

Minutes for the UH Faculty Congress meeting of April 13, 2012

Members Present: Julie Adrian, Jonathan Awaya, Jim Beets, Todd Belt, Emmeline dePillis, Aaron Jacobs, Yiqing Li, Eileen Lovell, Seri Luangphinit, Drew Martin, Sarah Marusek, Fiona McCormack, Mark Panek, Brian Perry, Cheryl Ramos, Amy Saxton, Michael Shintaku, Kathleen Stacey, Norm Stahl,

Others Present: Kenith Simmons, Hank Hennesy, Susan Brown, Bryan Bays, Marcia Sakai, Cathy Zenz

Members Absent: Kekoa Harman, Hiapo Perreira

I. Approval of minutes from March meeting

Motion: Sarah Marusek moved to approve the minutes, seconded by Amy Saxton, approved unanimously.

II. Chair's Report:

- a. Response to last month's motion on common course numbering: our motion was passed on to the council and we have yet to receive feedback. Jim Beets will meet with the council on 4/20 and will report back to us.
- b. Staff/Faculty Lanai update: there was a delay in obtaining the materials needed to construct the lanai, but it will be completed soon, including a storage spot for the coffee cart that will not be inside the library.
- c. STATS workshop: it's scheduled for 4/27 from 1-3 in UCB 127. A campus-wide announcement will follow.
- d. Elections: Jim Beets requested that the senate chairs ensure that elections are conducted within their colleges by the end of April to replace the seven outgoing members. CAS will also need to fill an additional new position, for a total of four from CAS. Jim will send out official communications to the relevant chairs. New representatives will be seated at the 5/11 meeting.
- e. Admin Evaluations: Jim reports that this should be done for deans by the senates, and asked for email confirmation that these are completed. Congress will be conducting evaluations for VCAAs.
- f. September Faculty Forum: the committee, including Congress Executive Committee members, will meet over the summer. Seri Luangphinit requested that 9/15 not be the date chosen for the forum.

- g. Ohana list: it will be up and running next week. All faculty members will be included, but given the option to opt off. Marcia Sakai indicated that an email announcement would follow on Monday, 4/16.

III. Old Business:

- a. Engineering ATP: Cheryl Ramos reported that the ATP is going out to a full senate referendum in CAS. Kenith Simmons reported that the system has asked that the ATP be pulled back so that UHWO could also be included, that it will be revised to include a distance learning component, and that it will be reintroduced at a later date. She also indicated that it was not clear what “withdraw” would mean, and asked if Cheryl would like written clarification on the current status of the proposal. The authorization to plan has not yet been approved. It is “on hold,” and the CAS should discuss the ATP further. Cheryl expressed concern over the idea of discussing a draft that could become obsolete, possibly replaced by a different revised version. Kenny indicated that if the revised proposal is substantially different from the prior version, the campus-wide curriculum review process would have to begin anew. If it is not a substantial change, the ATP would still need approval in the form of a CAS Senate vote. Cheryl indicated that she would inform the senate.

- b. Motion regarding the adoption of a MW/TR class schedule: Todd Belt indicated that as requested at the prior meeting, he shared the proposal with the VCAAs and other parties. Emmeline dePillis indicated that the CoBE reps had dutifully sought input from both students and faculty. Although some concerns were raised, the response was overall overwhelmingly positive. Kenith Simmons thinks it’s a great idea but indicated that there may be logistical problems, particularly with regard to lab classes, but that a program called “Schedule 25” that can provide models predicting the impact on schedules. Marcia Sakai indicated that there may also be staffing concerns, that a campus-wide survey should be performed, and more data should be collected. Some of the feedback Todd received suggested Friday as a “lab” day. Todd has also offered a “compromise” schedule that will allow both a MWF and a MW schedule (see appendix). Aaron Jacobs was asked to ask if COP could be exempt from this schedule, and that this would not be a problem given the fact that they have their own facilities. Todd indicated that he would compose a campus-wide survey instrument and present it at the May meeting. Hank Hennessy offered to provide a list of student emails to conduct an online survey.

