



FACULTY SENATE MEETING MINUTES

September 21, 2022

Online via Zoom

3:00 PM - 5:00 PM

Present:

BAKER, Kaliko; **BIAGIONI**, Edo; **BINSTED**, Kim; **BLACKABY**, Daniel; **BROWN**, Shana; **CENTEIO**, Erin; **CHANG**, Healani; **CHEN**, Hong-Mei; **COATS**, Sloan; **FERGUSON**, Kathy; **FLYNN**, David; **FRANCIS**, Oceana; **FREITAS**, Konia; **FUJIMOTO**, Patsy; **GAL**, Roy; **GILLILAND**, Betsy; **GUENTNER**, Erik; **HACKNEY**, Lara; **KHADDUMA**, Alexander; **LENTZ**, Rachel; **LEONG**, Peter; **MAGNIER**, Eugene; **MANSHEL**, Hannah; **MATSUDA**, Jon; **MAYNARD**, Ashley; **MEDINA**, Richard; **MERRITT**, Deborah; **MOORE**, Colin; **NI DHONACHA**, Siobhán; **NINCI**, Jennifer; **ORTEGA**, Nadezna; **PAEK**, Seungoh; **RAPHAEL**, Raphael; **RICHARDSON**, Brian; **ROWLAND**, Scott; **SALZER-VITALE**, Ku'ulei; **SCHIFF**, Teresa; **SHARMA**, Shiv; **SIEGMAN**, William; **TALLQUIST**, Michelle; **THORNE**, Mark; **URSCHITZ**, Johann; **WALLSGROVE**, Richard; **WITHY**, Kelley; **WOODRUFF**, Rose; **YANG**, Myungji; and **ZHOU**, Jian.

Excused:

BERSAMIRA, Cliff; **BUTLER**, Marguerite; **EVERSOLE**, Dolan; **FINCHAM**, Naiyi; **JULIEN-CHINN**, Francie; **NUTE**, Kevin; **SAND**, Shannon; and **SIPES**, Brent;

Absent:

CHEN, Roger; **KAHAKAUWILA**, Tiana; and **CHOCK**, Sharleen.

Guests:

BEAULE, Christine; **HOFFMAN**, Dan; **LYONS**, Laura; **PEARSON**, Wendy; **PETERMAN**, Ross; **REYES**, Coco; **SORENSEN IRVINE**, Christine; **STEPHENSON**, Carolyn; and **WILLIAMHAM JR**, Mark.

1. CALL TO ORDER - 3:00 pm

Chair gave a refresher on [Basic Parliamentary Procedure for Senate Meetings](#). Please raise your hand using reactions to be recognized by the chair. Voting is by link placed in chat. Chat box is not monitored. Votes are not left in the chat box. Only senators are allowed to vote on senate matters.



2. MINUTES - May 11, 2022 draft Senate Minutes (Minutes approval deferred)

3. CHAIR'S REPORT

- Spring / Summer:
 - Thanked outgoing SEC members; welcomed new SEC members (Centeio, Flynn, Raphael)
 - SEC officer elections: Binsted as chair, Tallquist as vice-chair, Brown as MFS secretary, Moore as SEC secretary, also liaisons to MFS committees
 - Senator assignments to MFS committees were approved
 - MFSEC discussed communication channels with BOR
 - Ad Hoc committee on reorganizations met over the summer, made recommendations to CAB on revised reorg checklist
 - SEC met with Bruno & Lyons regularly to discuss relevant matters
 - Received proposed “One Health” certificate proposal, but only after spring semester ended; requested it be resubmitted in Fall ‘22
 - CFS worked over the summer to confirm faculty appointments to GEC Boards
- Fall:
 - SEC member Centeio made presentation to new faculty orientation on August 18 on importance of shared governance
 - SEC met with Lyons, Pearson, Stitt-Berg development of survey for students on class modality
- Announcement of MFS Special Elections:
 - CALL - 3 open seats
 - CTAHR - 1 open seat
 - ED - 1 open seat
 - NATSCI - 1 open seat
 - ORU - 1 open seat
 - SCB - 1 open seat
 - SOCSCI - 1 open seat
 - SOEST - 1 open seat
- Welcome to new Senators. Chair Binsted remarked on the importance of service to Senate and its committees. Chair Binsted expressed thanks to Senators for their work to ensure faculty participation in shared governance.

