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FACULTY SENATE MEETING MINUTES

February 19, 2020

Architecture Auditorium (ARCH 205)

3:00 PM - 5:00 PM

Present:

APUZEN-ITO, Garrett; **BANNA**, Jinan; **BATENI**, Sayed; **BEAULE**, Christine; **BISBEE**, Michelle; **CASHMAN**, Kimo; **CHESNEY-LIND**, Meda; **CHIN**, David; **CLAPP**, Justin; **CONWAY**, Thomas; **COONEY**, Michael; **DAVIS**, Katherine; **DE SILVA**, Kahikina; **DENNISON**, Carolyn; **FEURSTEIN**, Anna; **GILLILAND**, Elizabeth; **GOVELLA**, Kristi; **GRISWOLD**, Jennifer; **HARRIS**, Chessa; **HARTMANN**, Nathan; **HIGA**, Jason; **HOFFMANN**, Kathryn; **HUFFMAN**, Brian; **KIRS**, Marek; **LENZ**, Cory; **MATTHEUS**, Deborah; **MCKIMMY**, Paul; **MESSINGER**, Thane; **MIYAMOTO**, Camaron; **NGUYEN**, Truc; **NUTE**, Kevin; **OPPEGAARD**, Brett; **PETTIT**, Jonathan; **SAKAGUCHI**, Ann; **SANDERS**, David; **SENTELL**, Tetine; **SIPES**, Brent; **STEPHENSON**, Carolyn; **TALLQUIST**, Michelle; **TAYLOR**, Brad; **USPAL**, William; **UYEHARA**, Lisa; **VON DOETINCHEM**, Sandra; **YAGI**, Seanyelle; **YUAN**, Sarah and **ZALESKI**, Halina.

Excused:

AGRUSA, Jerry; **BOVARD**, Penny-Bee; **CHANDRA**, Nandini; **FARRAR**, Christine; **FULTON**, Lori; **GROBBE**, Niels; **HIGGINBOTHAM**, Derrick; **IRVIN**, Vanessa; **JHA**, Rajesh; **MARTIN, JR.**, Kaliko; **NÍ DHONACHA**, Siobhán; **POTEMRA**, James; **RAY**, Stacy; **SORENSEN**, Christine; **SPEETJENS**, Maile; and **WITHY**, Kelley.

Absent:

JULIEN-CHINN, Francie; **POKHREL**, Pallav; and **WONG**, Vanessa.

Guests:

BAKER, Charlene; **BRUNO**, Michael; **CHINN**, Pauline; **CHISMAR**, William; **HALAGAO**, Patricia; **KUDLACEK**, Trina; **MAYNARD**, Ashley; **PEARSON**, Wendy; **STEPHENS-CHU**, Maura; **TAKAZONO**, Enid; **VIE**, Stephanie; and **WAKAYAMA**, Lei;

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1. CALL TO ORDER:

Called to order by Chair T. Conwally at 3:02 pm.

2. MINUTES:

- [October 16, 2019 Senate \(DRAFT\) Minutes](#)

Hearing no objections, approved by acclamation.

- [November 20, 2019 Senate \(DRAFT\) Minutes](#)

Hearing no objections, approved by acclamation with 1 vote against.

3. CHAIR'S REPORT

- Welcome
- Town Hall meeting - Phase II - UHM Campus Reorg- still awaiting the documents from the administration so the faculty can review it.
- MFS Elections - Chair T. Conway encouraged faculty to submit their names by Friday. Elections will open on Monday, February 24.
- Clarifications on Abstention Votes & Quorum for Standing Committees - Senator Truc Nguyen

-Senator T. Nguyen reminded the Senate that abstentions do not count toward any votes.

-Re quorum, per Robert Rules of Order, a committee needs to have a majority for a quorum. For an MFS meeting, 50% of Senators must be present whereas committees must have a majority, i.e., > 50% . Ad hoc and SEC committees require a majority.

-Abstentions do not count toward for or against in calculating the majority.

-SEC Staff John Kinder will research if the iClicker factor in the abstentions in the same way and report back to the Senate.