The current draft of the motion is available is appended below.

- c. Jim indicated that the Executive Committee would meet with the incoming VCAA on 4/19 from 1:00 to 3:00 and invited all other Congress representatives to attend if they so wished.

IV. Committee Reports*

*Please note that Committee Reports are for informational purposes only. For further clarification, suggestions, and/or airing of personal anecdotes, please see the relevant committee chair outside of the Congress meeting.

Assessment Support: Seri Luangphinit reported that remaining money from the Program Review budget was used to purchase 25 copies of Linda Suskie's *Assessing Student Learning* for distribution to Assessment Committee meetings and key department chairs up for Program Review. She also reported that the committee would meet one last time to review the draft of the Program Review guidelines it has composed, and will be prepared to present the draft at the 5/11 meeting.

Academic Policy: Aaron Jacobs presented for **first reading** the draft version of the flowchart for academic proposals going through the system. Concerns were raised, and Aaron invited Interim VCAA Simmons to the next APC meeting to discuss further altering the document. Kenny agreed to attend the meeting. A PDF of the flowchart can be found here:
<http://hilo.hawaii.edu/policies/documents/PolicyReviewProcessDocuments4-23-09.pdf>

Aaron then distributed a revised copy of the Tenure and Promotion and Contract Renewal Guidelines for a **second reading** and a vote, linked here:
<http://hilo.hawaii.edu/uhh/congress/documents/ProposedTPGuidelineRewording.pdf>
Cheryl moved to table the motions, Aaron seconded the motion, which passed unanimously.

Norm Stahl moved to table the motion regarding the **second reading** of the course repeat amended policy, linked here:
<http://hilo.hawaii.edu/uhh/congress/documents/ProposedEnrollmentChange.pdf>

Jim Beets reminded members, especially senate chairs, that it is our responsibility to provide such information to our constituents and to solicit feedback.

Admissions/EMIT: Julie Adrian's report is appended below (Appendix D).

Budget: Norm Stahl reported good news: no reduction in state support for UHH, and bad news: no increase, in the face of mounting utility bills.

Curriculum Review: Mike Shintaku: "We're all done for the year."

General Education: Todd Belt: following up on last month's report: the committee is waiting for resubmissions of GE course proposals.

V. Graduate Council Report

Aaron Jacobs: nothing to report at this time.

VI. Research Council Report: Jim Beets: there's continuing discussion on changes within the research council that should affect faculty in a positive way, and he hopes to report on this next time.

VII. First Reading of Amendments to the Congress By-laws: Standing Committee descriptions. **First Reading** performed as provided.

VIII. New Business

- a. Internship Faculty Fellow position (to be appended below). Kenny indicated that the VCAA will accept nominations and then make an appointment.
- b. **GOLF TRAVEL:** Emmeline dePillis brought to the attention of Congress the fact that several students are being pulled from the final day of classes and all of finals week to play golf.

Motion to adjourn: Norm Stahl, seconded by Mark Panek, passed unanimously.

Respectfully submitted,

Mark Panek

Appendix A: Bylaws amendment proposals

Assessment Support Committee

The Congress will appoint an Assessment Support Standing Committee of faculty members representing each of the units and each of the college faculty governing bodies, the faculty Coordinator of Graduate Programs and the Institutional Researcher. The Congress will also appoint a faculty member to serve as Chair of this Committee. The Committee will

- promote a campus climate of assessment,
- promote and provide for assessment training
- serve as faculty (peer) resources for assessment
- review and provide input on annual assessment reports from departments
- routinely review and (when necessary) revise Program Review Guidelines
- disseminate information/research on best assessment practices

- disseminate and communicate to the faculty body any changes to WASC accreditation policies or procedures
- routinely report to the Congress on campus assessment activities, results and costs, which will form the basis of periodic reports to accrediting commissions
- develop (with the General Education Committee) annual campus-wide assessment initiatives, plans, and projects
- develop (with the General Education Committee) long-range assessment plans to meet WASC requirements
- propose ways for “closing the loop” (improving student learning based on data results)
- in years when expenditures is needed, propose purchases (i.e. resource books) and other expenditures (i.e. WASC training)

