I. CALL TO ORDER

Committee Chair Michelle Tagorda called the meeting to order at 9:03 a.m. on Thursday, June 6, 2019, at the University of Hawai‘i at Mānoa, Information Technology Building, 1st Floor Conference Room 105A/B, 2520 Correa Road, Honolulu, Hawai‘i 96822.

Committee members in attendance: Committee Chair Michelle Tagorda; Committee Vice Chair Kelli Acopan; Regent Eugene Bal; Regent Ben Kudo; Regent Alapaki Nahale-a; Regent Jan Sullivan.

Committee members excused: Regent Robert Westerman.

Others in attendance: Board Chair Lee Putnam; Board Vice Chair Jeffrey Portnoy; Board Vice Chair Wayne Higaki; Regent Simeon Acoba; Regent Ernest Wilson, Jr.; Regent Stanford Yuen (ex officio committee members); President David Lassner; Interim Vice President for Community Colleges Erika Lacro; Vice President for Legal Affairs/University General Counsel Carrie Okinaga; Vice President for Academic Planning and Policy Donald Straney; Vice President for Research and Innovation Vassilis Syrmos; Vice President for Information Technology/Chief Information Officer Garret Yoshimi; UH-Mānoa Provost Michael Bruno; Interim UH-Hilo (UHH) Chancellor Marcia Sakai; UH-West O‘ahu (UHWO) Chancellor Maenette Benham; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

II. APPROVAL OF MINUTES OF THE FEBRUARY 14, 2019, AND MARCH 14, 2019, MEETINGS

Regent Bal moved to approve the minutes of the February 14, 2019 and March 14, 2019, meetings, seconded by Committee Vice Chair Acopan and the motion carried unanimously.

III. PUBLIC COMMENT PERIOD

Board Secretary Oishi announced that the Board Office received no written testimony and no individuals had signed up to provide oral testimony.

Committee Chair Tagorda called upon VP Straney to address the board. VP Straney noted that Attachment A on the agenda was the annual list of tenure and promotion actions that have been delegated to the president. The tenure and promotion list is included on the agenda as a courtesy rather than for board action. He noted that there
were four clerical errors on the list: Vanessa Chong and Viet Ngo from the UHM campus' department should have been identified as the Office International and Exchange Programs; Muller Fabbri from the UH Cancer Center's name was incorrectly spelt as Muller Fabri; and Steven Taketa from UHWO's rank should be listed as S3 instead of S4. VP Straney apologized for the errors and noted that the campuses will contact the individuals and correct the information.

IV. AGENDA ITEMS

A. Hawai‘i P-20 Partnerships for Education Presentation on Early College Updates (Deferred from February 14, 2019)

Executive Director of Hawai‘i P-20 Stephen Schatz provided background and an update on early college. He highlighted that more students are participating and more classes and programs are being offered. The program has resulted in positive student outcomes including a higher likelihood of college enrollment and persistence. The goal is to be strategic in targeting the students who will benefit the most. President Lassner added that the data presented focused mainly on the Hawai‘i State Department of Education (DOE), but the university has a similar early college model with Kamehameha Schools.

Regent Nahale-a asked for a clarification regarding the definition of completers on slide 4 of the presentation. Mr. Schatz explained that completers referred to percentage of all graduating seniors who participated in early college.

Regent Kudo asked whether the dual credit only shown on slide 12 included students who could not quality to take the advanced placement (AP) exam and commented that it would seem there is more correlation between AP only and dual credit only. Mr. Schatz explained that some schools have criteria for entering AP courses and others are open enrollment, but agreed that it may not be the same target audience. Early college and dual credit programs target students who are in academic middle and may be the first generation in their family to go to college. President Lassner added that AP typically targets for students who already believe they are college-bound whereas dual credit targets students who may not have been thought of as college material and utilized like an intervention to potentially change their educational trajectory.

Regent Kudo asked if student can take early college even if they qualify for AP courses and Mr. Schatz confirmed that they could. Regent Kudo commented that he wants the university to capture as many students at UH in terms of enrollment management, and he was trying to discern what is useful in this data that could be used to plan an enrollment management strategy. Mr. Schatz explained that they were trying to facilitate these types of conversations at the local level with campus data on matriculation. President Lassner indicated that it is a success for Hawai‘i when the university can get a student to attend college who would not have gone at all, especially if they go to UH. Some students are going to a non-UH campus, and not necessarily enrolling in the UH campus from which they took their early college credits. UH is creating stronger pathways to encourage more of these students to move to a UH campus in a specific degree pathway and career.
Board Chair Putnam asked if UH faculty were teaching early college classes as part of their regular class load or as overload and VP Lacro responded that it was both. Board Chair Putnam commented on the number of courses being offered at some campuses and asked if it was difficult to recruit faculty to teach the courses, or if the same core group of faculty was teaching. Mr. Schatz responded that some high schools are pushing early college courses from ninth grade, and putting in the context of their academy structure. VP Lacro explained that it is not the same core group of faculty and they draw on lecturers or faculty on other campuses, but they try to put the best people out in that area to get students excited because that connection makes students want to continue on. It can be difficult to balance the number of people and sections, but it is sometimes difficult to balance the number of people and sections.

