

Notice of Meeting
UNIVERSITY OF HAWAI'I
BOARD OF REGENTS COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS

Members: Regents Wilson (Chair), Acopan (Vice-Chair), Bal, Higaki, and Westerman

Date: Wednesday, June 2, 2021

Time: Noon

Place: Virtual Meeting

In light of the evolving COVID-19 situation, protecting the health and welfare of the community is of utmost concern. As such, this will be a virtual meeting and written testimony and oral testimony will be accepted in lieu of in-person testimony. Meetings may be monitored remotely via the livestream pilot project. See the Board of Regents website for information on accessing the livestream: www.hawaii.edu/bor. Mahalo for your consideration.

AGENDA

- I. Call Meeting to Order
- II. Approval of Minutes of the March 3, 2021 Meeting
- III. Public Comment Period for Agenda Items:

All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. Written testimony may be submitted via the board's website through the testimony link provided on the [Meeting Agendas, Minutes and Materials](#) page. Testimony may also be submitted via email at bor.testimony@hawaii.edu, U.S. mail, or facsimile at (808) 956-5156. All written testimony submitted are public documents. Therefore, any testimony that is submitted for use in the public meeting process is public information and will be posted on the board's website.

Those wishing to provide oral testimony for the virtual meeting may register [here](#). Given constraints with the online format of our meetings, individuals wishing to orally testify must register no later than 7:00 a.m. on the day of the meeting in order to be accommodated. It is highly recommended that written testimony be submitted in addition to registering to provide oral testimony. Oral testimony will be limited to three (3) minutes per testifier.

IV. Agenda Items

- A. Academic Program Actions Report for 2019 to 2021
- B. Review and Recommend Board Approval to Change from Provisional to Established Status: Bachelor of Environmental Design at the University of Hawai'i at Mānoa

- C. Progress on Academic Program Planning
- D. General Education Redesign Update
- E. Committee Annual Review

V. Adjournment

ATTACHMENTS

Attachment A – Personnel actions posted for information only

Attachment A: Pursuant to §89C-4, Hawai'i Revised Statutes, the following proposed compensation actions for excluded Executive/Managerial are disclosed for purposes of public comment.

Executive/Managerial

Campus	Last Name	First Name & Middle Initial	Proposed Title	Unit	Nature of Action	Monthly Salary	Effective Date
Leeward CC	Chock	Kasey	Vice Chancellor	Academic Affairs	Appointment	\$11,700	July 15, 2021

DISCLAIMER – THE FOLLOWING ARE DRAFT MINUTES AND ARE SUBJECT TO FURTHER REVIEW AND CHANGE UPON APPROVAL BY THE COMMITTEE

MINUTES

**BOARD OF REGENTS COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS
MEETING**

MARCH 3, 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 Ernest Wilson called the meeting to order at 8:35 a.m. on Wednesday, March 3, 2021. The meeting was conducted virtually with regents participating from various locations.

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

Others in attendance: Board Chair Benjamin Kudo; Regent Simeon Acoba; Regent Randy Moore; Regent Alapaki Nahale-a (ex officio committee members); President David Lassner; Vice President (VP) for Community Colleges Erika Lacro; VP for Legal Affairs/University General Counsel Carrie Okinaga; VP for Research and Innovation Vassilis Syrmos; 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 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. APPROVAL OF MINUTES

Regent Westerman moved to approve the minutes of the September 3, 2020, committee meeting and minutes of the January 7, 2021 joint meeting with the Committee on Personal Affairs and Board Governance, seconded by Vice-Chair Acopan, and the motion carried, with all members present voting in the affirmative.

III. PUBLIC COMMENT PERIOD

Board Secretary Oishi announced that the Board Office did not receive any written testimony and that no individuals signed up to provide oral testimony.

IV. AGENDA ITEMS

Prior to commencing with the agenda, Chair Wilson remarked that this was the first meeting of the Committee on Academic and Student Affairs (ASA) since it held a joint meeting with Committee on Budget and Finance (B&F) in January of 2021. Committees such as B&F and the Committee on Planning and Facilities have laid the groundwork and created the infrastructure that will allow ASA to begin its work in overseeing the university's academic programming to ensure that student needs are met. He stated that institutes of higher education across the nation have been evolving over the past year because of the COVID-19 pandemic, that the work of ASA is just beginning, and that the committee will need to focus its work on academic programming changes that will allow the university to continue meeting its core mission in addition to addressing the higher education needs of the State.

A. Student Caucus Presentation

Hae Okimoto, Associate Vice President (AVP) for Student Affairs, and advisor for the Student Caucus, stated that the Student Caucus is comprised of delegates from each of the university's ten campuses and serves to advocate collectively for the interests of all university students. She noted that the Student Caucus works diligently to communicate students' needs and concerns to the administration, as well as government officials, and introduced several student representatives who would be presenting their individual perspectives about the impacts of COVID-19 on the academic and personal lives of students.

Ms. Rene Hutchins, Chair of the Student Caucus; Ms. Taylor-Ann Okimoto, UHWO Student Caucus delegate and freshman; and Ms. Kealohilani Leleo, Associated Students of the University of Hawai'i - Leeward Community College president, Student Caucus delegate, and senior, presented the Student Caucus report. Ms. Hutchins stated that the intent of this presentation was to provide Regents with varying viewpoints concerning the impacts of COVID-19 from a diverse background of students.