The Committee works by gathering as much faculty input as possible—planning and the scope of all assessment activities is the responsibility of faculty, and as such, the role of the Assessment Support Committee is to integrate faculty directives (in terms of what they can do given their workloads) with an ongoing culture of assessment that can satisfy accreditation needs. Committee members, trained in assessment, can provide advice and assistance to their peers in their departments/programs/colleges. When necessary, the Committee can advocate for additional resources as needed by the faculty to undertake meaningful assessment.

Members shall serve for two-year staggered terms. In recognition of the duties and responsibilities associated with this office, the University shall grant the Chair a course reduction of not less than one course per semester. Terms of office will be overlapped so that each year half the membership shall be replaced to provide continuity from year to year.

Student Success and Admissions Committee

The Congress will appoint a standing Student Success and Admissions Committee composed of no fewer than five nor more than seven faculty members from the University Hawaii at Hilo. The Congress will also appoint a faculty member to serve as chair of this committee. The chair will ensure that the selection of this committee is widespread throughout the University. The committee will be charged with

- reviewing and recommending general admission standards for UH Hilo undergraduates. These standards will address first-time new students, transfer students, home schooled students, dismissed students, and students who would otherwise be denied admission but have exceptional skills and talents of interest to the university. While the committee makes recommendations for general

admission standards, it will not infringe on the prerogative of individual colleges to 1) establish higher admission standards for students enrolling in its courses or programs, and 2) establish admission opportunity programs for students that would not otherwise meet the university's general admission standards

- making periodic assessments of admission standards in light of the mission of the university, the strategic plan, financial considerations, University of Hawai'i system policies, and Board of Regents policies
- making periodic, evidence-based assessments of admission opportunity programs established for students that do not meet the general admission standards. These assessments must also address whether the admission opportunity programs have admission standards, a faculty review process, an on-going academic support structure to assist students, and an evaluation component to monitor effectiveness of the program.
- **facilitating discussions and initiatives aimed at improving overall student success. The Committee will solicit input from faculty and works towards addressing such areas as admissions, matriculation, retention, graduation rates, engagement, transfer and other such factors that affect student performance and achievement. By working with the General Education Committee and the Assessment Support Committee, the Student Success Committee may also review data from assessment to develop initiatives that can help the campus "close the loop" and improve learning.**

The Student Success and Admissions Committee will report to Congress.

Faculty members shall serve for two-year staggered terms. The Congress Chair may negotiate a course reduction with the Vice Chancellor of Academic Affairs for the Chair of this Committee, depending on the agenda of the Committee for the upcoming year. Terms of office for faculty committee members will be overlapped so that each year half the membership shall be replaced to provide continuity from year to year.

b. General Education Standing Committee

The Congress will appoint a General Education Standing Committee of no fewer than five faculty members and one student representative. The Congress will also appoint a faculty member to serve as Chair of this Committee. This committee shall be charged with advising the Congress on all matters relating to campus-wide General Education, developing policies and procedures for implementing and monitoring General Education including certification and re-certification of courses, and undertaking regular assessments of the effectiveness of General Education at the University. The General Education Committee will work with the Assessment Support Committee, other appropriate constituencies to produce periodic assessments and evaluation of the quantity and quality of General Education at UH Hilo.

Members shall serve two-year staggered terms. The Congress Chair may negotiate a course reduction with the Vice Chancellor of Academic Affairs for the Chair of this Committee, depending on the agenda

of the Committee for the upcoming year. Terms of office will be overlapped so that each year half the membership will be replaced to provide continuity from year to year.

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Members shall serve two-year staggered terms. The Congress Chair may negotiate a course reduction with the Vice Chancellor of Academic Affairs for the Chair of this Committee, depending on the agenda of the Committee for the upcoming year. Terms of office will be overlapped so that each year half the membership will be replaced to provide continuity from year to year.

