

MINUTES

BOARD OF REGENTS COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS MEETING

OCTOBER 6, 2022

I. CALL TO ORDER

Chair Wilson called the meeting to order at 9:02 a.m. on Thursday, October 6, 2022, at the University of Hawai'i at Mānoa, Information Technology Building, 1st Floor Conference Room 105A/B, 2520 Correa Road, Honolulu, Hawai'i 96822, with regents participating from various locations.

Committee members in attendance: Chair Ernest Wilson; Vice-Chair Kelli Acopan; Regent Eugene Bal; Regent William Haning; and Regent Laurie Tochiki.

Others in attendance: Board Chair Randy Moore; Regent Wayne Higaki; Regent Alapaki Nahale-a; Regent Robert Westerman (ex officio committee members); President David Lassner; Vice President (VP) for Academic Strategy Debora Halbert; VP for Community Colleges Erika Lacro; 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 Provost Michael Bruno; UH Hilo Chancellor Bonnie Irwin; UH West O'ahu Chancellor Maenette Benham; Associate VP for Legal Affairs Gary Takeuchi; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

II. APPROVAL OF MINUTES

Chair Wilson inquired if there were any corrections to the minutes of the August 4, 2022, committee meeting which had been distributed. Hearing none, the minutes were approved.

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

A. University of Hawai'i System Academic Priorities and Policy Overview

VP Halbert explained that proposals for the establishment of instructional programs granting academic credit leading to a degree or credential are subject to a rigorous vetting process before being brought to the board for approval. She provided an overview of the program proposal process emphasizing that each proposal is scrutinized at both a campus and system level to ensure the appropriate placement of the proposed program and determine whether the program aligns with the academic interests and system-level strategies of the university. She also pointed out that program proposals are initially granted provisional status by the board in accordance

with Regents Policy 5.201; stated that a provisional program undergoes further assessment to determine success and viability prior to requesting permanent status; and presented a list of several provisional programs that may be seeking established status designation from the board during the 2022-2023 academic year.

VP Halbert provided a synopsis of several broad initiatives being undertaken to improve academic effectiveness and efficiency including proposals to redesign general education (Gen Ed) core curriculum requirements systemwide; improve curriculum alignment to better meet the needs of critical sectors such as healthcare, information technology, and education; prioritize program transfer and articulation between campuses; develop potential credit-bearing options for microcredentials; and restructure the university's faculty classification system in response to recommendations made by the SCR 201 Task Force that were adopted by the board last academic year. She discussed ongoing efforts to develop some of these initiatives and went over policies associated with the various proposals that may require revisions. She also noted that work on the university's enrollment management strategy has resumed and that new dimensions will be added to enrollment management reports to better capture and more accurately reflect academic activities that are occurring at the various campuses, particularly with respect to non-credit instruction at the community colleges.

Vice-Chair Acopan arrived at 9:20 a.m.

Farrah-Marie Gomes, Associate Vice President for Student Affairs, reported on efforts to address basic student needs such as food security, housing, childcare, mental health, financial assistance, and transportation, on a systemwide level that builds upon successful endeavors already in existence at the campus level. She stressed that addressing these issues is critical to improving academic performance, as well as persistence and graduation rates, and ensuring a student's overall well-being.

For the edification of new regents, Chair Wilson asked VP Halbert to provide a brief explanation of some of the terminology used in the presentation on the program proposal process including STAR and CCAO. VP Halbert replied that STAR GPS is a registration and academic advising system that serves as a degree-planning tool. It provides students with, among other things, the ability to determine degree requirements for a declared major, ascertain the availability of classes relevant to their degree pathway across the university system, add or drop courses, and secure degree requirements that are in existence at the time of entry into a given degree pathway. The administration is also working on enhancing STAR GPS to allow for the monitoring of academic progress so that assistance to meet a student's needs can be provided on a timely basis. CCAO, which is an acronym for the Council of Chief Academic Officers, is a group consisting of the vice chancellors for academic affairs at each of the university campuses and the UHM provost. CCAO meets monthly to discuss academic issues emerging across the system and is central to the proposal of new programs and the reporting of relevant program actions provided annually to the board. CCAO also works on areas of systemwide articulation to enhance student success.

Chair Wilson inquired about the consideration given to the value proposition of a particular program or academic sector, as well as associated program development and implementation costs, during the program approval and review process. VP Halbert replied that individual campuses engage in dialogue regarding these matters prior to bringing a proposal forward to ensure that what they are proposing meets their campus mission. Individual campuses also review existing programs to determine their necessity and ascertain whether the program can be collaboratively shared across the university to improve efficiency. On a system level, the administration intends to use the six-year academic rolling plan in conjunction with the university's strategic plan to create a more deliberative approach to curricular development going forward. She also stated that, while determining definitive costs for newly established programs is difficult, the program's proponents will provide as much relevant data to the board as possible to justify granting the program permanent status.

Regent Tochiki expressed her appreciation for the administration's commitment to meeting the basic needs of students stating that this is essential to student success.

Regent Haning asked if his understanding that STAR GPS is an electronically mediated suite of tools for managing academic planning was correct. He also questioned whether the university owned the rights to STAR GPS or if this service was provided by a third-party contractor. VP Halbert confirmed Regent Haning's understanding of the STAR GPS system and stated that the system is owned by the university. President Lassner added that STAR GPS was developed by the university as part of a strategic decision that was made about twenty years ago in light of the need to provide academic support to students across multiple campuses. He also highlighted that the university has won a national award for its STAR GPS system.

