

**Faculty Senate Meeting
University of Hawaii at Hilo
College of Business and Economics**

Date: 08-15-2017

Present: Kim Furumo (Chairperson), Gene Johnson, Kelly Burke, Jerry Calton, Tom DeWitt, Terrance Jalbert, Emmeline de Pillis, Keiskue Nakao, Tam Vu

1. Reviewed the mission Statement.

A. Vote 8-0-0 to adopt the following core values.

CORE VALUES OF THE COLLEGE

1. We believe that the personal and educational development of our students is the highest priority.
2. We value inspiration, discovery and creativity inside and outside the classroom.
3. We share the University of Hawaii at Hilo's commitment to "learning with the spirit of aloha and ohana."
4. We believe that personal and institutional integrity are essential.
5. We believe in diversity among our student body, faculty and staff.

B. Vote 8-0-0 to adopt the following vision statement

VISION OF THE COLLEGE

The CoBE will continue to be an important source of management expertise for the local and global community. The CoBE will strengthen our position as a destination of choice for students seeking a lifelong personal and professional network. Our graduates will be valued as competent, confident and ethical business leaders.

C. Vote 7-0-1 to adopt the following mission statement.

MISSION STATEMENT OF THE COLLEGE

Our mission is to offer business education rooted in the liberal arts tradition. We provide a foundation for students to become confident, competent and ethical business leaders. We achieve this goal through active pedagogy, internships, community outreach and scholarship.

2. Motion to pass Journey to Success Curriculum Element

Vote 6-1-1 in favor.

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Tom Dewitt agreed to incorporate into BUS 110 (Freshman Experience) strategies that help freshman adjust more easily to academic life such as study strategies and how to research and write effective papers. Master syllabus changes for other courses in the curriculum element will be processed by the individual responsible for the master syllabus for each course. Tom will coordinate with instructors in BUS 240 and BUS 290 to ensure that revisions to the master syllabi are completed for these courses.

The following activities are part of the Journey to Success curriculum event.

Academic Year	Course(s)	Activities
Freshman	BUS 110: Freshman Business Experience	Executive Career Mentor Career Exploration Event Personality and Interest Tests
Sophomore	BUS 240: Business Law	Executive Career Mentor Job Shadowing
	BUS 290: Critical Thinking	Executive Career Mentor Job & Internship Fair
Junior	MGT 300: Management, Organizations and Human Behavior	Executive Career Mentor Behavioral Interview Workshop Mock Interview – Stage 1
	MKT 310: Principles of Marketing	Executive Career Mentor Job & Internship Fair
Senior	MGT 490: Strategic Management	Executive Career Mentor Mock Interview – Stage 2

3. Motion to pass a revision to the CoBE’s AACSB Faculty Academic Qualifications.

Vote 8-0-0 to change the document for AACSB. Previously, in Table 4.9 in the Fifth Year Continuous Improvement Report (CIR) of December 2016, it was stated that 150 total points were required for academic qualification with at least 75 of those points coming from items in Category A.

Due to a reduction in tenure track faculty and the resulting increase in service requirements for the remaining faculty, it was decided that intellectual contribution requirements were too high. The revised document states that academic qualification will be met if a faculty member earns at least 75 points with a minimum of one peer-reviewed journal publication. The updated document appears below.

Note, that no changes were made to the CoBE Tenure and Promotion documents.

Table 4.9 REVISED – faculty must earn at least 75 points with 25 of those coming from the publication of a peer reviewed journal article.