4. BUSINESS



- None

5. GUEST SPEAKERS:

Christine Sorensen Irvine, past Vice Chair 2021-22 Senate Executive Committee

Topic: [UH Mānoa Faculty Quality of Life Survey \(2022 Results\)](#) 3:15 pm

- **The Faculty Quality of Life survey** is conducted every four years via the ACCFSC (All-Campus Council of Faculty Senate Chairs). The survey invites participation from faculty at all UH system campuses. Dr. Sorensen Irvine requested data from the system office of UHM faculty data so that an analysis could be made of results relevant to our campus specifically.
- **Majority of UHM respondents** were instructional faculty, at the I-4 or I-5 levels, full-time, tenured, 9- or 11-month, most at UHM for under 10 years, most female, and most non-minority.
- **Faculty Worklife:** majority like work and service, are stimulated, feel they have enough autonomy, feel that UH's reputation is an asset, feel safe from violence, and feel able to address problems. However, most don't feel appreciated for work they do, may have experience of bullying or prejudice, fear retaliation, are aware of secretive meetings. Faculty also don't feel that work responsibilities are well-balanced or that committee and advising loads are well distributed. Except for questions related to technology access and service, all other items in professional life (25 items) were lower rated in 2022 as compared to 2018.
- **Reward / Evaluation System:** Faculty reported positively about how campus rewards research & scholarship, however, teaching and service were not felt to be rewarded. Compared to 2018, evaluation of contract renewal, promotion process, and usefulness of periodic review improved; evaluation of teaching, research, and service, and fairness of tenure process declined.
- **Collegial Relations:** strongly positive responses to questions on collegial relations within department, college, and campus. Compared to 2018, relations among faculty improved; stayed the same with chair; and slightly declined in respect to relations among unit.
- **Faculty Governance:** good for academic and personnel decisions, insufficient for academic, budget, and personnel decisions, particularly at college & unit levels. Compared to 2018, faculty input at university level was a bit better; declined at college level; declined university level for budget, personnel, and protection of academic freedom.
- **Personal Factors:** positive for housing, standard of living, fringe benefits, and health benefit (and improved since 2018); negative for salary, retirement (and worse than in 2018)
- **Support Services:** library and technology resources adequate and improved since 2018. All other areas remained the same (instructional and student support) or declined relative to 2018 survey, including research support, facility maintenance, support for professional travel, clerical



support, funds for research, access to extramural funds, and opportunities for professional development.

- **Most positive** aspects of working at UHM: intellectual stimulation; enthusiasm about work; sufficient autonomy; enjoy faculty position; common purpose with colleagues.
- **Most negative** aspects of working at UHM: salary, balance of work activities, bullying, repair and maintenance of facilities, abuse of authority at work
- **Campus climate**: most felt that chairs advocated for faculty, but not Deans / Directors or other campus administrators.
- **Communication**: department chairs had highest confidence, followed by UHPA; weak confidence levels in communication from administration and BOR.
- **Fostering NHPoL**: strongest at department chair & dean level; less so at upper levels.
- **Sense of UHM community**: faculty expressed loyalty and pride for UHM, but did not feel valued; sense of campus community declined since 2018
- **Work time spent / preferred**: faculty would prefer to spend more time on research
- **Future plans**: a third expressed likeliness to seek jobs outside UH system; similar rates as in 2018
- **Morale**: lower morale, satisfaction levels compared to 2018; under half of faculty expressed low morale
- **UHM overall campus satisfaction** at the midpoint of all UH system campuses

Questions / comments:

- What happens to this data, is there any follow-up? Answer: in 2018, there was some follow-up to survey, including adding a liaison from BOR to ACCFSC; the creation of the campus climate committee; BOR members began attending ACCFSC retreat. (ACCFSC sponsors survey, helping to explain why BOR changed its interactions with that body specifically.) Also, UHM-level initiatives against bullying in units. No announcements yet of plans to use 2022 data.

Christine Beale, Director General Education Office

Topic: [General Education Redesign in Context](#) 3:45 pm

- Current (summer 2022) proposal made available to all campuses on September 7, 2022
- Goal of presentation: increase understanding of long-term effort to redesign Gen Ed, including governance and curricular issues & efforts.
- Recent history of Gen Ed review
 - 2016-17: an agreement negotiated between then-OVCAA (now OVPAE), SEC, GEC, GEO to conduct program review of Gen Ed; was conducted the following year