Student Caucus representatives shared the impacts of the COVID-19 pandemic on students and spoke about their experiences over the past year, which included a mixture of both academic and personal challenges. In addition to adjusting to a fully online modality of instruction, students faced a number of issues including the lack of readily-available technology; conflicting and competing academic, family, and personal priorities; increased emotional and mental stress exacerbated by reduced health services on some campuses; loss of a traditional student experience; concern regarding finances; a lack of, or limited access to, campus support services; decreased motivation; and an inability to focus on the pursuit of academia given the events of the past year. They also identified several positive outcomes from the COVID-19 experience and the switch to online instruction including increased interaction with a larger and more diverse set of peers; increased accessibility to coursework more convenient to personal schedules; an increase in campus support services being provided online; and the realization of their own resiliency and strength.

Ms. Hutchins stated that Ms. Maura Stephens-Chu, the Graduate Student Organization delegate who was slated to provide the perspectives of graduate students,

was unable to attend the committee meeting due to a scheduling conflict but wanted to inform the committee that graduate students faced similar challenges to those expressed by undergraduates in addition to balancing these challenges with work, teaching, research projects, and family life.

Board Chair Kudo asked whether course instruction provided in a purely online manner as opposed to in-person course instruction impacted the ability of the students to learn course material. The student representatives replied that the switch to mostly online instruction did not compromise their ability to learn course materials. However, while classroom instruction allowed for full attention to be given to the course instructor, the numerous distractions encountered in a non-campus setting often made it difficult to maintain focus and concentration during online lessons. The students stated that this method of instruction required balance to be achieved between academic and personal life in order to keep pace with the requisite coursework which, at times, was difficult.

Noting Ms. Okimoto's status as a freshman at UHWO and a comment made about her inability to physically visit the campus due to its closure during the pandemic, Regent Acoba inquired as to whether she had been afforded an opportunity to view the UHWO campus via an orientation video or some other means. Ms. Okimoto responded in the affirmative noting that she attended a UHWO-produced livestream event that gave freshman a virtual tour of the campus. However, she stated that the inability to be physically present on campus and experience campus life through in-person interaction with other college students caused her to feel as if she were still in the transition period between high school and college.

Regent Acoba stated that online learning appears to be an isolating experience and asked whether course instructors provided opportunities for students to interact with each other during class. The student representatives responded that some instructors provided students with the chance to interact in class through the use of breakout rooms. However, in their experiences, students were less apt to participate in this interaction than if the classes were conducted in an in-person format.

Referencing a survey conducted in spring 2020 about the student experience during the COVID-19 pandemic and the challenges they faced, including challenges with services and support, Chair Wilson asked if there would be additional attempts to gather information from students on whether these issues and concerns have been addressed, as well as additional actions that the university can take to further improve the system. AVP Okimoto replied that the student surveys provided valuable insight and a plethora of information that allowed the administration to better understand the academic and personal challenges facing students and highlighted several steps already undertaken by the university to address these challenges. She stated that, with a year's worth of experience in the provision of online instruction, many campuses will be conducting further surveys that focus on the most common difficulties experienced by students to determine if actions that have been initiated to address these concerns are working and whether additional measures need to be taken. The various student governments were also acknowledged for their role in addressing some of the more personal issues facing students, including feelings of isolation and loneliness, by providing numerous online

activities and virtual events that afforded opportunities for students to connect with their peers.

Chancellor Irwin, Chancellor Benham, Provost Bruno, and VP Lacro echoed the statements of AVP Okimoto noting that the surveys provided each of their units a better understanding of the issues, concerns, and unique needs of their students. They stated that each unit has experienced challenges related to broadband and adequate internet accessibility, as well as issues with the adequate provision of mental health, counseling, and other student services normally conducted in an in-person format. Work continues in addressing these issues. Additionally, survey results have been shared with faculty so that improvements can be made to the delivery of online instruction. It is expected that each unit will continue to meet with student and faculty leaders, in addition to conducting additional surveys that are focused on the main concerns expressed by students, to determine if the noted issues are being addressed and any next steps that must be initiated to provide the tools necessary for both students and faculty to experience academic success.

Regent Bal questioned whether students would prefer a return to in-person instruction, the continuation of remote learning, or a more hybrid form of course instruction once the current situation begins to normalize. The student representatives stated that their personal preference would be more of a hybrid type of instructional format that balanced the amount of in-person class opportunities with remote learning opportunities.

Vice-Chair Acopan asked whether the student representatives believed the university was providing adequate support for students and what one item students would request from the administration regarding academic support if the opportunity presented itself. The student representatives stated that continuing to provide flexibility for students to take courses with a credit/no-credit option, as well as increased empathy from faculty members about the personal impacts of COVID on a student's academic progress would be welcomed.

Regents recognized and acknowledged the outstanding work of the Student Caucus and thanked them for sharing their thoughts, ideas, and perspectives which provided a better understanding of the impacts of COVID-19 on students and student learning.

B. Plans for General Education (Gen Ed)

President Lassner stated that Gen Ed was defined as the general required curriculum regardless of major and provided a brief history of the development of the Gen Ed core requirements at the university. He stated that a review of Gen Ed requirements developed at UHM in the late 1990s, which have since been adopted by all ten campuses, unveiled concerns with dated content and program structure and governance, as well as transfer and articulation challenges between campuses. UHM initiated a project to revise its Gen Ed core requirements and after discussion with faculty groups is instead approaching Gen Ed reform through a systemwide initiative since curriculum requirements affect all campuses and students. A review of the plans,

goals, timelines, process, and approach that will be taken to initiate the revamping of Gen Ed requirements was presented with President Lassner stating that faculty leadership across the university system is in support of these efforts. Once this work is completed, the administration will be pursuing consultation on the proposed academic changes and seek approval from the board to initiate the proposed changes. Additionally, the administration is preparing to incorporate any proposed changes to the Gen Ed curriculum into its post-pandemic planning initiative.

