

MINUTES

JOINT MEETING OF THE BOARD OF REGENTS' COMMITTEES ON ACADEMIC AND STUDENT AFFAIRS AND PERSONNEL AFFAIRS AND BOARD GOVERNANCE

JANUARY 7, 2021

Note: On January 30, 2020, the World Health Organization declared the outbreak of COVID-19 a public health emergency of international concern, subsequently declaring it a pandemic on March 11, 2020. On March 16, 2020, Governor David Y. Ige issued a supplementary proclamation that temporarily suspended Chapter 92, Hawai'i Revised Statutes, relating to public meetings and records, "to the extent necessary to enable boards to conduct business in person or through remote technology without holding meetings open to the public."

I. CALL TO ORDER

Chair of the Committee on Academic and Student Affairs Ernest Wilson called the joint meeting to order at 8:33 a.m. on Thursday, January 7, 2021. The joint meeting was conducted virtually with regents participating from various locations.

Committee on Academic and Student Affairs members in attendance: Chair Ernest Wilson; Vice-Chair Kelli Acopan; Regent Eugene Bal; Regent Wayne Higaki; and Regent Robert Westerman.

Committee on Personnel Affairs and Board Governance members in attendance: Chair Robert Westerman; Vice-Chair Simeon Acoba; Regent Eugene Bal; Regent Michelle Tagorda; and Regent Ernest Wilson.

Others in attendance: Board Chair Benjamin Kudo; Regent Randy Moore; Regent Alapaki Nahale-a; Regent Jan Sullivan (ex officio committee members); President David Lassner; Vice President (VP) for Administration Jan Gouveia; VP for Community Colleges Erika Lacro; VP for Legal Affairs/University General Counsel Carrie Okinaga; VP for Research and Innovation Vassilis Symos; VP for Information Technology/Chief Information Officer Garret Yoshimi; VP for Budget and Finance/Chief Financial Officer Kalbert Young; UH-Mānoa (UHM) Provost Michael Bruno; UH-Hilo (UHH) Chancellor Bonnie Irwin; 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. PUBLIC COMMENT PERIOD

Board Secretary Oishi announced that the Board Office received written testimony regarding the report on faculty workload assignments from Tetine Sentell and Jing Guo and that no individuals signed up to provide oral testimony.

Late written testimony regarding the report on faculty workload assignments was received from the faculty of the Department of Pharmaceutical Sciences at the Daniel K. Inouye College of Pharmacy at UHH.

Written testimony and comments may be viewed at the Board of Regents website as follows:

[Written Testimony Comment Received](#)

[Late Written Testimony Comment Received](#)

III. AGENDA ITEMS

A. Reporting Faculty Workload Assignments

President Lassner remarked that this presentation will update committee members on a project that began under the auspices of former Regent Coralie Matayoshi, as well as former VP for Academic Planning and Policy Don Straney, and recognized a number of individuals for their incredible effort and determination in developing a better method for understanding and presenting faculty workloads through the gathering, reviewing, and analyzing of legitimate, quantifiable data. While some preliminary information has been populated into this presentation to demonstrate the work that has already been accomplished and the usefulness of this information to the university. The preliminary information is also being used to solicit feedback. But active work on this project is ongoing and the information shown today should not be interpreted as definitive data on faculty workloads across the university. He introduced Pearl Iboshi, Director of the Institutional Research and Analysis Office, who would be providing the university's report on faculty workload assignments along with Provost Bruno, Chancellor Irwin, Chancellor Benham, and VP Lacro.

Regent Tagorda arrived at 8:35 a.m.

Ms. Iboshi stated that the administration embarked on a mission to gain a better understanding of the general principles of faculty workloads and workload policies throughout the university system in order to develop a faculty workload assignment report (Report) that could be used to increase academic program efficiency and effectiveness. The Report will improve the administration's ability to present information on faculty workloads in a more timely and accurate manner; create a mechanism that will assist programs and units, as well as campus leadership, to more easily track and manage faculty workloads; provide aggregated information for institutional accountability; and improve the university's ability to assess and revise faculty classifications.