Board Vice Chair Higaki arrived at 9:23 a.m.

Board Chair Putnam asked about the estimated balance of DOE funding for early college and what UH is expending. Mr. Schatz responded that the DOE receives $2.5 million for the cost of the courses and there is a memorandum of understanding between DOE and UH with an agreed-upon price per course. VP Lacro explained that administrative costs are done at the campus level, and the money that the DOE pays UH only covers the cost of the instructor. President Lassner added that typically the amount paid does not cover the costs of a UHM faculty member, but is enough for a lecturer who teaches the course for UHM or substitutes for a course taught by a UHM faculty member.

Regent Wilson asked whether campuses were monitoring the effectiveness of lecturers being utilized against the need to hire additional full-time faculty. VP Lacro explained that measuring the effectiveness of full-time faculty is based on whether there are contract renewals or tenure and promotion, and lecturers are evaluated annually to determine whether to renew their contract for the next year. Most of the lecturers are the high schools have taught on UH campuses and may flow between the high schools and campuses.

Regent Bal asked whether there were any metrics on how successful the transfer credit from the dual credit program is. Mr. Schatz responded P-20 has have not performed that analysis but is having discussions with high school and college leadership regarding the kinds of courses that make sense for students on particular pathways. VP Lacro indicated that everything being offered in early college is also offered on the campuses, so everything transfers. VP Straney added that students taking courses are entered into the STAR system, and those who go to a mainland campus, take a UH transcript with them, which is significantly more useful than an AP score.

Regent Sullivan asked about goals for P-20 moving forward, whether there were projections for growth over the next five years, and how campuses get the money to support the program. Mr. Schatz explained that the legislative appropriation to DOE was based on projections. P-20 wants to continue to grow the program, but needs to target the right students, otherwise there is a risk of only giving college credits to those students who were already college-leaning. President Lassner added that the goal was for every high school graduate to graduate with six credits. He noted that the DOE allocates the funds, UH is the provider of services. The high schools initiate the request and the DOE compensates UH for each course.
Regent Acoba arrived at 9:33 a.m.

Regent Kudo shared his personal experience regarding his 9th grade son being recruited by another university and how impressed he was with their marketing efforts to expose students to the campus, faculty, and facilities, and make the students feel more comfortable about attending that university someday. He indicated he would like UH to utilize similar marketing programs to attract students. President Lassner explained that every UH campus offers federally-funded summer bridge programs to underrepresented high school students. Board Chair Putnam suggested that independent schools might be a target population for the future. President Lassner responded that the Mānoa Academy program is designed as a recruiting tool to provide a unique experience for high-achieving high school students, with some field experiences and summer school credit courses.

Regent Acoba asked why more dual credit students are attending mainland four-year colleges and if it was cause for concern. Mr. Schatz explained dual credit students are attending college at a greater rate overall in each category. P-20 is working to create pipelines into each of the UH campuses, so students can get college credits to help get them into their local institutions. He noted there is a trend of more high school graduates attending four-year mainland schools regardless of whether they were dual credit or not, but the reasons for that trend were unknown. P-20 is trying to figure out why more dual credit students are enrolling in two-year local institutions as opposed to mainland schools. He explained that as part of the 55 by ’25 goal we need to increase the number of college-going students overall, particularly at UH campuses, but it is also important to increase the educational capital of students who actually end up staying here.

Regent Yuen asked if summer bridge programs were for high school graduates and President Lassner explained that some programs are, but they are also used for high school sophomores and juniors at some campuses. Other campuses have optional summer activities for students who have been admitted for fall. Regent Yuen suggested that making these types of programs available would encourage more students to apply to UH campuses.

Regent Nahale-a asked if the early college course offerings differed from those offered on campus. Mr. Schatz explained the early college courses had the same syllabus, learning outcomes and level of rigor as on-campus courses. Regent Nahale-a asked whether students were receiving more wraparound services, who was the provider of those services, and how critical support services were to the continued success of the early college program, especially in the rural communities. Mr. Schatz responded that both the high schools and UH campuses provide extra support services such as tutoring. Everything has not been figured out yet and discussions need to be held regarding the types of services that work, and required services and resources to ensure continued program success.