Regent Moore remarked that he was glad to see contemplation being given to the inclusion of competencies in the Gen Ed curriculum in addition to content.

C. Small Program Report and Overview of Program Review Process

Debora Halbert, AVP for Academic Programs and Policy, provided a report on the annual small program review conducted by each campus, as well as required academic program reviews for the 2-year and 4-year campuses. She noted the overall impact of these reports in current unit-level planning for program redesign and collaboration, as well as determining plans for future academic programming. The small program report and list of program reviews that have been completed were provided in the meeting materials.

Regent Moore asked whether a process was in place to review small programs on a systemwide basis to determine if duplicative programs occurring on the different campuses could be combined into one program at a single campus. AVP Halbert replied that she believed this process was ongoing but would have to defer to President Lassner and VP Lacro to provide more specifics. President Lassner responded that this process is currently underway and is one of the issues that is being addressed by the administration's post-pandemic planning initiative. VP Lacro added that, at the community college level, the consolidation of similar programs and disciplines on multiple campuses is currently being discussed although there will be challenges with consolidating programs occurring on different islands.

Regent Acoba questioned how these reports related to the work being conducted at UHM in terms of restructuring curriculum. Provost Bruno replied that the information included in these reports is exactly what UHM has been using since last spring to make its determinations on consolidation of degree programs. AVP Halbert added that it was her understanding that each campus was using the information contained in these reports to continue to critically evaluate all of their programs in the context of the current situation facing the university with respect to the pandemic.

Regent Acoba asked whether board approval would be sought for the termination of degree programs. President Lassner replied that under current Regents Policy, the president has been granted the authority to stop-out, or terminate, degree programs and only requires the board to grant approval for starting new degree programs. Regent Acoba questioned how the board would be notified about programs that have been stopped-out. President Lassner responded that this information is provided to the board in the administration's annual report on program actions. Regent Acoba opined that the committee should review the feasibility of obtaining a report from the President on

programs being considered for termination prior to a final decision being made to stop-out a program.

V. ADJOURNMENT

There being no further business, Vice-Chair Acopan moved to adjourn, seconded by Regent Westerman, and with all members present voting in the affirmative, the meeting was adjourned at 9:57 a.m.

Respectfully Submitted,

Kendra Oishi
Executive Administrator and Secretary
of the Board of Regents



UNIVERSITY
of HAWAII®
SYSTEM

Debora J. Halbert
Associate Vice President for Academic Programs and Policy
UNIVERSITY OF HAWAII
BOARD OF REGENTS

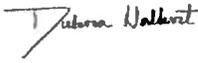
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May 26, 2021

MEMORANDUM

TO: Ernest Wilson
Chair, Committee on Academic and Student Affairs

VIA: David Lassner 
President

FROM: Debora J. Halbert 
Associate Vice President for Academic Programs and Policy

SUBJECT: Academic Program Actions Report for 2019 to 2021

Attached is a presentation and report on academic program actions for AY2019 through AY2021 which includes the following:

Academic program action report

Program actions approved:

- New programs and certificates approved
- Authorizations to plan new programs
- Status of provisional programs
- Provisional programs granted established status
- Changes to established programs
- Stop-outs of established programs
- Terminations of provisional and established programs

These items will be presented to the BOR Academic and Student Affairs Committee at the June 2, 2021, meeting. I will be present to answer any questions the Regents may have. Thank you for your consideration of this report.

Attachments

Sindair Annex 1, Room 5
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UNIVERSITY OF HAWAI‘I
Academic Program Actions Report
2019-2021

Introduction

Each year the University of Hawai‘i (UH) provides the Board of Regents (BOR) with a summary of program actions completed the prior academic year as required by Regents Policy 5.201. As a system, UH monitors program innovation and quality to ensure that we meet state workforce needs, the needs of our students, as well as keep pace with technological, economic, and cultural shifts. This document covers new programs created, provisional programs and their transition to established status, program terminations, and stop-outs. We typically report this annually, but because COVID disrupted the reporting cycle last Spring, we have combined the 2019-2020 and 2020-2021 academic reports. The details of the programming are in Appendix A.

Authorizations to Plan New Programs

The Authorization to Plan (ATP) process is where programs are vetted by the UH System Officers, and their strategic alignment with System needs is discussed. This part of the ATP review occurs prior to the ATP being transmitted to the Council of Chief Academic Officers (CCAO) for review. There were a total of thirteen requests for authorizations to plan new academic programs from UH Mānoa, UH Hilo and UH West O‘ahu—two graduate programs, three undergraduate programs, two graduate certificates and six undergraduate certificates.

Provisional Programs

After a program has been given the Authorization to Plan, it submits a provisional program proposal to CCAO for review. Once CCAO has reviewed, these provisional program proposals go to the BOR for approval. Provisional program status affords such programs the time needed to build a constituent base by advertising and recruiting students, as well as to implement any new courses and the proposed curriculum plan. The BS in Cybersecurity at UH West O‘ahu was approved in May 2020. Additionally, there were seven new certificates approved in 2020 to 2021 which included three undergraduate and two graduate certificates at UH Mānoa and two academic subject certificates at Leeward Community College.

The program actions report tracks the transition of provisional programs to established status and ensures we are moving programs through the process efficiently, while giving programs the necessary time to be successful. Formal permission from the President is required to receive an extension beyond the initial provisional term, and a clear justification for such an extension must be provided. Listed in Appendix A (pg. 2-3) are 31 academic programs across the various campuses which are currently in provisional status. We continue to work with campuses to bring programs

that have been provisional longer than policy allows forward for approval to established status. The disruption of COVID has meant that most provisional programs up for review have been given extensions by the President.