4. BUSINESS

- [Resolution Supporting the Proposal for a Graduate Certificate in Sustainability and Resilience Education \(SRE\)](#)

Recommendation from the Committee on Academic Policy & Planning (CAPP)

Presenter: Kristi Govella, CAPP Chair

Graduate Sustainability Certificate Representatives: Pauline Chinn and Patricia E. Halagao

Supporting documents:

- [Proposal Memorandum for a Graduate Certificate in SRE dated April 3, 2019.](#)

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- [Graduate Certificate in SRE - Rational Document EDC 696 Graduate Certification Capstone Review May 14, 2019.](#)
- [Graduate Certificate in SRE - Responses to Course Committee Feedback dated May 14, 2019.](#)

CAPP Chair K. Govella presented the Resolution in support of the Graduate Certificate proposal. Guests Patricia Halagao (Chair of COE Curriculum Studies) and Pauline Chinn (Faculty member in Curriculum Studies) were present to serve as resources.

The purpose of the Certificate is to prepare formal, school-based, and informal, community-based Pre-K-20 educators to integrate place-based, local and indigenous knowledge, and 21st Century sustainability research and literacies into their curricula. The proposal is straightforward and was reviewed and approved by the Graduate Council last April. Chair Govella introduced Patricia Halagao and Pauline Chinn.

Professor Patricia Halagao introduced Professor Pauline Chinn, who was the primary author of this graduate certificate. Several sustainability initiatives are on campus, but this one focuses on formal and informal educators.

Dr. Chinn explained that she was at the UH for 20+ years and a DOH teacher for 27 years. The students at K-12 schools and undergraduate students are very interested in the subject. They want to understand better what is going on around them and how to adjust to these problems, e.g., Climate change, sea-level change, ocean certification, and food sustainability. We wanted to know how to address this for educators. Other students enrolled in her class are from Land and Natural Resources, Fishes and Wildlife, NOAA, and from the community who have global connections. So a lot of interest in community and place-based issues. Dr. Chinn noted that NSF has been funding her for the last ten years. She has incorporated into the NSF curricula, Hawaii language newspapers--it is informative in terms of how in the late 1800s, and early 1900s culture is changing along with views of sustainability. So they are bringing together cultural resources and the social studies aspects, not simply for math or science teachers. The floor was opened to questions.

Senator H. Zaleski (CTAHR)-- She noted that place-based is popular, but she is concerned that there is nothing science-based mentioned in the proposal. Once you get into the science-based, however, considerable overlap with courses offered in Natural Resources and Environment Management (NREM) at CTAHR. How does it fit together?

Chinn: Jason Graham, a specialist with Plant and Environmental Protection Sciences (PEPS), partnered with a few of our schools. They are learning about the Native bees and habitat restoration. The overlap is not with the courses but with driving techniques, invasive species, current issues, and standards as oriented to sustainability. Professor Halagao added that of the five courses required for the Certificate, one of them is called "Science and Science Curriculum".

Senator K. Hoffman (LLL)--do you have a sample of the kind of courses that would be part of the curriculum? **Chinn:** Five courses are part of this certificate: a Place-Based Seminar, Science and Science-Based Curriculum, Literacy-based course, Content course that a student can choose in consultation with their advisor that is related to their area of interest or

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study and a Capstone course. Three of the courses are designated as “SUS” so they align with the work of the Institute of Sustainability and Resilience.

Senator T. Nguyen noted that on the 2nd WHEREAS, it should be changed from “Curricular” to “Department of Curriculum Studies”.

Professor Halagao commented as a final note that this Certificate is intended for teachers to engage their students in an interesting inquiry of science and place-based science to encourage students to go into science with a focus on sustainability.

Without seeing further discussion, a vote was taken.

Mānoa Faculty Senate vote: 42 (95%) votes in favor of support; 2 (5%) votes against; and 0 abstentions. The Resolution was approved.

- Senate Guest Speaker: Dean Bill Chismar Outreach College
Discussion on new policies regarding online courses and programs, including budget impacts.

Dean B. Chismar thanked the MFS for the invitation and the opportunity to clear any misunderstandings to provide missing information so we can move forward and better serve our students.

Chismar provided some background - At UHM, we have six terms where courses are offered: Fall, Spring, Summer, Fall Extension, Spring Extension, and Summer Extension. The first two terms are regular semesters and Summer and the other three extension semesters are run through Outreach College (OC).