Board Vice Chair Portnoy arrived at 9:48 a.m.

Committee Chair Tagorda commented on the importance of wrap-around services, the opportunities to expand educational capital and make higher education accessible to more students who may not otherwise see that as an opportunity, how pathways provide
a better vision and change the narrative of why students should stay here for college versus going away.

B. Overview of Zero-Cost Textbook Initiative (Deferred from February 14, 2019)

Associate Vice President (AVP) for Student & Director for Academic Technologies Hae Okimoto provided an overview of the university’s zero-cost textbook initiative, which is also referred to as open educational resources (OER). She noted that some students were spending close to $2,000 per semester on textbooks and that a working group was formed. Courses are coded in Banner as TXT0 and students have the option to select courses with zero-textbook costs. She highlighted the history of the initiative, provided cost savings on textbooks for academic year 2017-2018, OER goals, and current OER projects. She also discussed the work being done with OER BookSprint, an organization that helps institutions and faculty create a textbook in 3 days, and how OER textbooks are being aligned with UH’s student learning outcomes. The goal is to produce additional books every summer.

Discussion occurred regarding addressing barriers to further expansion, the role of librarians in identifying resources for faculty, and the goal of impacting student affordability through a wide-range of courses offering open educational resources.

Regent Wilson asked about incentives for faculty to participate in utilizing OER for their courses, and what percentage of faculty have indicated they were open and interested in utilizing OER. AVP Okimoto responded that the incentive for faculty is the students, who are signing up for TXT0 courses at a greater rate than courses with higher textbook costs. She explained that a disadvantage of publisher textbooks is that students are purchasing textbooks and faculty may only use a small percentage of that textbook whereas faculty have the opportunity with OER to customize the textbook and learning materials. AVP Okimoto noted that she will have a better idea of faculty interest in utilizing OER at the next update to the board. The systemwide working group meets monthly, and latest reports show that 17% of summer course offerings at HonCC are TXT0 courses. She added that faculty interest in OER materials is growing.

Regent Acoba asked whether there were any costs for students using OER textbooks, whether copyright rights were waived, whether faculty would utilize materials from other places, and whether OER materials presented a limited view of the subject matter. AVP Okimoto responded that TXT0 courses have no costs for textbooks or course materials. She indicated that the initiative broadens the perspective for students because resources from multiple areas are incorporated into the materials. AVP Okimoto noted that one of the tenets of OER is Creative Commons (CC) licensing where faculty allow their materials to be freely utilized provided the material is attributed back to them, or the material itself cannot be changed but derivative works can be made. As UH faculty creates OER materials, they are being asked which CC licensing attributes they want added on to their courses.

Committee Vice Chair Acopan indicated she was on the UH Student Caucus in 2015 when the concept of OER was introduced and commended administration for making progress on OER despite initial resistance from faculty. Regent Nahale-a noted the importance of affordability and the positive impact OER has for students.
Committee Chair Tagorda asked about whether any thought had been given to addressing the barriers that may exist. AVP Okimoto responded that the availability of materials in certain disciplines is a barrier. She noted that career and technical education courses materials utilize manuals presented by the industry, which are not available in the OER realm. She explained that graduate and upper division courses are often seminars often rely heavily on research materials that are readily available in the library. She further explained that there is still resistance from faculty who get comfortable utilizing a certain textbook and need to get a comfort level looking at other materials.

C. University of Hawai‘i Online Degree Program Progress Report (Deferred from February 14, 2019)

AVP Okimoto and Academic Affairs Program Officer for Community Colleges Tammi Chun provided a progress report on online degree programs including historic online course offerings, current online degree program, goals of the accelerated 5-week programs, online program objectives for the community colleges, significant interest from prospective students’ to the community college accelerated associate of arts (AA) online degree program, “concierge-style” student support services, faculty development programs, and online student performance. The first cohort in the accelerated AA online program begins in fall 2019. Seventy students have signed up, which is higher than projected.

Regent Yuen commented that the military was a huge target market, especially with younger enlisted soldiers who need to improve their credentials for promotion, and asked about efforts made to reach out to the military. AVP Okimoto responded that the online environment has worked well for soldiers because they are mobile and asynchronous. She noted that veterans have not done as well with accelerated online courses because housing benefits are based on how many credits they are enrolled in at any time. Because the five-week courses are only 3 credits, UH does not encourage veterans to take accelerated online courses. She indicated that one challenge with making courses available to the active duty military is that individual campuses will have to join the Servicemembers Opportunity Colleges. AVP Okimoto explained that the community administration is actively looking at providing online courses for the Air Force because they have an online baccalaureate program, but not an AA program. Ms. Chun added that the community colleges recently hired an individual to work with the military and is ramping up the UH’s presence on base.