Programs Granted Established Status

In 2019 and 2020, five provisional programs were granted established status by the Board of Regents--four at UH Mānoa (EdD in Professional Education Practice, BS in Computer Engineering, PhD/MS in Marine Biology, BA in Public Health) and one at UH Hilo (BA in Pharmacy Studies).

Modifications to Established Programs

Several programs across the UH System were brought current with new names and curriculum modifications, all of which were reviewed and approved by the President and campus administration as required.

Stop-Out of Admissions and Terminations of Programs

A program may be stopped out so that faculty can reconfigure the curriculum with the intent of bringing a newly designed curriculum back online or in anticipation of future termination of the program. If the student demand is significantly low, programs may be stopped out and terminated to reallocate resources needed elsewhere.

Stop-out of admission to the following established programs at UH Mānoa were approved or extended in 2020 to 2021: BA in Zoology, BA in Russian, MA in French, PhD in Nursing, MA in Religion, GCert in Gerontology. Additionally, nine associate degree and certificate programs were also approved for stop-out in 2019 to 2021 at the community college campuses for various reasons.

There were a number of program terminations in academic years 2019-2020 and 2020-2021 which included three graduate programs (Master of Geosciences for Professionals and MS in Biological Engineering at UH Mānoa and MS in Clinical Psychopharmacology at UH Hilo), two undergraduate programs (BS in Zoology and BS in Ethnobotany at UH Mānoa), as well as two graduate certificates (GCert in Global Health Protection and Security and GCert in Executive Accounting at UH Mānoa). Additionally, one associate program (AAS in Business Technology at Kaua‘i Community College), seven certificate programs at the various community colleges, and one provisional program (AS Plant Biology and Tropical Agriculture at Kaua‘i Community College) were also terminated. We anticipate reporting on additional stop-outs and program terminations in future years as each campus works on consolidating programs due to budget concerns.

UNIVERSITY OF HAWAI‘I
Academic Program Actions Report 2019-2021
Appendix A

I. New Program and Certificate Actions

- A. New Provisional Programs Approved by Board of Regents:
 - 1. BS Cybersecurity, UH West O‘ahu, BOR approved May 2020.
- B. New Provisional Certificates, Minors, Concentrations Approved by President:
 - 1. GCert Sustainability and Resilience Education, UH Mānoa, President approved March 16, 2020.
 - 2. GCert Clinical Research, UH Mānoa, President approved Dec. 14, 2020.
 - 3. UCert Queer Studies, UH Mānoa, President approved April 16, 2021.
 - 4. UCert Creative Computational Media, UH Mānoa, President approved April 16, 2021.
 - 5. UCert Sustainability, UH Mānoa, President approved May 25, 2021.
- C. Authorizations to Plan New Academic Programs and Certificates Approved by President:
 - 1. UCert Multilingual and Multicultural Practice, UH Mānoa, President approved Oct. 18, 2019.
 - 2. UCert Sexuality Studies (name change to Queer Studies), UH Mānoa, President approved Dec. 19, 2019.
 - 3. UCert Creative Computational Media, UH Mānoa, President approved Jan. 8, 2020.
 - 4. BS Cybersecurity, UH West O‘ahu, President approved Jan. 28, 2020.
 - 5. GCert Multilingual and Multicultural Professional Practice, UH Mānoa, President approved Jan. 30, 2020.
 - 6. GCert Clinical Research, UH Mānoa, President approved Feb 7, 2020.
 - 7. Doctor of Physical Therapy, UH Mānoa, President approved April 20, 2020.
 - 8. BS Data Science, UH Hilo, President approved April 20, 2020.
 - 9. UCert Public Relations, UH Mānoa, President approved May 12, 2020.
 - 10. UCert Data Science, UH Mānoa, President approved July 14, 2020.
 - 11. BEd Special Education, UH Mānoa, updated action memo withdrawing request for additional resources submitted, President approved Oct. 21, 2020.
 - 12. UCert One Health, UH Mānoa, President approved April 20, 2021.
 - 13. MEd School Counseling, UH Mānoa, President approved April 29, 2021.
- D. New Certificates, Minors, Concentrations Approved by Campus Administration:
 - 1. ASC Sustainability, Leeward CC, Chancellor approved Feb. 3, 2020.
 - 2. ASC History, Leeward CC, Chancellor approved April 17, 2020.

II. Provisional Programs and Certificate Actions

A. Changes to Provisional Programs Approved by President:

1. Name Changes:

- a. PhD Nutritional Sciences, name changed from Nutrition, UH Mānoa, President approved Oct. 8, 2019.

B. Terminations of Provisional Programs Approved by President:

1. AS Plant Biology and Tropical Agriculture, Kaua'i CC, termination effective Spring 2021, President approved March 12, 2021.

C. Ongoing Provisional Programs for each Campus:

1. UH Mānoa

- a. Bachelor of Environmental Design, provisional extended to Fall 2021, request for established status currently under review.
 - b. Master of Landscape Architecture, inaugural graduating cohort May 2021, LAAB accreditation site visit Spring 2022, complete request for established status in Fall 2022.
 - c. BS Construction Engineering, provisional until 2025.
 - d. BS Engineering Science, provisional until Fall 2025.
 - e. PhD Nutritional Sciences, (name changed to correspond to CIP code change), provisional until 2022.
 - f. Doctor of Juridical Science, (stopped out pending approval by President), provisional until 2021.
 - g. BA Astronomy, provisional until Fall 2021.
 - h. BS Astrophysics, provisional until Fall 2021.
 - i. BA/BS Biochemistry, provisional through AY2022.
 - j. BS Molecular Cell Biology, provisional until April 2020, extension pending approval.
 - k. BA Pacific Islands Studies, provisional until Aug. 2021.
 - l. Master of Asian International Affairs, provisional until 2022.
 - m. UCert Aging (Gerontology), provisional until Fall 2022.
 - n. BS Dietetics, provisional until 2023.
 - o. MS Information Systems, provisional until 2022.
 - p. MS Finance, provisional until 2022.
 - q. MS Marketing Management, provisional until 2022.
- #### 2. UH Hilo
- a. BA Gender and Women's Studies, will be stopped out Fall 2021.
 - b. MA Heritage Management, provisional until Fall 2020.
 - c. PhD Pharmaceutical Sciences, provisional until Fall 2020.
- #### 3. UH West O'ahu
- a. BA Creative Media, provisional until 2024.

