they have learned from a particular course;

WHEREAS, publication of SLOs enables units to better facilitate student learning across the curriculum both "horizontally" (application of knowledge, skills, and attitudes in different contexts) and "vertically" (progressive development of knowledge, skills, and attitudes) and to integrate outcomes across courses, programs, and the institution;

WHEREAS, SLOs are a vital part of "assessment for excellence," an information feedback process to guide individual students, faculty members, programs, and schools in continually improving their effectiveness;

WHEREAS, SLOs also play a part in "assessment for accountability" that asks to faculty to provide evidence to stakeholders about the ways in which our students meet explicitly stated goals and expectations; and

WHEREAS, the Faculty Senate passed a Resolution in September 2000 supporting "an assessment process for all departments and programs, in order to revitalize the spirit and practice in higher education of paying substantial attention to the learning achievement of its students;"

WHEREAS, the Western Association of Schools and Colleges (WASC) Handbook of Accreditation (2008) states that:

"2.3 The institution's student learning outcomes and expectations for student attainment are clearly stated at the course, program and, as appropriate, institutional level. These outcomes and expectations are reflected in academic programs and policies; curriculum; advisement; library and information resources; and the wider learning environment;"

Be it resolved that:

1. syllabi for all courses should clearly state the Student Learning Outcomes (SLOs), or equivalent statements that specify what observable knowledge, skills, or attitudes students should be able to demonstrate when they have completed a course;
2. syllabi for all new and amended courses must clearly state Student Learning Outcomes (SLOs) in order to be approved by the appropriate curriculum committee(s);
3. UHM-1 and UHM-2 forms include a check box to show whether the syllabi for all new and amended courses clearly state the expected Student Learning Outcomes (SLOs) and are judged by the chair/director of the program to be consistent with the learning outcomes of the program under which the course is listed.

Brandon said that MCA very much favored this resolution. He noted that assessment of student learning is mandated by WASC. The purpose of assessment is to improve programs; course SLOs must support program SLOs. He invited feedback.

Brief discussion suggested that FS think through possible implications before we endorse the resolution.

The resolution will be considered at a later FS meeting. Senators are invited to offer comments to MCA.

#### **4. Committee updates**

There were none.

#### **5. New Business**

There was none.

#### **6. President Greenwood**

Ross introduced President MRC Greenwood to the Senate.

Greenwood noted that she appreciates this opportunity: it is somewhat unusual for a system president to address a campus's FS. She further noted that she was meeting with the UHH FS tomorrow.

Greenwood thanked the faculty for its work, especially during these troubled days. She noted that she is, daily, speaking with legislators, community leaders, and D.C. grant sources. Many report that next year's budget situation is likely to be even worse. But there is broad understanding of the critical community role of UH. Perhaps we need a state summit on higher education in Hawai'i's future. We need to know how to influence public perceptions, the next governor, and legislative candidates. We have to be able to convince others that what we do and can do is worth additional public investment. If we can't get funding, let's at least seek relief from external interventions that limit our choices.

Greenwood would very much welcome more contact with the faculty union. BOR has approved the notion of a 4-year contract with UHPA, with possibilities for salary improvements in the last 2 years. She noted that we have to learn from what is happening with the furlough issue for public elementary and secondary schools.

Q: How do you see UHM vs. other campuses?

A: I see the difficulty of sustaining a coalition like the UH system. UHM is absolutely critical to the system: without UHM, we'd have no system. At the same time, we have one of the country's best CC systems, and we have to allow the CCs to grow even stronger without cutting into possibilities for our Research I university.

Remember: the CCs have far more local "clout" with their communities, through their legislators, than does UHM. The reality is, however, that UHM is crumbling. We must leave behind millions in grants because we've let UHM crumble—not merely because

buildings are unsafe, but because we have very low cost-return benefits from grant agencies. We have to convince the public to invest in UHM to attract more millions in support of our efforts.

UHM is working already to, e.g., allow CCs to grant AA degrees for UHM students who complete a CC's AA requirements while doing UHM coursework. This will earn UHM good will. It will show UHM's efforts to deal with perceived inequities.

Q: What in addition to salary cuts is the UH system doing to cut costs?

A: We are leaving administrative positions empty. We are trying to learn where we can cut expenses.

Q: What is being done about 30% cap on out of state students?

A: BOR is looking at alternatives: limiting the cap to undergrads; raising the cap to 35%. But we must make sure that we do not cut out local students: this is our mission.