The mission of OC is to extend the university out to different populations of students, other than those who are here in programs as day students in the regular Fall and Spring terms. Students that are in extension classes that are run by OC, register with Extension, and OC services them. OC falls under different authority and regulations. OC can ask for different tuition rates for extension and summer terms. Tuition from day terms goes to the tuition pool, and this gets distributed. Extension money goes to OC to pay for overhead, and surplus goes to departments or colleges. OC is self-sustaining. Different regulations are in place for day class tuition such that 20% off the top are used for institutional scholarship, 5% for system activities. Tuition for extension classes has neither of these taxes taken off the top.

OC is not a service unit but a College. OC can admit classified students, but it is separate from the UHM admissions process. OC cannot offer degree programs, so it must be done through a partnership with academic colleges and admitted through Manoa admissions, professional schools, and Graduate Division.

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Today's discussion is on online courses. In the late 1990s, OC received funds from the Sloan Foundation to create online courses and a master's degree in computer science and master's degree in music were created. The BOR noted at that time that OC should coordinate online courses.

Over time the day-time students started to take more and more online courses, and now, 95% of online class students at UHM are day-time students. This is a problem because full-time students are paying more for online courses. During the day a student who takes 12 credits is considered full-time with no additional charge when the course load exceeds 12 credits. OC receives no G-funds. So a full-time student who takes courses at OC is paying separately for this and therefore pays more than the BOR approved full tuition amount. This violates the BOR tuition policy. It leads to a discriminatory offering of online classes. Students with financial capabilities can pay for the online courses, those who do not have this capability, cannot take OC courses. Not all classes in OC follow the standard term. The difference in terms has caused lots of problems for Financial Aid (FA) and additional overhead because OC can schedule courses whenever it wants. FA then does lots of manual processing. Four additional positions were needed for processing by FA and OC pays for two. Moving forward, students can longer enroll in day and extension classes simultaneously.

The OC mission is to service student groups outside of the day terms. The distinction got blurred when students went back and forth between day classes and OC classes. If OC is doing the same thing as the day terms, then OC should not have separate authority and regulations, and as Dean of OC, he must avoid this situation. On the financial end, tuition from day school does not go into the tuition pool and is returned to the schools/colleges. This is seen as a circumvention of the budget process of the university. Other colleges that are not doing this are getting hurt because they receive less money for initiatives.

Colleges did not have enough money to pay for F2F courses, so they ran them through OC. Chismar started to look into this in 2012. Financial obligations were being pushed off to students so they could offer classes that students needed in order to graduate. In 2014, it was determined that OC could no longer offer F2F courses strictly for financial reasons -- it must address a special population. In 2015, SOEST wanted to offer online courses but was turned down by then Vice-Chancellor because changes were underway and he felt they should run their courses through day terms. In 2017 an internal audit noticed this and it was reported to the BOR and to OC. Dean Chismar committed to change this by F19 at the February 2018 BOR meeting. The administration and deans talked about this; then the deadline was moved to Spring 2020 to address the problems that were raised. The deadline was moved once again to Fall 2020, at which time OC will offer no online courses.

For Fall 2019, only six of the 16 colleges had some online courses running through OC for day students. We also looked at how many courses are involved. Day students enrolled in twice as many online courses than Extension--students enrolled in approximately 12K credits for online day classes and 6,300 credits for Extension. Unfortunately, out of 6,300 credits for day students through Extension, approx. 5,000 were from the single college, Social Sciences. Student impact for academic year 2019- 476 students were overcharged. These students were taking more than 12 credits and paying for more than 12 credits. Some students were undercharged. OC has different tuition rates, and for online courses, OC has

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charged resident tuition rates regardless of the residency status. Students are also charged by the level of the course (UG vs. Grad), not level of the student. Students who were non-residents paid only resident tuition for online classes at OC-- approx. 260 students were undercharged according to the BOR tuition policy.

The financial impact is about \$2 million--about \$1 million in return to colleges and \$1 million in instructor costs, across the six colleges. The majority of this is in Social Sciences.

The plan is to separate Day terms from Extension terms and prevent students from enrolling in both terms simultaneously. Students want to take online courses at no additional costs --they do not have to search through Extension. It is meant to encourage academic innovation; not just a dichotomy between face-to-face vs. online.