Noting that a key element to the success of this endeavor was attaining high-quality, quantifiable data, Ms. Iboshi briefly reviewed the process used to create the Report which included the creation of a template for collecting and analyzing information on faculty workloads from both the four-year and community college campuses. Meetings and discussion were also held with campus course schedulers and other campus

stakeholders to develop improved methodologies for the identification and classification of faculty responsibilities and workloads in a more accurate and consistent manner.

Ms. Iboshi provided a brief overview of campus workload policies for the four-year campuses noting that there are differences among the various policies in how credit hours and teaching equivalencies are assigned, due in-part to the complexities that exist between research universities, such as UHM, and more comprehensive universities, such as UHH and UHWO. In general, faculty at the four-year campuses are required to teach 24 credit-hours, or the equivalent per semester. However, it was noted that one difficulty in determining accurate faculty workloads in relation to their commensurate workload policy was the lack of a system to identify non-instructional equivalency. This led to the creation of a data template that considered work performed by faculty in the areas of research, administrative activities, professional service, and undertakings in outreach, in addition to classes taught, when evaluating faculty workloads. A sample of this template was reviewed by Ms. Iboshi.

Faculty workload policies for the community colleges were also discussed. Among other things, these policies establish the standard teaching assignment for full-time instructional faculty, define the common teaching equivalencies for each type of class, and describes non-instructional activities that are assigned teaching equivalencies.

A review of data on faculty workload assignments for UHM, UHH, UHWO, and the community colleges from fall 2019 and spring 2020 was also conducted with Ms. Iboshi noting that the data presented was very preliminary; only includes tenured and tenure-track instructional faculty; does not include data for the John A. Burns School of Medicine (JABSOM) at UHM; only includes two of the community colleges, Honolulu Community College (HonCC) and Leeward Community College (LeeCC); and will require additional vetting, analysis, and revision as some data issues have been discovered after an initial assessment. Additionally, while part-time faculty have been included in campus headcount data, they were excluded from campus data regarding teaching equivalency. Completion of preliminary data-gathering and analyses for the remaining campuses is anticipated to occur over the next few months.

The majority of the faculty at the four-year campuses realize standard workloads of 24 credit hours with varying amounts of instructional and non-instructional equivalencies. Both Provost Bruno and Chancellor Irwin recognized and acknowledged challenges in the classification of workload data for certain segments of faculty at their respective campuses, including faculty at JABSOM and the Daniel K. Inouye College of Pharmacy (DKICP) at UHH that perform scientific research and clinical work, but reiterated that this data is preliminary and that both UHM and UHH continue to seek ways to refine and improve upon this data. Chancellor Benham added that division chairs at UHWO found this Report to be a useful tool in obtaining a clearer picture to better understand and fairly assess each faculty member's workload.

As for the community colleges, the majority of faculty at HonCC and LeeCC carry a standard workload of 27 credit hours. VP Lacro noted that unlike the other major units, the activities of community college faculty are primarily instructional in nature. She also highlighted that, in 2013, the community colleges developed a methodology to account

for teaching equivalencies, as a number of the programs at the community colleges involve large percentages of non-traditional instruction.

Ms. Iboshi concluded by underscoring that the development of the Report is a work-in-progress. Data quality issues such as the inclusion of all faculty types and units and the development of equivalencies appropriate for each unit regarding what specifically constitutes the teaching equivalencies assigned for different types of instruction as well as research, service, outreach, and administrative duties are in the process of being addressed. She reviewed the next steps that would be taken with regard to the use of data already collected, as well as the improvement of the data-gathering methodology and analysis, and noted that an annual report will be developed to present this information to the president and board in the future.

Given that the administration is currently in a process of rightsizing the university through structural rebalancing and programmatic changes and that the Report will assist the administration in managing faculty workloads in a more efficient and effective manner, Board Chair Kudo asked how often the Report will be provided to academic managers. Ms. Iboshi replied that, at minimum, the administration intends to provide the Report on an annual basis at the end of each academic year. The Report may also be provided on an interim basis between the fall and spring semesters so that it can be used for operational purposes. However, the efficacy of providing interim reports in relation to timing and administrative issues is still being discussed.