- b. BS Natural Science, provisional until 2024.
 - c. BS Cybersecurity, provisional until 2026.
- 4. Hawai'i Community College (CC)
 - a. AS Creative Media, provisional until June 2023.
- 5. Honolulu CC
 - None
- 6. Kapi'olani CC
 - a. Advanced Professional Certificate (APC) Culinary Management, provisional until June 2023.
 - b. APC Hospitality Operations Management, provisional until June 2023.
- 7. Kaua'i CC
 - a. AS Creative Media, provisional until June 2023.
- 8. Leeward CC
 - a. APC Special Education PK-12, provisional until June 2023.
 - b. AS Integrated Industrial Technology, provisional until June 2023.
 - c. AS Sustainable Agriculture, name changed from Plant Biology and Tropical Agriculture April 2021, provisional until June 2023.
- 9. UH Maui College
 - a. AS Creative Media, provisional until June 2023.
- 10. Windward CC
 - None

III. Established Programs and Certificate Actions

- A. Provisional Programs Granted Established Status by the Board of Regents:
 - 1. EdD Professional Educational Practice, UH Mānoa, BOR approved Nov. 2019.
 - 2. BS Computer Engineering, UH Mānoa, BOR approved Nov. 2019.
 - 3. PhD/MS Marine Biology, UH Mānoa, BOR approved May 2020.
 - 4. BA Public Health, UH Mānoa, BOR approved May 2020.
 - 5. BA Pharmacy Studies, UH Hilo, BOR approved May 2020.
- B. Changes to Established Programs Approved by President:
 - 1. Name Changes:
 - a. BA Women's Studies, change department and degree title to BA Women, Gender and Sexuality Studies, UH Mānoa, President approved Dec. 18, 2020.
 - b. UCert, Adv. GCert, BA Honors Track, Course Subject Women's Studies changed to Women, Gender and Sexuality Studies, UH Mānoa, President approved Feb. 25, 2021.
- C. Stop-Out of Admission to Established Programs Approved by President:
 - 1. BA Zoology, UH Mānoa, extension of stop-out through Spring 2021 in preparation for termination, President approved Jan. 8, 2020.

2. BA Russian, UH Mānoa, stop-out Fall 2020 through Spring 2023 in preparation for program termination, President approved Feb. 10, 2020.
 3. MA French, UH Mānoa, stop-out Fall 2020 pending outcome of UH-initiated investigation, President approved Mar. 11, 2020.
 4. PhD Nursing, UH Mānoa, stop-out Fall 2020 through Spring 2024 pending program modification or termination, President approved Sept. 10, 2020.
 5. GCert Gerontology, UH Mānoa, extension of stop-out through Fall 2022 pending update and evaluation of program, President approved Dec. 23, 2020.
 6. MA Religion, UH Mānoa, stop-out Fall 2021 through Spring 2022 pending program modification, President approved Feb. 21, 2021.
- D. Terminations of Established Programs Approved by President:
1. MS Clinical Psychopharmacology, UH Hilo, termination effective Fall 2019, President approved June 5, 2019.
 2. GCert Global Health Protection and Security, UH Mānoa, termination effective Spring 2019, President approved July 22, 2019.
 3. CA/AAS Business Technology, Kaua'i CC, Chancellor approved (stop-out Aug. 31, 2018 through July 1, 2020), termination effective Fall 2020, President approved Oct. 7, 2019.
 4. BS Zoology, UH Mānoa, termination effective Spring 2020, President approved Jan. 8, 2020.
 5. BS Ethnobotany, UH Mānoa, termination effective Spring 2020, President approved Feb. 6, 2020.
 6. GCert in Executive Accounting, UH Mānoa, termination effective Spring 2021, President approved Feb. 21, 2021.
 7. Master of Geosciences for Professionals, UH Mānoa, termination effective Feb. 2021, President approved Feb. 21, 2021.
 8. MS Biological Engineering, UH Mānoa, termination effective Fall 2021, President approved Mar. 6, 2021.
- E. Changes to Established Programs Approved by Campus Administration:
1. Name Changes:
 - a. CA, CO and ASC in Sustainable Agriculture, name changed from Plant Biology and Tropical Agriculture, Leeward CC, Chancellor approved April 17, 2020.
 2. Modifications:
 - a. ASC Performing Arts, new courses added to options, Leeward CC, Chancellor approved April 17, 2020.
 - b. AS Natural Sciences, updated alpha changes and general education options, Leeward CC, Chancellor approved April 17, 2020.
 - c. AS, CA/CO Television Production, updated program pathways, Leeward CC, Chancellor approved May 12, 2020.