Banner codes will be set up to distinguish between Day and Extension classes. Students will be registered in only one of the terms. The benefit is that students will be charged based on an appropriate tuition schedule. Lots of online courses but not as many fully online degree programs at UHM campus because of a lack of support resources; therefore, the Provost tasked the Mānoa Distance Learning Committee to look into an online unit for UHM. The deadline to work on the plan is the end of April. Provost has agreed to a transition plan. Full instructional support for the first three years and to be evaluated after that. For returns to colleges, the first year is 100%, 2nd year is 65% and the 3rd year is 35% to the colleges and none after that.

Chair T. Conway asked Provost Bruno to speak for 15-20 minutes. This will be followed by Q&A.

- Senate Guest Speaker: Provost Michael Bruno-3:47 pm

[Discussion on Proposal for Online Courses](#)

Provost M. Bruno said he would promise to monitor the impact, in particular to Social Sciences, starting in April. Students will be registered as soon as late April for Fall. He will see how many of our day-time students will opt into the day-time version of the online courses, especially since there will no longer be additional tuition costs involved. Bruno understands Social Sciences, one of the six colleges is particularly impacted, and is concerned. Mirrored sections in Extension can potentially be offered in day-time courses. Instructors/Chairs can limit enrollments. Obvious pathways for departments who want to grow enrollments in their online courses is to work with himself and OC during the 3-year transition to create truly online degree programs. These fully online programs offered through OC can be offered to day-time students. No idea which option they would take when students are offered face-to-face or online options. Flexibility is required. He met with the Social Sciences Chairs a few times so far. Provost can adjust accordingly after the enrollments start for the transition period.

The floor was opened to questions.

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Senator D. Chin (CNS) asked Dean Chismar what the difference between OC students and Day students is? **Chismar:** Students that apply to OC as classified or unclassified, community college, neighbor island students (e.g., Maui), Guam, etc. that are not Day students are OC students.

Senator P. McKimmy (COE) -- He had a list of several questions submitted from a senator. One of them was, who decides who is a Day vs. Extension student, and what happens to part-time students? He has a family member in the Come-back-to-Mānoa program at OC, who regularly takes a class in Day school and Extension, depending on what is the most convenient. **Bruno:** Students will identify himself or herself as OC or Day-time students. FT or PT status will be determined by # of credits taken. Financial aid to be determined accordingly.

McKimmy asked his second question, referring to the 4th bullet of Chismar's presentation. Does it mean that there is no change to existing extension courses and only changes to online classes for day students? **Chismar:** Yes. McKimmy said perhaps that could be made clearer.

Senator M. Chesney-Lind (CSS-Women's Studies) --Yes, you're correct that in Social Sciences, departments like Psychology, will disappear from the Fall schedule if we don't get the money. Maybe the Social Sciences administration was unwise in encouraging the departments to seek funding to support the department activities by offering outreach classes, but in many departments across the College, we were facing devastating impact, and you attempted to mitigate this. We are not clear if your concerns for students drive this. Some of us were cynically feeling this was a financial grab. Several decades ago, a big battle took place to get some of the outreach money. That was regarded in her College as a huge victory for those who were active in that environment. So this is seen as a money grab and less student-driven than you described. **Bruno:** He thanked Senator Lind for her candor and explained that this process had taken so long because they did not understand the budget implications. It will be 2023 before UH can implement what the BOR wanted done from 2017. He has made changes twice after meeting with the Chairs. He has met with the six deans several times separately. No discussion at any time was on how it positively or negatively affected the UHM budget. The two concerns were: 1) How are students being changed?; and 2) financial aid, particularly federal. He has also been meeting with ASUH and GSO. ASUH has been pushing hard to lower tuition for those being charged extra. Meantime, GSO had opposite concerns because a significant amount of the revenues go towards supporting graduate students.

The Provost jokingly stated he is tired of hearing on PBS every morning advertisements by Arizona State University regarding online degree programs. He felt UH should be able to do this.