CURRENT:

a. Academic Policy Standing Committee

The Congress will appoint an Academic Policy Standing Committee of not less than five members with at least one member from each college, one member from the Office of Student Affairs, the Vice Chancellor for Academic Affairs or his/her designate, and a student representative. The Congress will also appoint a faculty member to serve as Chair of this Committee. The purview of this committee will be academic issues that affect more than one college. Members shall serve two-year staggered terms. The Congress Chair may negotiate a course reduction with the Vice Chancellor of Academic Affairs for the Chair of this Committee, depending on the agenda of the Committee for the upcoming year. Terms of office will be overlapped so that each year half of the membership will be replaced to provide continuity from year to year.

PROPOSED:

a. Academic Policy Standing Committee

Congress will nominate and select a faculty member, by vote, to serve as Chair of a standing Academic Policy Committee. The Chair of this Committee will select no fewer than five faculty

members and one student representative to serve for the ensuing academic year, and their selection will be subject to the approval of Congress. If feasible, the Committee should be comprised of at least one representative from each college at UH Hilo. The purview of this Committee will be undergraduate academic policy issues affecting more than one college. These may include, but are not limited to policy on: student enrollment; grading; classification; degree requirements; academic honesty; and disability services and compliance. Agenda items will be routed to the Committee through the Chair of Congress. The Chair of Congress may negotiate with the Vice Chancellor of Academic Affairs for a course reduction for the Chair of this Committee for the upcoming year.

Appendix B: Internship Faculty Fellow

Faculty Fellow for Civic Engagement Proposal

16 March 2012

Dear Vice Chancellor Simmons,

Upon Chancellor Straney's request, the Congress Executive Committee submits the following proposal to convert the Internship Coordinator/Advisor position into a position titled Faculty Fellow for Civic Engagement (FFCE). As you are aware, the description for this position was put together by the committee you formed last semester, of which one of us was a member.

Given the job functions as they currently appear in the attached description draft, a current faculty member on partial release time would provide a better fit for this position from both pedagogical and budgetary standpoints than would a new hire. In light of our mission as expressed in the recently approved Strategic Plan, the notion that internships are coordinated by those most directly responsible for instruction is paramount to the thinking behind the move of the Internship Coordinator position from staff to existing faculty. Under the Plan's "What We Stand For" section, for instance, UHH boasts "quality student-faculty engagement and collaboration, and out-of-class experiences." Under "Goals" we list the missions of creating a "culture of mentorship" and providing students with "applied learning" experiences, along with similarly worded goals of forging "interdisciplinary and inter-service collaborations that benefit the community and student need." Having the position constantly staffed by someone who retains close ties to the classroom is not only more closely in tune with the spirit of the Strategic Plan's language, but it will help better promote the sort of "town and gown" relationship that will not only directly benefit students, but our various academic programs as well.

Rotating the position among faculty members with a strict two-year term limit would also ensure that the position is not looked upon as a "first step on the escalator" towards a more permanent administrative position. The shared faculty responsibility inherent in the position's rotating nature promises to help inculcate the culture of service embodied in the UHH Strategic Plan university-wide. This proposed position has the added benefit of assisting in achieving faculty buy-in for the Civic Engagement elements the Strategic Plan.

We propose that a faculty member be chosen by and report to the UHH Faculty Congress. This position would report to the Congress and the Vice Chancellor for Academic Affairs. The initial appointee would appear to have a heavy workload, equivalent to two course releases for the first semester, though likely for the first year. Once the internship program has been established and the Faculty Fellow's actual day-to-day function can be better understood given the realities of both faculty and community interest in internships, it is possible that the amount of necessary release time could be revisited. Each Faculty Fellow's term would overlap with the successor's term for one month in order to ensure continuity.

Attached you will find the description for the Internship Coordinator as detailed by your Internship Committee last semester. A Faculty Fellow would perform all these duties while simultaneously working with academic programs to expand the Strategic Plan's applied learning goals. We hope that you will approve the creation of this Fellowship.

