

Minutes of Faculty Meeting
November 25, 2024
12:00 pm to 2:00 pm.
KPMG (G201) Room

Attendees: Susan Chilcott, Boochun Jung, Manu Ka'iama, Jee-Hae Lim, Myron Mitsuyasu, Chris Park, Hamid Pourjalali, Abhishek Ramchandani, Kristine Santaniello, Jenny Teurya, Mary Woollen, David Yang, Il Sun Yoo, and Jian Zhou

Excused: Liming Guan

Approval of the Minutes of October 28, 2024- The minutes were approved without opposition.

Pourjalali showed the information in the following link that represented required and elective accounting and business courses (for the undergraduate and graduate programs) for selected schools in two groups: Shidler College's Peer and Aspirant Institutions.

<https://docs.google.com/spreadsheets/d/1KypjfladBpxE5TqBKNIgkbB76uEzZ4LH/edit?usp=sharing&ouid=109772627723568781529&rtpof=true&sd=true>

The University of Oregon, the University of Utah, the University of Connecticut, and the University of Kansas had been selected as peer institution representations.

The University of Southern Carolina, the University of Washington, the University of Arizona, and the University of North Carolina, Chapel Hill, had been selected as aspiring institution representations.

The link provided each peer and aspirant institution's required and elective (undergraduate and graduate) accounting and business courses. Furthermore, it compared what was required at the University of Hawaii at Shidler College with those in selected peer and aspirant institutions.

Instead of considering what other institutions provided as elective and/or required courses, the majority of the faculty decided to emphasize two broad topics;

- Curriculum issues that were related to skill development
- All other curriculum issues.

The faculty self-selected their group. The results of these meetings were reported by Pearson and Santaniello below:

(Santaniello) Santaniello, Woollen, Ka'iama, Teruya, Jung, and Yang discussed any ideas that would provide the best curriculum for the students and the courses offered by the School of Accountancy. All discussed that during times of change, faculty need additional information about the needs of the industry and the students regarding courses offered and areas of focus within those courses. Within the following year, the faculty will collect data about these needs from campus resources such as the placement center, advise them, and implement a survey in the capstone courses about students' future career opportunities and aspirations. Depending on the results of this information received, the faculty hopes to understand if electives can be offered, what learning objectives should be met, and if an honors program can be offered. Faculty understand that scheduling, faculty availability, and student interest constraints could exist.

Those teaching the capstone courses (Acc 465), plus Lim and Chilcott, met to discuss whether we are most effectively meeting the original intent of the capstone courses: helping students develop skills needed for the transition from college to the workplace. The discussion included topics such as:

1. Improving students' Critical Thinking Skills
2. Preparing Students for the AI Era
3. Improving and Assessing Writing Skills in the AI Era

All four parts of the capstone were discussed in both content and pedagogy.

Pourjalali reiterated that learning objectives should not be based on course-stated objectives in the syllabus and should not be assessed simply using a passing grade of C-. He suggested that the SOA faculty redesign the students' learning objectives and assessment methods in the Spring semester.

Ka'iama provided background on including the Hawaiian Place of Learning in the revised UH strategic plan. She mentioned that she and two other faculty members, Sonia Ghumman, and Robyn Hadwick, will attend sessions to promote activities related to Native Hawaiian concepts. These sessions will span five days, with eight-hour lectures and practical activities each day. The HPoL office is hoping others will commit to the training. She has met with Dean Roley, Liz Davidson, and Robin Hadwick and has volunteered to lead Shidler in creating a pathway over 5 years to help us meet the standard expected of Shidler. She will keep us informed as they progress.

Pourjalali provided a background on the newly adopted "Culturally responsive and Equity-minded Assessment (CEA)." He requested that the SOA faculty select at least two items for implementation in Spring 2025. The faculty decided to adopt the first two items

1. **Ensure transparency** by making assessment tools and processes public, transparent, explicit, and accessible.
2. **Use student-focused and culturally responsive language to clearly explain** assessment tools and processes. Ensure students understand **expectations, purposes, and intentions**.
3. **Engage multiple perspectives**, especially students, in the development, review, and revision of assessment tools and processes. Ensure diverse perspectives are heard and valued.
4. Engage faculty in **critical reflection** on our own assumptions, biases, and **positionality**, their impact on assessment, and ways to mitigate bias and promote equity.
5. Include **program student learning outcomes that aim to foster** students' knowledge, skills, and values related to **equity, diversity, inclusion, and cultural/intercultural competency**.
6. **Use culturally responsive and inclusive language and assessment tasks** that harness students' strengths, honor diverse ways of knowing, and are meaningful to students with different academic and cultural backgrounds.
7. Allow students **multiple options** and opportunities **to demonstrate learning**. Use a **variety of assessment methods** to collect data accurately, fairly, and justly.
8. Collect information on student characteristics of interest to **ensure data can be meaningfully disaggregated** to investigate equity gaps.
9. **Eliminate deficit-based interpretations** of assessment results that blame poor performance on student characteristics such as age, ethnicity, and income.
10. **Use assessment results to advance cultural responsiveness, equity, and inclusiveness in teaching**. Ensure assignments and course materials reflect the cultures and lived experiences of historically marginalized groups and heighten students' awareness of equity issues.

The faculty will ask (Yao Hill, yaozhang@hawaii.edu) and [Assessment and Curriculum Support Center](#) to help us how to use assessment to advance culturally responsive and equitable education at UH Mānoa!

Pourjalali reported that according to Mark Nakamoto (undergraduate OSAS), students are selecting accounting as their undergraduate degree at a lower rate.

BAP news: Ramchandani reported that BAP had successfully conducted the AGIF (A Glimpse Into the Future) event. The organization is working hard to prepare for the fall banquet.

AC news: Santaniello reported 130+ members in Fall 2024, and the club's events have been successful, with only small improvements needed. Santaniello noted that during the election meeting, very many students were interested in holding board positions.

Pourjalali reported that approximately **245** (*this number is corrected after the meeting*) papers are expected to be presented at HARC 2025. The overall quality of the submissions has improved. Additionally, there has been a shift in the scheduling of presentations without discussants. Depending on the topic, some of these papers are now scheduled during the first two days of the conference instead of the last day.

The meeting was adjourned at 2:00 p.m.