Dean Chismar said everything has been for students, and this is not about a financial grab--this action will lower overall tuition coming to the campus. Loss of OC operations revenues will occur because the money will go to the tuition pool vs. OC, and students benefit from 20% off the top taxes that go toward scholarships. OC and Provost's office is absorbing the net losses. The six colleges cover none of the transitional period costs. The only negative financial impact is because there is less for OC, there is less for Provost. This is, however, the right thing to do for the students. The hope is that more colleges will work with OC to develop online degree programs to service new student populations.

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Senator J. Clapp (AA) said he works as an academic advisor for student-athletes. He believes this is, without a doubt, good for students with financial aid problems, especially those on athletic scholarships. It was discriminatory because if students were not on 100% scholarships, they could not afford to take online courses. Also, any time classes are offered in Extension, it significantly differs from that of daytime courses. It may inhibit the student's progression within the degree programs. He, therefore, supports this.

Senator H. Zaleski (CTAHR) -- She expressed concern regarding the student's ability to mix and match. Science-based classes require labs. Lectures can be conducted in part online but the lab part must be face-to-face in science. This is not an exception. A method to make this work for students must be considered. **Bruno:** The online day-time classes will help a number of present and future students. Roxie Shabazz, the head of Admissions, believes that either we don't get local students or we will lose local students because their schedules won't allow them to come to campus to take the 15 credits/semester to graduate on time. Yes, the mix is necessary. Hybrid classes are also an option, as Dean Chismar suggested.

Dean Chismar: We are not talking about eliminating online courses but moving the online courses from Extension terms to day terms. A lot of colleges are already doing this, e.g., CTAHR, in particular, offers 3,000 credit hours day-time with the use of Extension courses where appropriate.

Senator C. Stephenson (CSS) asked if they could go back a step. She noted the earlier memo stated the internal auditor recommended that OC perform an evaluation to determine whether the tuition policy related to credit programs should be modified; it did not say to change it. I wonder how we went from there to this current plan. **Bruno:** How we got there is simple; only the BOR can set tuition. There is only one tuition for each student who takes 12 credits or more. When students are charged extra, it violates the BOR policy. He could have taken the easier step as the President wanted and stopped it in 2018. Instead, we took two years to work on a transition.

Guest Professor A. Maynard (CSS; UHPA President) - expressed her appreciation to speak to the Provost and to also hear his views. Felt, however, that he presented a one-sided view and did not take into consideration the complex budget and curricular context nor the need to consider all variables. She then proceeded to read a testimony from Professor Nani Azman, adjunct UHM faculty in Psychology and full Professor at Maui College, who presented alternative views. Azman expressed frustrations that faculty teaching at OC and OC students part-way through programs were not consulted. The UH discourages new programs if similar programs existed elsewhere in the system --this is OK if adequate offerings are available. UHM caps student tuition at 12 credits, but rarely do West Oahu, and Maui College students enroll in 12 credits or more. Non-residents will no longer be able to finish degrees on time. Day time courses will take away opportunities for neighbor island students to take the courses through OC, which will delay their graduation. The change will lead to students going to other campuses or other universities. Azman questions the real purpose of this change at OC. OC courses are self-sustaining; if there are not enough students enrolled in the class, it gets canceled. Ultimately students will be lost to the mainland, so UH will lose the revenues. (End of Azman testimony).