Q: UHM has 70% of the UH students, 80% of grant money. But we are 1 voice in 10. Do we have sufficient clout given our impact?

A: We need strong representation of UHM at BOR. Most Regents have some UHM affiliation. But our impact is limited: we don't control regent selection; that is in the governor's hands.

Q: Did the governor determine UH and UHM cuts?

A: Partially. She determined that she needed a 13.9% salary reduction across the board. So she cut UH funding by 13.9%. Since UHM has 40% of the UH employees, UHM got 40% of the UH cut.

Q: How can we afford West Oahu if UHM is crumbling? If the state's financial situation is getting worse, can we lean on our federal legislators? What has the UHM faculty done to merit cutbacks and firings? What about our autonomy?

A: I work hard with our senators. But I don't think that Sen. Inouye can divert military funds for university use. Yes, UH does have lots of limits on autonomy. I understand your concerns about West Oahu. It has strong political support. It has to build on donated land or lose that land. UH does have needs for growth. We can't afford to give back scores of acres of land. If West Oahu gets stopped, we can be sure that the saved dollars won't be reallocated to UHM. Our legislators are far more concerned with 45% unemployment among carpenters than they are with UHM's problems. That's why CIP often is more attractive to legislators than putting more dollars into education. We have to look into attracting dollars for buildings where we fail to get dollars for people.

Q: Can we use West Oahu land for faculty housing?

A: We have to keep the land first. It can in part be used for faculty housing. But will UHM's faculty be willing to commute from West Oahu? Will we find a developer who wants to invest in faculty housing?



Q: You seem to have bought into the status-quo arguments for West Oahu. Will you consider other ways to use the west Oahu property?

A: UHM has about 33% of UH students (not 70% as asserted earlier), but a larger share of funding. We won't get sympathy for proposing to add more to UHM's budget by cutting from the West Oahu budget.

Q: We still have plantation mentality—invest in the preparation of workers, not thinkers. We have to change that.

A: Yes, UHM does provide an intellectual trust for the state. But you have to convince state decision makers of our intellectual trust's worth.

Q: Why are you pursuing retrenchment? It's not a typical choice of other campuses nationally. We have problems retaining faculty, and retrenchment isn't helping. Yet you keep talking about "program closure."

A: We have told you that we will not consider retrenchment for financial reasons over these 2 years. But that doesn't mean that we can't reorganize to, e.g., ensure that CCs prepare students who are ready to take advantage of what UHM can provide. You and I can't really imagine this state thriving 10-20 years hence without a strong UHM. Yet that's not a concern for most legislators. They see UHM as an extension of K-12.

Q: What about retirements? Why don't we create incentives?

A: UH doesn't control the retirement system. This is unfortunate—it was easy to manipulate things in California because UC has its own retirement system. But that can backfire also, as it is now with UC, where the retirement system is hurting because of past overly generous retirement benefits.

We need to convert our local students and parents to seeing UHM as a campus that "has it." That's not how they now see us. Promoting retirements may provide options for rebranding UHM.

Q: What are we doing with PR? UHM is seen as haole bastion. It's not, but we aren't doing the PR to change our public image.

A: I agree.

Q: Why don't we embrace the green agenda? I disagree with you: we can get dollars from our federal government. UH has the second-largest energy use in the state, outspent only by the military. Why can't we ask the feds to help us fix that?

A: I'll take that to our Washington representatives.

Q: I won't retire because my position will be lost to my department. Why don't you fix that?

A: The money is gone: that's a given. So we can't make a 100% guarantee that vacated positions won't be held unfilled for a time, or even moved to other locations.

Q: There are hundreds of junior faculty who are seriously looking elsewhere because of our precarious position.

A: We are not a sinking ship. We have been dealt a severe blow. We may get some additional funding eventually from the legislature. But we need to improve our PR so that we don't lose our greater potential for private money. That's particularly hard during contract negotiations. We can't depend on tuition increases to bail us out. We need to review, plan, and work for a better university to prove our worth, from CCs through UHM.

Q: Isn't this an excellent time to recruit stellar faculty? Jobs are hard to get.

A: We can use that argument to attract private funding. We have to build a case for what we can do for Hawai'i's future. The same is true of grad programs. But we have to adjust our grad programs to the real jobs "out there"—and they aren't all in academia.

## **7. Adjourn**

Ross thanked President Greenwood for her time. Noting that the senate no longer had a quorum, he declared the meeting adjourned.

*Respectfully submitted,*

*Thomas L. Hilgers*

*FS secretary*