Regent Acoba inquired about Banner, when the Report would be available, who would have access to the information it contained, and what impacts, if any, the Report may have on collective bargaining agreements, specifically with regard to faculty workloads. Ms. Iboshi described Banner as the university's student information system that includes data such as courses of instruction, the availability of courses, the number of students taking each course, and other student coursework information. She also stated that the administration hopes to have the initial version of the Report completed in the next few months and that while aggregated information contained in the Report would be available to the public, more detailed information specific to individual campus, units, and departments would only be available to respective division heads, deans, and campus leadership. As for impacts on collective bargaining, President Lassner stated that the University of Hawai'i Professional Assembly has been involved in, and supportive of, faculty workload discussions throughout this process. He noted that, with respect to this project, the administration is implementing existing language regarding faculty workloads already contained in policy by using more accurate and refined data. Provost Bruno added that collective bargaining agreements give the responsibility for assigning teaching workloads to the department chairs and the Report is intended to be used by each individual department chair as a guide to dole out teaching assignments in a fair and equitable manner that is uniform throughout the university.

Chair Wilson commented that it was his understanding that the Report was similar to faculty workload reporting systems being used by other universities throughout the country to monitor productivity and the equity of faculty workloads at their institutions.

Specifically referencing faculty workload data from the various campuses, Regent Acoba asked what accounted for 33 percent of faculty within the Department of Language Arts and food services program at LeeCC; 16 percent of faculty at the School of Nursing and 14 percent of faculty at the William S. Richardson School of Law at UHM; and 52 percent of faculty at DKICP at UHH working less than standard workloads. Provost Bruno replied that the actual amount of faculty at the law school performing less-than-standard workloads is relatively low and that many of the individuals encompassed by this data point are carrying workloads of 23 credit hours which is considered a less-than-standard workload despite only being an hour below the present criteria denoting a standard workload. Additionally, overall faculty headcount at the law school is fairly low and even a small number of faculty performing less-than-standard workloads would account for the higher percentage noted. Ms. Iboshi added that some of the larger percentages contained in the less-than-standard workload data for other units, such as the School of Nursing, can be attributed to larger numbers of less-than-full-time faculty which were not accounted for in the data analysis and reporting and is an issue the administration continues to address and refine. VP Lacro also stated that both the Language Arts Department and food services program at LeeCC faced unique situations that can account for the higher percentages of less-than-standard workload noted in the data. A number of food service courses needed to be canceled due to issues with instructional facilities which resulted in the decrease of faculty teaching credit hours. In regard to the Language Arts Department, formulaic changes to the classification of faculty workloads as a result of the creation of a co-requisite model for remedial English can account for the higher percentage noted. She added that these percentages should be lower in the near future as the community colleges work to rectify these issues and refines its data.

Chair Wilson asked whether the issues affecting faculty workloads at DKICP were unique to UHH or did schools of pharmacy at other institutions face similar situations. Chancellor Irwin replied in that the issues facing DKICP are not unique to UHH. She stated that UHH is in the process of reaching out to other pharmacy schools, as well as UHM, to ascertain how they address the classification of faculty workload assignments in situations involving larger amounts of clinical work and scientific research.

Regent Sullivan arrived at 9:18 a.m.

Chair Wilson inquired as to when collection and analysis of data to be included in the Report for the remaining community colleges will be completed. Ms. Iboshi replied that this work will be completed over the next two weeks and added that work to develop a faculty workload template more accurately applicable to JABSOM faculty is anticipated to begin this month.

Noting that one of the complaints made by students over the years has been the regular availability of classes needed to complete a degree program and graduate, Vice-Chair Acopan asked whether the administration anticipated using the Report in conjunction with the university's student registration system, to assist determining whether the ratio of instructional to non-instructional workloads needed to be adjusted for programs depending on the demand for academic instruction. Chancellor Irwin and Provost Bruno replied that the information provided by the Report, as well as

information from the university's student registration system, can and should be used as management tools to properly steward campus resources and adjust faculty workloads and assignments to meet the academic needs of students.

IV. ADJOURNMENT

There being no further business, Regent Higaki moved to adjourn, seconded by Regent Bal, and with all members present voting in the affirmative, the meeting was adjourned by Chair Westerman at 9:27 a.m.

Respectfully Submitted,

/S/

Kendra Oishi
Executive Administrator and Secretary
of the Board of Regents