Minutes of Faculty Meeting
March 3, 2025
12:00 pm to 2:00 pm.
PwC Room

Attendees: Liming Guan, Boochun Jung, Manu Ka'iama, Myron Mitsuyasu, Chris Park, Hamid Pourjalali, Abhishek Ramchandani, Kristine Santaniello, Mary Woollen, David Yang, Il Sun Yoo, and Jian Zhou

Guest: Yao Zhang Hill, Assessment and Curriculum Support Center

Report of approval of the Minutes (2/10/2025)- Pourjalali mentioned that the minutes would be provided online; faculty can edit the minutes as they see fit and eventually vote on them online. Pourjalali reported that three faculty members did not vote, and seven voted "approve" for the minutes. Two faculty members mentioned that they forgot to vote on time, and Yang indicated that he did not support online voting as he could not see how others voted. In response, Pourjalali asked faculty members if anyone voted "No," but no one indicated so, and the minutes were approved.

Ramchandani provided a report on BAP indicating that the student organization was doing well. It was presented at the BAP's mid-year meeting in Denver (February 14-15, 2025). UHM's BAP representatives presented their Best Practices. The cost of traveling to the midyear meeting was $5,579.76, with $5,400 coming in SAPFB funding; the remaining would be covered by the BAP account balance, which stands at a healthy (approx.) $18k. Woollen suggested that both faculty advisors be watchful of funding document submission deadlines. Many times in the past students have lost the actual funding due to not turning in the documents in a timely manner.

Santaniello indicated that the Accounting club has over 110 members, and more than 80 are accounting majors. She also reported that the Club has been very involved in providing community services and that the leadership of the Accounting Club is becoming more involved. In a recent meeting, the AC President noted interest from new members to be involved in the club as executive board members and directors, as well as voted the most warm, welcoming, and social club by the Inter-Business Council. The Club is working on adjusting its processes to do a better job of keeping records of its funds and spending.

Pourjalali thanked Hill for accepting his invitation earlier in the morning and invited to provide a report on the assessment with regard to the following two items:

Hill acknowledged the excellence of the work the School of Accountancy faculty had done in its assessment and their involvement as a faculty developing tool. She indicated that it was a good idea to select two (out of 10) "Culturally responsive and Equity-minded Assessments (CEA)" to implement next year and provided explanations on the two selected by the SOA faculty:

1) Ensure transparency by making assessment tools and processes public, transparent, explicit, and accessible.

Hill explained how to ensure transparency by making assessment tools and processes public, transparent, explicit, and accessible. She explained the following examples of how to achieve this objective:

a. Publish in the public space that students have frequent access to (e.g., bulletin board, classrooms, department office)
a. Mission/Vision
b. Program Student learning outcomes (SLOs)
c. The Curriculum Map
b. Publish on the program's homepage:
a. Program SLOs
b. The Curriculum Map
c. Capstone project instructions
d. Rubrics
c. Make the assessment tools readily accessible:
a. Print program SLOs on syllabi
b. Email students and faculty the program SLOs and the Curriculum Map at the beginning of every semester
c. Put program SLOs, the curriculum map, capstone project instructions, and rubrics in the student handbook and new student orientation packet
d. During mandatory advising, use program SLOs, the Curriculum Map, and the evaluation rubrics to guide students' self-reflection of their learning

2) Use student-focused and culturally responsive language to clearly explain assessment tools and processes. Ensure students understand **expectations, purposes, and intentions**.

Hill explained how to use student-focused and culturally responsive language to explain assessment tools and processes and provided the following examples:

a. Explain the language of the program SLOs, rubrics, and assessment tasks to students so that they understand what these assessment tools mean.
b. Develop program SLOs, rubrics, and assignments using student-friendly language (e.g., easy to understand with few terminologies).
c. Explain to students what a curriculum map is and use the curriculum map to explain why students are required or encouraged to take specific courses and complete certain activities (e.g., field experience, service learning)
d. The program SLOs and assignments include language and scenarios students can relate to and see themselves included.
e. The assignments clearly state what program SLOs they mean to assess and what skills they aim to solicit. (e.g., "This assignment is to help you practice interactive

communication with real-life clients; ability to analyze clients' needs; and provide customized accounting solutions based on your analysis.)

Hill answered faculty questions, and Pourjalali thanked her for her contributions to the University of Hawaii, particularly to the School of Accountancy.

Hill explained the necessity of utilizing the new course management system, Lamakū, and encouraged faculty to take advantage of its functions for assessing the delivery of intended skills. She noted that assessments could be structured at either two levels or four levels, with the latter providing a more comprehensive understanding of both the effectiveness of instruction and student learning outcomes.

2) How to collect the information mentioned below

Pourjalali read the following statement reported in the minutes of February 10, 2025:

"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."**

Pourjalali noted the challenge of collecting data only to see it go unused in decision-making. He emphasized that some senior faculty have developed a practice of requesting junior faculty and the SOA Director to gather data, only to either disregard it or request additional data instead of making decisions. He encouraged those requesting the data to take on the task themselves. When none volunteered, he moved on to the next item.

3) Current Assessment in undergraduate and graduate program

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-. An example of a course that should be revised is Acc 619, with the learning objective of the course objective. He proposed assigning faculty to work on defining program objectives—clarifying what the programs aim to achieve and how to measure and assess their success. Faculty must establish

meaningful assessment methods that go beyond simply passing a course. Furthermore, if objectives are not met, there should be a structured mechanism to adjust the delivery methods to ensure the intended learning outcomes are achieved.

Pearson discussed the General Education proposed changes. Not part of the proposed changes is a civic engagement requirement, although the UH Board of Regents has a strategic imperative to empower students to contribute to a civil society. Although the college offers internships for credit and our student clubs have community service as part of their mission, a meaningful educational change could require that students either complete an internship for credit or participate in a meaningful community service project for which the university offers credit, such as VITA (volunteer income tax assistance).

Ka‘iama provided background on including the Hawaiian Place of Learning in the revised UH strategic plan. Per President Hensel, the Hawaiian Sense of Place continues to be one of our required mandates for UH Manoa. Shidler continues to rely on her for this role.