Referencing the initiative to better align curricula to meet critical sector needs for the state, Regent Nahale-a asked if the critical areas being focused on were chosen by the university and whether sector leaders had a role in curricular development. VP Halbert replied that the critical sectors themselves were identified and chosen by the university based upon known state needs as well as information received from the community. While internal discussions regarding the development of curricula to meet these needs is ongoing, external engagement with sector partners that have real world knowledge and expertise is also occurring in order to determine present and future needs in their particular field.

Regent Nahale-a questioned the administration's confidence in accomplishing the tasks that have been set forth given that some of these matters have been worked on for decades. VP Halbert replied that she had confidence in the administration's ability to accomplish the tasks at hand. She noted the complexity of some of these issues but expressed her belief that, despite short-term appearances, a lot of these matters have been moving forward when viewed from the perspective of a longer horizon.

Vice-Chair Acopan questioned whether efforts to increase cross-campus collaboration have taken into consideration course type and location restrictions placed on Pell Grant recipients and individuals receiving financial aid. VP Halbert stated that

there are challenges related to the lack of flexibility with respect to federal financial aid requirements, particularly when it comes to courses not being taken at a home campus, and is something the administration will be working to address as the cross-campus collaboration initiative moves forward.

Regents applauded the administration's systemwide focus in the establishment of the university's academic priorities and curricular development initiatives.

B. Recommend Board Approval of Provisional Status for the Master of Education (MEd) in School Counseling at the University of Hawai'i at Mānoa

Provost Bruno provided an overview of the request to grant provisional status for the MEd in School Counseling degree program within the Department of Kinesiology and Rehabilitation Science (KRS) at the UHM. The MEd in School Counseling is a priority for the College of Education (COE) at UHM because it will address Hawai'i's immediate and continuous school counselor workforce need as identified in the 2020-2021 Hawai'i Teacher Standards Board (HTSB) School Counseling Workgroup Report. Creation of this degree program will also help to fill the gap in preparing school counselors statewide to support P-12 students in academics, personal well-being, social and emotional development, and mental health. He spoke about program credit-hour requirements and anticipated enrollment; noted that the university does not currently offer a school counselor licensure program; stated that licensing for this profession will be provided through HTSB; and highlighted that this is a completely online graduate degree program that will accommodate working professionals as well as individuals living on the neighbor islands and other high-need areas around the State.

Regent Haning questioned why the MEd in School Counseling degree program was placed within KRS. Provost Bruno replied that the MEd in School Counseling degree program closely aligns with the Rehabilitation Counseling in Education Program (RCEP) currently in existence within KRS and will allow for the sharing of resources, thereby eliminating the need for additional program funding.

Regent Tochiki asked if aligning the MEd in School Counseling with the Education Psychology degree program or the Master of Education Psychology degree program was contemplated by COE. Nathan Murata, Dean of COE, stated that discussions regarding the location of the MEd in School Counseling degree program have taken place but that the program's close alignment with RCEP made its placement in KRS the most logical choice. However, the possibility exists for the program to be moved to another unit in the future.

Board Chair Moore asked how decisions are made as to whether a program is offered through the university's Outreach College versus a department. Provost Bruno replied that the university is working to reimagine the role of the Outreach College given the increased interest in distance education. Taking into consideration its expertise, capacity, and ability to assist units of the university in providing innovative, diverse, and flexible quality educational opportunities, Outreach College is being considered to serve as the home for all future degree programs that are offered solely online. Additionally,

Outreach College's current financial model will allow for these programs to be financially self-sufficient and sustainable.

Vice-Chair Acopan moved to recommend board approval of provisional status for the MEd in School Counseling degree program, seconded by Regent Tochiki, and the motion carried with all members present voting in the affirmative.

C. Gen Ed Redesign Update

VP Halbert provided an update on efforts to examine and revamp the Gen Ed curriculum, stating that feedback received on the initial draft of the redesign plan was used to develop a new proposal that will be presented to the campus faculty senates for approval during the current academic year. She reviewed some of the guiding principles used to craft the current proposal which aims to create a baseline set of requirements that will be shared among the 10-campus system while affording each individual campus with the opportunity to design signature Gen Ed programs that build upon these requirements. She also went over components from both the current Gen Ed requirements and initial draft redesign proposal that were retained in the new plan; explained that the current redesign proposal is a competency-based program that requires each campus to start with the same core designations when developing their unique campus Gen Ed plan but does not stipulate the taking of specific classes; highlighted proposed changes to Gen Ed's foundational, diversification, and reinforcement components; discussed some of the advantages of the current proposal; and reviewed the timeline for finalizing and implementing the proposal.

Board Chair Moore questioned whether Gen Ed core requirements will be transferable between campuses and sought clarification on the reason for the lengthy timeframe for full implementation. VP Halbert replied that Gen Ed core requirements will be transferrable between campuses and that the protracted timeframe for complete implementation was due to transition issues that must be addressed such as the teaching-out of students enrolled under the current Gen Ed requirements.

V. ADJOURNMENT

There being no further business, Chair Wilson adjourned the meeting at 10:14 a.m.

Respectfully Submitted,

/S/

Kendra T. Oishi
Executive Administrator and Secretary
of the Board of Regents