- d. ASC Writing, AS Information and Computer Science, AS Natural Science, CA Information Security, CO Aquaponics Technician, Leeward CC, various curriculum modifications, effective Fall 2021, Chancellor approved March 9, 2021.
 - e. ASC Business, ASC Global Studies, ASC Performing Arts, AS Business Technology, AS Digital Media Production, AS Sustainable Agriculture, CA Business Technology, CA Digital Media Production, CA/CO Sustainable Agriculture, Leeward CC, various curriculum modifications, effective Fall 2021, Chancellor approved April 15, 2021.
- F. Stop-out of Admission to Established Programs Approved by Campus Administration:
- 1. CA Adult Residential Care Home Operator, Kaua'i CC, stop-out Fall 2020, program to be reactivated Fall 2022, Chancellor approved Oct. 22, 2019.
 - 2. AA Liberal Arts in Exploratory Business, Kaua'i CC, stop-out Fall 2020, program to be reactivated Fall 2022, Chancellor approved Nov. 4, 2019.
 - 3. CO Database Administration, stop-out Fall 2021, to be terminated Fall 2023, Kap'iolani CC, Chancellor approved Jan. 8, 2021
 - 4. CO Sustainability Science, Kaua'i CC, stop-out Spring 2021, termination effective Fall 2021, Chancellor approved Jan. 21, 2021.
 - 5. CO Geographic Information Systems, Kaua'i CC, stop-out Fall 2021, termination effective Fall 2022, Chancellor approved Feb. 10, 2021.
 - 6. CO Advanced Geographic Information Systems, Kaua'i CC, stop-out Fall 2021, to be terminated Fall 2022, Chancellor approved Feb. 10, 2021.
 - 7. ASC Fitness Professional, Kaua'i CC, stop-out Spring 2021, to be terminated Fall 2022, Chancellor approved Feb. 22, 2021.
 - 8. AA Liberal Arts with concentration in Deaf Studies and Deaf Education, Kapi'olani CC, stop-out Fall 2019 through Spring 2020 pending program modifications, Chancellor approved Mar. 19, 2021.
 - 9. AAS/CA Architecture, Engineering and Construction Technologies, Hawai'i CC, stop-out Spring 2022 pending program modifications, Chancellor approved April 27, 2021.
- G. Terminations of Established Programs Approved by Campus Administration:
- 1. CO Administrative Medical Assisting, Kaua'i CC, termination effective Fall 2020, Chancellor approved Oct. 22, 2019.
 - 2. CO Nurse Aide Training, Kap'iolani CC, termination effective Fall 2020, Chancellor approved Dec. 14, 2020
 - 3. CA Retail Management, Kap'iolani CC, termination effective Fall 2020, Chancellor approved Dec. 14, 2020
 - 4. CO Customer Service, Kap'iolani CC, termination effective Fall 2020, Chancellor approved Dec. 14, 2020

5. CO Retailing, Kap‘iolani CC, termination effective Fall 2020, Chancellor approved Dec. 14, 2020
6. CA Sustainability Science, Kaua‘i CC, termination effective Spring 2021, Chancellor approved Jan. 13, 2021
7. CA Plant Biology and Tropical Agriculture, Kaua‘i CC, termination effective Spring 2021, Chancellor approved Jan. 13, 2021.

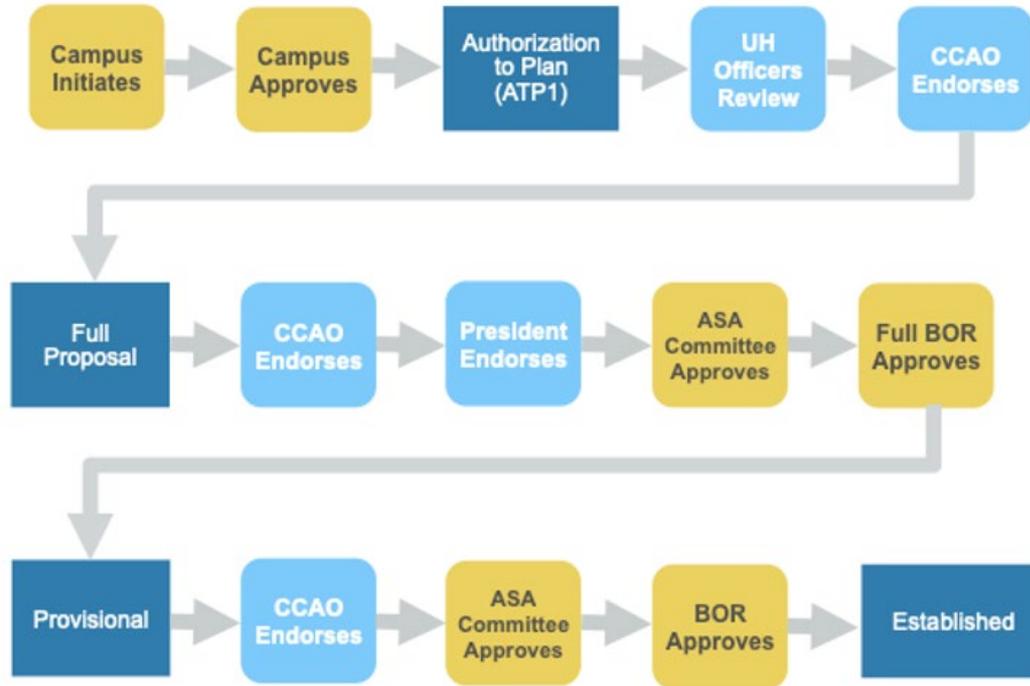
Office of the Vice President for Academic Strategy

Academic Program Actions Report 2019-2021

BOR Committee on Academic and Student Affairs
June 2, 2021

Program Action Process

Current Program Proposal Process



Summary of 2019-2021 Academic Program Actions Report

New Provisional Programs Approved by the BOR	1
Authorizations to Plan New Academic Programs	13
Provisional Programs Granted Established Status	5
Ongoing Provisional Programs	31
Program Terminations and Stop Outs	31

Academic Program Action Highlights

- The last year has seen efforts at critically evaluating programs for stop-out or termination.
- Programs in the pipeline have experienced some delays related to COVID, but most will be on track for permanent status.
- Program proposals have slowed in the past years in an effort to focus on System-wide priorities.