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As UHPA President, Maynard hears from faculty across the campuses. She has concerns that GSO and other groups of administrations have painted the faculty as ‘unsympathetic’ without the data to support this claim. Faculty are seen as optimizing financial returns. This is insulting and univariate without consideration to the complex budget and curricular context. As Chair of Psychology for ten years, she built the Outreach program. To implement changes without consideration for contributing factors can lead to faulty conclusions. She asked the faculty to listen to the focus. You are saying that we are overcharging students? I don’t see evidence of this. The administration wants you to develop more online degrees? She asked the Faculty Senate, do you want more online degrees? Do we want UH to become an online university? That is something the faculty should decide and not be coerced into this by the university. She walked the faculty through a thought experiment to demonstrate that focusing on a single variable can be misleading. If you want to make money, you would use G-funds FTE and run the classes through OC and never run them through the day-time classes. This is not what is happening. We hire lecturers one at a time or pay faculty overload to teach courses at OC. When the same courses are offered at the same time at OC and regular terms, both of the courses are full. What does this mean? Students are not forced to take OC classes but do so by choice. She has read the policy on tuition and special tuition can be charged. Indeed, special tuition rates do exist for professional schools, such as Shidler, Nursing, Architecture, and others. If programs are under-resourced and could not meet your student demand with your allotted FTE, what would you do? We look for ways to hire GAs and fund some day courses but the robustness of the OC indicates that faculty are not ‘mercenary’ as this plan suggests, but we have a demand for dozens of FTE that are not covered by our current FTE. While they have not shown evidence that faculty are ‘mercenary’, she has shown that faculty are under-resourced. If he looked at the 2017 evaluations, he would know this. The issues can be addressed in many other ways. If we did the evaluation, we can examine the pros and cons and find solutions with the most benefits and cause the least harm. Meanwhile, the administration is growing while faculty are thrown under the bus. She asked the MFS, are you comfortable with OC funds flowing into the Mānoa day budget? She has an Auditor's report in hand that shows that \$27.2 M in the athletic deficit was paid by OC tuition money that she can share with anyone interested. Last point --she provided the Provost with the UHPA contract where the most relevant sections are tabbed. Changes require consultation according to HRS Chapter 89 (9c) --i.e. requires talks w/ the union--this here is not consultation. The discussion today is nice, but there is a contractual obligation to engage in an actual consultation-- when you are ready, we’ll be here to discuss.

Provost Bruno asked if there were any other questions or comments.

Guest Landon Li (ASUH President) - He believes it is wrong that day full-time online students are charged additional tuition. He understands that a significant part of the Women’s Studies’ budget depends on these revenues. For the students, we want course listings kept open. Students like online classes-- they don’t have to drive out to attend the class and can have more time for family, friends, etc. He is speaking from the students’ perspectives.

Chair T. Conway asked if there were more questions.

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Guest Charlene Baker (CSS Chair of Psychology) - While this change may have taken two years to implement, his change breaks down something that has taken 12 yrs to build. Fall schedules were already set. F2F classes have seats left. The department has tried to offer an array of courses to meet the student demands of wanting more online courses, but in a thoughtful and mindful way. The department wants to offer more online courses but does not necessarily want an online degree university. The department has reduced courses by ten sections. They need more time to figure out the changes.

Bruno: Stated we are not forcing faculty to do this, or saying what to offer or not to offer; nothing can be further from the truth. As the document says, faculty is in control of the curriculum. University is responsible for providing resources for faculty to develop online content, online courses, online programs. Faculty can choose not to do this. To your point of timing, you and your departments are getting the same amount of revenue from online OC courses as last Fall to precisely give you the time you need and for us the time to understand the budget consequences. You mentioned you had to reduce sections by a factor of 10? He does not understand why this needed to be done and wonders where the money is going. He will need to look into this. Again, it was stated you are getting 100% of what you received last year. Just one out of the 16 colleges is being impacted--Social Sciences. He sees no reason why you need to respond in the way you do.

Baker: You mentioned you are giving us 100% from last year, but due to the delay in distribution, we have just received this. Last year's OC and Summer revenues have already been earned. Agrees changes are needed but faculty want control of the curriculum. She is sure that students prefer online courses but not sure as a department they have the resources to support this. **Bruno:** He does not know what is going to happen in Social Sciences. Year 2 may end up to be 100% but then resolved in Year 3. It has to be monitored first. Until it is implemented, he does not know what is going to happen. Both OVCAFO Sandy French and the Provost's office will be checking.

Senator M. Cooney (SOEST) warned the Provost of 'cannibalizing Social Sciences and the Humanities' based on what he has seen happening in Australia and the mainland. Drastic changes were made to convert to online courses but students preferred the F2F human connections, and their minimal cost efforts failed. He also mentioned this was not UH's niche. He said he has seen 5-6 administrations that have tried to make major changes since he's been here and they all are no longer there. **Bruno:** He stated that nothing said today was about moving away from Social Sciences and Humanities or to move from F2F to online courses. This is about tuition issues.

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5. NEW BUSINESS

None.

6. ADJOURNMENT

Having no further business, Senator P. McKimmy moved to adjourn; and G. Apuzen Ito seconded. The meeting was adjourned at 4:32 p.m.

Respectfully submitted by Ann Sakaguchi, MFS Secretary
Approved on April 15, 2020.

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