Sincerely,

2011-12 UHH Faculty Congress

Appendix C: MW/TR course schedule motion

Submission for a Proposed Motion:

The UH Faculty Congress recommends that UH Hilo move to eliminate Monday, Wednesday, and Friday (MWF) class scheduling and replace it with Monday and Wednesday scheduling similar to the current Tuesday and Thursday (TR) schedule. Fridays will be reserved for the scheduling of labs, faculty service and meetings.

Impact:

Only two available time slots would be lost per week if the schedule runs 7:30am – 6:00pm. Alternatively, the schedule could run from 8:00-6:30 to coincide with the Library and other university offices.

Rationale:

1. Increase teaching effectiveness. Few topics can be introduced, explained, and applied in one 50 minute class meeting.
2. Implementation of UHH Strategic Plan. Allowing students a light load on Fridays permits greater interaction for applied learning and civic engagement activities.
3. Improve faculty morale by providing a longer layoff between weeks that can be devoted to improving teaching, conducting research, and participation in faculty governance.

Furthermore, it eliminates the appearance of a preferential TR schedule, which may cause departmental infighting and resentment.

4. Increase involvement in faculty governance. Campus committees have a difficult time meeting and faculty complain that they have difficulty setting aside time for these activities. All faculty will have some availability on Fridays to participate in service.
5. Increased efficiencies resulting from symmetrical time slots across four days (see attachments).

Alternative:

A “Compromise” schedule is proposed (see last page) that has 50 minute MWF classes from 8am until 11am, at which time the schedule converts to 1hr 15 min classes symmetrical to the TU TH schedule, except for Friday.

Appendix D: EMIT Report from Student Success and Admissions Chair:

EMIT Report – March 2012

Discussion regarding new UH System initiative, “15-to-finish”

- Chair began the agenda item by noting that the decision has already been made to implement this initiative, and media releases will be issued to indicate that this

begins in Fall 2012.

- The emphasis appears to be on encouraging students to register for 15 credits, but how do we ensure that they are the RIGHT 15 credits they need

to help with progression to graduation?

- Could an alternative message be that we encourage students to take 30 credits each year and include Summer Session, rather than 15 credits a

semester?

Feedback/suggestions for UH System for maximizing success

- Could they help develop a PR campaign for use by all of the campuses, and

maybe develop a webpage with FAQ - we would need YouTube videos and a catchy poster campaign to get the 15/semester message out

- There is concern among the Natural Sciences departments that having students take 15 credits might result in academic difficulty given the academic rigor of the major requirements

- We may need to educate UH System about our student demographics and how it impacts implementation of this initiative

- Suggestions for what we can do at UH Hilo:

- Can we assign each freshman an advisor prior to arriving on campus so that s/he can begin communication with them prior to arriving on campus?
- Should we look at changing our tuition structure? For example, should we charge students an extra fee for taking more than 18 credits? It was noted that non-resident students already have an incentive to take more than 12 hours.
- While we encourage students to take 15 credits, we also need to let students know when to drop a course without a W and when to withdraw.
- Can we provide more consumer info, similar to a credit card statement, that gives students info they need to make an informed decision, e.g., “if you take so many credits you'll pay this much in tuition and graduate in this many years” versus the alternatives?
- We need clear “at-a-glance” four-year degree pathways delineated for each major, written from the student's perspective, with graduation requirements clearly defined, e.g., what to take, in what order, when, etc. – it was suggested that we look to CoBE, Marine Sciences, Psychology, etc. for some possible models
- It was recommended that we reexamine instituting mandatory advising –perhaps we provide resources to fund 1 FTE per division/college? Question was raised whether a centralized versus decentralized approach to advising is better for students and for resource efficiency
- One way to flip this question is to ask, “What would it take to create conditions in which every student at UH Hilo can take 15 hours a semester and be successful?” - e.g., in Marine Sciences, they give the students on-campus jobs during their time as a student so that their financial burdens are reduced