Regent Kudo asked if there was an online program that stood out nationally and AVP Okimoto responded that there are several that UH looked at including Southern New Hampshire University that focuses almost exclusively on working adults and has an accelerated course format; Arizona State University (ASU) has a fairly robust program; and the university also participates in the Western Governors University, which is purely an online institution.

Regent Kudo commented about the need to leverage limited resources and the ability of online degree programs to reach target markets that traditional classroom courses cannot. He asked if there was an advertising budget and efforts to market unique programs UH offers to potential students nationally. AVP Okimoto explained that there is no advertising budget, and the focus of UH’s online program has been meeting the needs
of Hawai‘i residents. Administration is looking at offering a hybrid online/traditional classroom model in two areas unique to Hawai‘i including a professional certificate program around international and environmental law with the law school, and a tropical medicine certificate with the medical school. Regent Kudo agreed that the priority should be the local student population, and encouraged administration to continue to pursue other target markets outside of Hawai‘i. AVP Okimoto responded that administration is also working on a baccalaureate program focused on Oceania, which has the potential to be marketed further abroad.

Regent Acopan asked what on-campus services were available to online students and whether online students would pay any fees. AVP Okimoto responded that online students have access to all on-campus services at the home campus for their program, but the goal is to make all the necessary services available online. She noted that at this point online students do not pay additional fees, and online students pay less fees per the mandatory student fees policy. Online students can opt-in to paying fees such as the Warrior Recreation Center fee.

Regent Sullivan noted that UH has been very measured in expanding its online program whereas public institutions such as ASU and Purdue have been more aggressive. She asked President Lassner for his thoughts and he responded that UH has made it the first priority to serve the students of Hawai‘i that need help the most because UH is the only public institution of higher education in Hawai‘i. He explained that Purdue bought Kaplan’s students and programs, but those are not Purdue degrees, education, or faculty. Early reviews have been mixed, and it will be interesting to see how things turn out. He visited ASU two years ago, and their online university was essentially not connected to ASU itself; there were off-campus call centers with recruiters, marketers, and responders. Development and teaching of courses was partially being done by commercial partners and separate hires. He added that University of Maryland set up a separate accredited campus that only offers online, outreach on a national and international scope, including serving the military.

President Lassner explained that another priority for UH has been to bring the whole university along. Early College is taught by UH faculty, and online courses are UH classes taught by UH faculty. He noted that more innovative models work with mixed approaches, but his personal view is that we need to educate ourselves and establish experience with what works on a sustained basis and then determine how best to expand online offerings. UH has experienced success with online professional masters and some bachelor programs, and at every UHMC graduation there are over 100 students who graduate with UH degrees from other campuses. It has been a challenge to get non-professional schools focused on what online services mean to UH’s service mission for the state and for revenue opportunities outside the state. AVP Okimoto added that as online services increase, it also allows increased access to traditional students.

Board Vice Chair Portnoy commented on the importance of campus life and the traditional on-campus educational experience, and hoped that UH does not focus so much on the economics of online offerings that we lose sight of what UH needs to be. He asked why passing rates for traditional on-campus courses are so far below the passing rates for online courses. Ms. Chun explained that five-week courses are an immersive experience for students where they are consistently engaged on a daily basis, whereas
16-week courses may not have as much intensity of engagement on a daily basis. She added that faculty were personally surprised how engaged the students were with each other and the faculty in the accelerated courses. AVP Okimoto indicated that faculty who underwent the Quality Matters training and the faculty development program are applying things they learned in the five-week training into their regular courses.

D. Committee Annual Review

Committee Chair Tagorda referenced the committee annual review matrix provided in the materials packet and noted a correction that the workplan and activities column should reference the 2018-2019 academic year. A suggestion was made that the board should conduct a high-level review of tenure and promotion criteria.

Regent Sullivan believes that the board should take a high level view of tenure criteria. Thinks the next committee chair should consider taking that on.

V. ADJOURNMENT

There being no further business, Regent Nahale-a moved to adjourn, Committee Vice Chair Acopan seconded, and with unanimous approval, the meeting was adjourned at 10:50 a.m.

Respectfully Submitted,

Kendra Oishi
Executive Administrator and Secretary
of the Board of Regents