

Hawaiian, Asian, & Pacific Issues Focus (HAP)
 Multicampus Articulation
 March 1, 2007, 1:15pm - 2:45pm
 Meeting Notes

Present

Dennis Chun, KauCC

Ross Cordy, UHWO

Colette Higgins, KapCC

Liko Hoe, WinCC

Joanne Itano, UH

Mikahala Helm, MauiCC

Kaleikoa Ka'eo, MauiCC

Momi Kamahale, LeeCC

Spencer Leineweber, UHM

Floyd McCoy, WinCC

Kalani Meinecke, WinCC

Linka Mullikin, WinCC

Jan Petersen, HonCC

Kiope Raymond, MauiCC

Suzette Robinson, MauiCC

Jean Shibuya, WinCC

Monica Stitt-Bergh, UHM

Mary Summers, KauCC

Connie Turner, WinCC

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Absent (because of technical difficulties) John Cole, HawCC**1. Introductions****2. Select chairperson(s)**

***Consensus:** No chairperson will be selected. Monica Stitt-Bergh will serve as recorder and document drafter.*

3. Changes to meeting agenda

“Create timeline” added to #6 Next Steps.

4. Steps to create articulation agreement

The steps needed to create a multicampus articulation agreement: (1) Create articulation agreement document; (2) Have the campus chancellors and Faculty Senate chairpersons sign; (3) Distribute signed document to President, Council of Chancellors, Chief Academic Officers, All Campus Council of Faculty Senate Chairs.

After a HAP articulation document (modeled on the Writing-Intensive model of articulation) is implemented, each participating campus agrees to accept the HAP courses offered by all campus in the agreement as satisfying that campus's HAP degree requirement. Thus students who transfer between any campus in the agreement are assured to have their HAP courses articulate as satisfying the HAP degree requirement on that campus.

5. Items to be included in the articulation agreement

(a) Require HAP course for degree

Discussion points:

- Campuses with a HAP requirement: HonCC, KapCC, LeeCC, UHM, UHWO. Note: UHH has a HAP requirement but it is defined differently from these five campuses.
- Campuses will pay more attention to the HAP courses if HAP is a degree requirement
- Quality HAP courses that meet HAP Hallmarks can be offered by campuses with no HAP requirement
- HAP requirement does not necessarily add to the number of credits required for a degree

- Consistency for students and consistency across campuses should be a goal: all campuses should have the HAP requirement
- Changing degree requirements is difficult
- Better to have a local board review courses and make decisions, rather than a distant (e.g., UHM) board review and decide

***Consensus:** Campuses will not need to have a HAP degree requirement prior to or during participation in the multicampus HAP articulation agreement. However, all participating campuses are encouraged to require a HAP course for the Associate or Bachelor degree.*

(b) Level of campus support needed

***Consensus:** Campuses will demonstrate an adequate level of HAP campus support in order to participate in the agreement (e.g., support might include having faculty willing to serve on a HAP Board, offering adequate number of HAP courses to meet student demand, adequate staff to record HAP courses correctly in student registration system).*

(c) Procedures to designate courses and review course proposals.

Discussion points—designation and review process:

- Sending campus should have authority and control
- Designating only sections (and not courses) as HAP is restrictive and confusing for students
- A “course designation” (that is, all sections of a course meet the Hallmarks) works for some courses but not all
- UHM’s HWST 107 course does not automatically meet the HAP Hallmarks because individual instructors can modify the course to eliminate Pacific Islanders’ voices and the Hawai‘i-Pacific intersection. Native voices and intersection are required for HAP designation.

***Consensus:** Each campus determines its process. “Process” includes:*

- *whether the campus designates as HAP a section, course, instructor, or some combination thereof*
- *the form and materials that faculty or departments must submit to receive the HAP designation, and materials required for renewing a designation (if applicable)*
- *the duration of that campus’s HAP designation (e.g., at UHM, a first-time HAP designation is given for a 3-year period and a renewal receives a 5-year approval)*
- *the number of members on the local HAP board, their length of their service, and board composition (e.g., one representative for Hawaiian culture, one for Asian)*
- *the voting process to grant HAP approval (e.g., majority rule or full-board consensus required)*

Explanation of the UHM Hallmarks and interpretation of Hallmarks:

- **Two-thirds** of the course must satisfy the HAP Hallmarks. The majority of the course must address the overall HAP Hallmarks. For example, a course that meets the HAP

Hallmarks can be one-third about Hawai‘i and one-third about Pacific, with Native voices, and a Hawai‘i-Pacific intersection.