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- A new self-study should be conducted this academic year, but GEO asked OVPAE to delay until 2023
- 2017-18: self-study conducted according to AAC&U guidelines; self-study given to external review committee, which created its own report, highlighting governance and curriculum
- 2018-19: GEC reviewed reports and made recommendations for follow-up (reports, GEC's response, Provost's response, and 1- and 3-year updates [posted here](#)).
- Is Gen Ed working at present? Assessment of student learning: required by WASC accreditation of WASC categories; minimum benchmark is 75% of students meeting or exceeding faculty expectations
 - Faculty on GEC boards conduct projects under guidance of GEO staff.
 - Assessment results: written communication is at 74%; oral communication is at 63%; quantitative reasoning 32%; critical thinking 44%; information literacy results mixed, 72% of first years, and 51% of seniors meet expectations.
 - Incomplete reports on FG / global learning and HAP. Preliminary data: 86% met expectations for FG SLO #1; 33% met expectations for HAP SLO #4. HAP assessment project will be redone / reframed.
- Sample transfer and articulation issues:
 - 51% of UHM students are transfers (either other UH system campuses or outside UH)
 - Concerns over foundation-level transfer credit request denials; inter-campus variability in transfer; inconsistent prerequisites and designations
 - Solutions to date (EP 5.209, Interstate Passport) described as "limited"
- Concern over scaffolding in current Gen Ed between foundation, reinforcement, mastery levels
- Draft proposal (2021) included a total of 16 academic skills and knowledges; revised proposal (2022) reverts to WASC core competencies plus additional ones, for a total of 10 areas
- 2022 proposal: adds a foundation-level writing class; leaves quantitative reasoning requirements the same; removes one global / multicultural class; adds foundation-level oral communication; adds Hawaiian Place of Learning class. Adds six credits to foundation-level classes compared to the current system (51% of students will take these outside of UHM).
- 2022 proposal: reduces upper-division writing from 5 required courses, to 2; keeps oral communication and ethical focus the same; keeps Hawai'i-focused classes the same. No explicit requirement for Hawaiian or second languages to be in Gen Ed. In this area alone, removes 12 upper-division credits total from requirements.
- 2022 proposal: reduces distribution requirement [not discussed in detail in presentation]
- Proposal recommends that GEC revisit Gen Ed hallmarks & SLO's in summer & fall 2023. This process will also be guided by GEO.

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- If proposal is accepted by all campuses, then all campuses will be in alignment. Some 4-year campuses, which have different upper-division requirements, may have to change their curricula.
- Campuses can require additional courses beyond this proposal.

Questions / comments:

- Comment: Summer 2021 committee given a different charge and asked not to be as UHM-centered, so not surprising that the 2022 proposal is so different from 2021
- Question: what is the correlation between assessment data and proposed changes? Why are areas where we do well in assessment data having credits reduced (writing, global / multicultural), whereas areas where we do poorly (quantitative) not getting additional classes? Also, this proposal is much more prescriptive / less flexible than last summer, why was that flexibility discarded? Answer: proposal tries to “thread the needle” between having too many credits, but needing reinforcement. Proposal reduces writing classes overall (18 credits to 12 credits) and tries to make a better structure progression. No proposal to change FQ because there are concerns over “math phobia” that drives students to wait to take FQ classes in senior year. Mānoa can advocate to add back other foundation-level classes but other campuses may not follow this model.
- Question: can Mānoa add requirements to its model? Can Mānoa design its own Gen Ed? Answer: yes
- Question: The town halls on the new proposal are described as for “questions.” Is there a mechanism for feedback? Answer: feedback should be directed to the 10 campus Gen Ed committees. Curriculum design effort is now being turned back over to the campuses.
- Comment: Senate bylaws do not give curriculum development to GEC, but to CAPP. Response: Gen Ed subcommittees came up with recommendations that have been adhered to in the current proposal. You can set up a different feedback mechanism.
- GEC chair: GEC’s role is to prepare comments and suggestions that will be shared with the rest of the MFS and in an official capacity to CAPP. Last year, GEC received feedback from a variety of mechanisms. No comments were ignored. The more opportunities faculty and stakeholders have to comment, the better.
- Comment: Last year, Senate committees were asked to give feedback on the 2021 proposal, not to design a new Gen Ed program. CAPP gave feedback on the 2021 proposal as asked. GEC may have produced a report with suggestions for a new design, however this is not what they were asked to do, or what CAPP understood its charge to be.

6. NEW BUSINESS

No new business.



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7. ADJOURNMENT

Having completed business and hearing no objections, Chair Binsted adjourned the meeting at 4:52 pm.

Respectfully submitted by Shana J. Brown, MFS Secretary
Approved on January 18, 2023.