UNIVERSITY OF HAWAII

Presentation to
University of Hawai'i Board of Regents
Committee on Academic and Student Affairs

Progress on Academic Program Planning

June 2, 2021

Overview of Presentation

- University of Hawai'i Community Colleges
- University of Hawai'i at Hilo
- University of Hawai'i at Mānoa
- University of Hawai'i at West O'ahu





Meeting Hawai'i's post-pandemic workforce needs and streamlining programs and services to support equitable student success:

Faculty and Staff Engagement

- 36 unique cross-campus workgroups met during 2020-21 academic year.
- Groups completed at least one report to address centralization and/or program alignment to support equitable student success.
- Campuses have identified the campus-specific actions needed for alignment and centralization.

Academic Programs

- Workforce demand, enrollment data, completion results, and resource data informed campus and cross-campus discussions and planning.
- Groups identified opportunities to share course and program delivery and to align program requirements to provide more students with access to programs and to realize efficiencies.

Support Services

- Multiple support services are moving toward centralization of back-office operations.
- Consistent staffing benchmarks are being established across the campuses.



Academic Revisioning--Process

- On-Campus groups provide feedback on Campus Strategic Plan
- Discussions with faculty in small programs regarding increasing graduation and enrollments through program redesign.
- Cross-Divisional Long Range Budget Planning Committee continued to meet to establish budgetary process and strategy, including three areas of interest identified previously: Native Hawaiian/Pacific Islander Success; productivity (especially graduation rates); programming of key interest to island and state.
- Interdisciplinary Education Task Group convened to establish partnerships, learning outcomes, and organization. Report to campus in Fall.



UNIVERSITY of HAWAII*

HILO

Realignment and Redesign - emerging ideas

-
- Increase STEM program efforts in support of K-12 education
 - Drone technology integration in multiple fields
 - Interprofessional and Public Health Studies (indigenous and rural)
 - Agribusiness and Bioeconomy
 - Sustainable Tourism
 - Increasing STEM educational access through interdisciplinary programming
 - Advancement of partnerships in CS, Art, and Life Sciences
 - Engage Hawaiian language and culture study with STEM disciplines

UH Mānoa Planning for Post-Pandemic Hawai'i - Process

Process is described at <https://manoa.hawaii.edu/provost/planning-for-post-pandemic-hawaii/planning-process/>

Guided by the documents “Post-Pandemic Hawai'i and the University of Hawai'i”, and the Mānoa Strategic Plan

April, 2020 to April 15, 2021

Phase 2 of the Mānoa Administrative Reorganization adapted for budget and EM position reduction. Elevated the roles and responsibilities of Enrollment Management; strengthened academic advising across campus; facilitated a holistic approach to student learning and student growth and development

May–August, 2020

Executive level Mānoa Budget Team (MBT) assembled to work during the summer to prepare for program-level reviews for each academic unit. Data gathered and reviewed to suggest changes and facilitate discussion regarding appropriate program changes. All data posted on the website.

August, 2020 – present

- Initial MBT recommendations posted on the website, and unit leaders asked to begin internal discussions. Several revisions as the process unfolded.
- Consultation has included 68 one-hour meetings with faculty and staff; two campus-wide Town Halls; monthly meetings with the academic department Chairs; frequent (approx. bi-weekly) meetings with the Mānoa Faculty SEC; monthly meetings with ASUH; GSO; the UHPA Executive Director; Kualii Council; and with all consultative bodies (SEC, Staff senate, ASUH, GSO, Kualii Council, UHPA, HGEA, UPW); December, 2020 meeting with the full Mānoa Faculty Senate. These discussions have directly led to multiple revisions to the MBT's original recommendations and to a number of entirely new recommendations.

Fall, 2020 - April, 2021

Recognizing the need to develop a framework, along with indicators and metrics, to guide the campus decision-making for future budget allocations and hiring, a committee was formed to develop Performance Indicators for Prioritization. The committee included 6 faculty, 5 Deans, 3 staff, 2 students, a representative from Kualii Council, and the MBT. The guidance document was shared with the deans and directors in April, 2021. The Performance Indicators will aid in the identification of, and investment in our priorities. The Indicators will also facilitate the regular assessment of our performance in achieving our goals.

Positioning Mānoa for Success in FY22 and Beyond

The goal of our efforts is to position the university for success in Fiscal Year 2022 and beyond. Our successes will be measured by our financial health, and in the quality and impact of our academic programs, our research and scholarship, our service, and our contributions to the social and economic wellbeing of the people of Hawai'i.

Many of the actions and recommendations in both the Post-Pandemic Planning and the final Phase 2 administrative reorganization are intended to achieve cost savings. Many are also intended to strengthen academic programs and support services with the aim of increasing enrollment and student success. And some are intended to increase revenue opportunities, including grants & contracts, philanthropy, and monetization of real property assets. As of today, actions completed or underway include the merger of three departments from three different units to form one entity with strong potential for enrollment growth; the consolidation of degree programs and concentrations in several departments; the modification of three bachelors and two masters degrees; the stop out of two degrees; and the elimination of one center and transfer of another.