These types of courses do not meet the Hallmarks:

- A course exclusively about Hawai‘i
 - A course exclusively about Asia
 - A course exclusively about the Pacific
 - A course about Hawai‘i with a couple references to the Pacific
 - A Hawaiian language course with no intersection with Pacific and/or Asia
- **Intersection** is required. The course must cover aspects of Hawaiian culture plus the intersection of Hawaiian culture with Pacific culture or Asian culture (or both). Most HAP courses at UHM involve the intersection of Hawaiian culture with Pacific culture.
 - **Native voices** are required. The cultural values and perspectives of people native to Hawai‘i are required. Native Hawaiian voices are required. In addition, native voices of the area(s) of intersection are required (Asia, the Pacific). At UHM, the burden is on the instructor to explain how readings and people express the “native voice.”
 - **Course content** must include at least one topic related to Hawaiian culture as well as the Pacific or Asian culture (or both). Not only Hawaiian Studies courses are eligible. For example, courses in English or Geology are eligible for the HAP designation.
 - Course should involved **in-depth analysis** that encourages multicultural understanding.

Discussion points—UHM Hallmarks and interpretation:

- At UHM, problems with proposals are often related to the course not including native voices, not meeting the two-thirds rule, and not including an intersection of Hawaiian culture with Pacific or Asian (or both) culture. Frequent discussions of what “native voice” is and who is considered a “native voice” have taken place at the UHM HAP Board meetings.
- Honolulu CC will have to rework its current HAP requirement because not all courses meet the current UHM HAP Hallmarks. Some courses, such as Hawaiian language and Asia courses, will lose the HAP designation under this new articulation agreement. Some faculty are likely to ask for grandfathering the HAP designation of these Hawaiian language courses and Asia courses.
- The Hallmarks should be reworked because they are too restrictive.
- The UHM HAP website and proposal forms are inconsistent and need to be clarified.
- The campuses participating in the agreement should do a multicampus review and revision of the Hallmarks after each campus has had experience applying them.

***Consensus:** Each campus will use the current UHM HAP Hallmarks and the interpretation of those Hallmarks (described above).*

(d) Assessment of student learning outcomes

Discussion points:

- UHM has not yet created student learning outcomes (SLOs) for HAP; UHM has surveyed HAP students but has not directly assessed HAP SLOs.
- HAP SLOs should be based on the HAP Hallmarks
- Campuses should not have to develop SLOs for HAP

- Do not include HAP assessment in the articulation agreement until more has been determined
- Do individual courses need HAP SLOs? Courses already have their own SLOs that are not HAP related
- Campuses with a HAP degree requirement are mandated by WASC to conduct program-level assessment of the HAP requirement

***No consensus:** Campuses without the HAP degree requirement prefer that campuses not describe HAP assessment efforts as part of the articulation agreement; campuses with the requirement tend to prefer that assessment be included because it is a WASC requirement.*

Perhaps this will satisfy everyone: Campuses will agree to develop, participate in the development of, or accept a multicampus-developed set of HAP student learning outcomes. Campuses agree to implement assessment of HAP student learning outcomes as required by the WASC Senior or Junior Accrediting Commission.

(e) When and how to review campus's HAP programs

Discussion points:

- Foundations and Writing Intensive system groups meet annually to discuss, review, and re-certify the articulation agreement.
- Meet every semester during the beginning stages of the agreement
- Meet at least once a year

The group did not have time to discuss the following items:

- Appropriate faculty training
- Multicampus committee membership (e.g., number of members, selection process)
- Procedure for campuses to join agreement
- Articulation procedures for campuses who do not join agreement

Stitt-Bergh will add these items to the draft articulation document, mirroring the Foundations and Writing-Intensive articulation agreements.

6. Next steps

- (a) Group members should email comments and suggestions regarding the agenda items that were not discussed to Stitt-Bergh <bergh@hawaii.edu>
- (b) Next meeting will be on **March 22, 2007, 1:15-2:45 pm**
- (c) Stitt-Bergh will draft an articulation document and distribute prior to 3/22/07 meeting
- (d) Timeline—group did not have time to discuss

Prepared by Monica Stitt-Bergh, recorder