Reality Check: Regardless of our actions to mitigate the impact of the legislative cuts to the university's general fund allocation in the biennium budget, we face a permanent cut to our allocation in FY24 and beyond. Our actions over the next two fiscal years will shape our future for years to come. The solutions will not be easy, and will require an "all of the above" approach, including:

- Improved efficiencies across all academic and administrative units, with careful consideration given to shared services when possible and appropriate.
- A careful and strategic relaxation of the hiring freeze, informed by the Post Pandemic Planning effort, as well as the self-assessments and plans from the individual units guided by the Performance Indicators guidance document.
- A drive towards stronger growth in non-State revenues, in particular tuition and extramural grants & contracts. Growth in these areas will require investment. We will partner with UH Foundation to continue growing philanthropic support for the university.

UHWO: Review-Reflect & Resolve to Refocus 2020-2021

- Process: “Adaptive Refocusing” Focused on the Learner (ACE Learner Success Lab)
- Summer 2020 – OVCAA began examining efficiency data & performance measures
- Fall 2020 – Campus discussions “How to become more cost effective, efficient to be solvent and sustainable” (Stakeholder meetings & Taskforce to narrow focus on efficiencies and revenue investments. Provided campus recommendations.)
- Spring 2021 – Work groups begin to develop action plans to operationalize strategic investments.
- Summer 2021 – HEERF funding “seed” some of the proposals.

Pueo Planning Process: <https://westoahu.hawaii.edu/about/leadership/planning-process/>

***Mahalo
Nūnui!***





General Education Redesign Update

June 2, 2021

Committee on Academic and Student Affairs



Guiding Principles

- To emphasize an interdisciplinary and integrated approach to learning, with consideration of project- and problem-based learning
- To design a curriculum that ensures the key 21st-century competencies and knowledge necessary for all UH graduates to succeed in the workplace and society
- To design a curriculum that scaffolds learning throughout matriculation
- To make the general education curriculum more understandable and efficient for students (fewer credits required to allow more scaffolding of learning, and additional competencies) without diminishing its effectiveness
- To make faculty governance of the curriculum, on each campus and across the system, less bureaucratic and time consuming



Summer 2021 Gen Ed Institute Membership

- Coordinating Committee includes:
 - AVPAPP Debora Halbert
 - Interim Director of Academic Programs, UHCC, Della Teraoka
 - UHM Director of General Education, Christine Beaulé
- UH General Education Curriculum Design Team:
 - Recruited and selected through faculty and student governance
 - The final team includes 14 faculty members and 3 undergraduate students representing all ten campuses.
- See final Curriculum Design Team members [here](#)



Goals of Summer Institute

- Identify a proposed curricular model
- Choose the key competencies that all students should be exposed to, at both the 2 and 4-year levels
- Develop definitions/hallmarks/SLOs for these competencies
- Create a more simplified core that clearly demonstrates the value of the chosen competencies and reduces the existing bureaucracy of the Gen Ed core
- Draft schedule and topics on [this page](#)



General Education Redesign Process

Described on website [here](#):

1. Competencies survey (underway)
2. Summer institute produces a proposal for new curricular model
3. Consultation throughout AY 2021-22
4. Implementation: curriculum building and revisions, proposal for new governance structures and procedural implementation (replacement for proposals to add/renew designations on individual courses)
5. Transition period from current to new program



Other Work Ahead

- [RP 5.213 on General Education](#) (adopted in 2002)
 - Currently defines Gen Ed as a campus matter
 - Requires BOR approval of campus Gen Ed requirements and significant changes
- Needs update for the new Systemwide approach including maintaining and updating Gen Ed

Committee on Academic and Student Affairs

Annual Review for the 2020-2021 Academic Year

	Committee duties per bylaws	2020-2021 Committee Goals and Objectives	Projected Timeline			
			1 st Q Jul-Sept	2 nd Q Oct-Dec	3 rd Q Jan-Mar	4 th Q Apr-Jun
1	Review the academic mission and strategic direction of the system and its major units.	Review the strategic direction and supporting academic mission in the context of Repositioning UH for FY22 and Beyond: Repositioning UH for FY22 and Beyond presented to BOR (8/20/20); Budget Policy Paper presented to BOR (10/15/20)	X	X		
		Progress on academic program planning (pending 6/2/21)				X
2	Periodically review to what extent programs support the mission and strategic direction of the University.	In the context of Repositioning UH for FY22 and Beyond:				
		Review the quality and effectiveness of the Administration's efforts in addressing current and future high demand critical workforce needs: Repositioning UH for FY22 and Beyond presented to BOR (8/20/20); Committee Work Plan (9/3/20); Budget Policy Paper presented to BOR (10/15/20)	X	X		
		Received Small Program Report (3/3/21)			X	
		Review Progress on Enrollment Management efforts and programs such as P20 Early College: Enrollment management update presented to BOR (11/19/20)		X		
3	Monitor the quality and effectiveness of educational programs.	Received report of faculty workload assignments [Joint Meeting with PA&BG] (1/7/21)			X	

		Review the student experience in transitioning to remote learning and ongoing online learning: Received Student Caucus presentation including student experience under COVID-19 (3/3/21)			X	
		Review the mechanisms for reviewing academic program effectiveness in delivering high-quality education: Received overview of program review process (3/3/21)			X	
		Reviewed and discussed plans for general education (3/3/21; pending 6/2/21)			X	X
4	Develop and maintain policies governing academic and student affairs.	Review policies governing academic and student affairs and recommend revisions, additions, or deletions as required				
		Review the student experience with curricular and non-curricular services in the context of remote learning: Received Student Caucus presentation including student experience under COVID-19 (3/3/21)			X	
5	Review actions proposed by the President which fall under current board policies and procedures, including requests for exceptions.	Annual Summary of Academic Program Actions (pending 6/2/21)				X
		New Academic Program Action Requests (pending 6/2/21)				X
	<i>Committee Governance</i>	Review and adopt committee work plan (9/3/20)	X			
		Review committee's work for the year (pending 6/2/21)				X