Intellectual contributions by category and type for academic qualification*

	Discipline-based	Learning/pedagogy-based	Practice-based
Category A Intellectual Contributions: (25 points each)	<ul style="list-style-type: none"> • Peer reviewed journal article • Scholarly book or monograph • Chapter in peer-reviewed book 	<ul style="list-style-type: none"> • Peer reviewed journal article • First edition or major revision of textbook 	<ul style="list-style-type: none"> • Peer reviewed journal article • Trade book oriented to practitioner audience
Category B Intellectual Contributions (15 points each)	<ul style="list-style-type: none"> • Article in editorially-reviewed journal • Chapter in editorially-reviewed book • Peer-reviewed paper in proceedings of national or regional academic meeting • Peer-reviewed paper presentation at national academic meeting • Research monograph • Technical report 	<ul style="list-style-type: none"> • Article in editorially-reviewed journal • Chapter in editorially-reviewed book • Revision of textbook • Case published in textbook • Peer-reviewed paper in proceedings of national or regional academic or professional meeting • Peer-reviewed paper presentation at national academic meeting • Research monograph • Technical report • Instructional software 	<ul style="list-style-type: none"> • Article in editorially-reviewed journal • Chapter in editorially-reviewed book • Research monograph • Technical report • Published consulting report
Category C Intellectual Contributions (10 points each)	<ul style="list-style-type: none"> • Full length book review in peer-reviewed journal • Peer-reviewed paper presentation at local or regional academic meeting • Publicly available research working papers • In-house journal publication • Presentation at faculty research symposium when output is made available for public scrutiny 	<ul style="list-style-type: none"> • Full length book review in peer-reviewed journal • Peer-reviewed paper presentation at local or regional academic meeting • Publicly available research working papers • In-house journal publication • Presentation at faculty teaching symposium • Publicly available materials describing the design and implementation of new curricula or courses 	<ul style="list-style-type: none"> • Book review in trade or industry journal • Publicly available consulting report • Presentation at community or trade event • Development of discipline-based practice tools

* Updated August 15, 2017

4. CoBE Committee Structures were discussed.

With the reduction in CoBE tenure track faculty, it was decided that the committee structure set up under Dean Dhir is no longer functional. Three committees will replace the 5 previously used. They are:

- Faculty Senate
- Assessment Committee
- Student Affairs Committee

5. Discussed the draft course transferability policy.

Vote 7-0-0 to adopt the policy. The policy appears below.

COBE Policy on the transferability of course work from non-articulated schools*

Type of School granting credit to be transferred	Type of UHH CoBE credit requested			
	General Education or General Elective	Lower-Division Business	Upper-Division Business Core	Upper-Division Business Elective
Regionally-Accredited Four-year + AACSB-Accredited	Follow University policy on transferability	Accept as equivalent ¹	Accept as equivalent	Accept as equivalent
Regionally-Accredited Four-year		Accept as equivalent	COBE waiver required ²	COBE waiver required
Regionally-Accredited Two-year		Accept as equivalent	Not acceptable ³	Not acceptable
Non-Regionally-Accredited Four-year		COBE waiver required	Not acceptable	COBE waiver required
Non-Regionally-Accredited Two-year		COBE waiver required	Not acceptable	Not acceptable

* Existing articulation agreements may override this decision rule, but future articulation agreements should conform to it.

¹ “Accept as equivalent” means that if course content is obviously similar, based on comparison of catalog course descriptions, full UHH credit may be given for the course in satisfaction of the COBE curriculum requirement that is applicable.

² “COBE waiver required” means that the Business Administration Department Chair or designee must determine that the content and level of the transferred course is adequate to satisfy the UHH curriculum requirement that is applicable.

³ “Not acceptable” means that the transferred course may NOT be used to satisfy the UHH curriculum requirement that is applicable.

General rules:

1. Lower-division credit may NOT be applied to upper-division requirements, regardless of where earned.
2. BBA core requirements may NOT be satisfied by courses transferred from unaccredited institutions.
3. Upper-division courses that have no direct UHH equivalent, but otherwise would be applicable to the BBA program based on their content, may be credited as “BUS upper” and counted as business electives.

National Student Exchange Students

UHH COBE students taking advantage of this program must consult with their faculty advisor prior to leaving on NSE to discuss which courses they may take at the host institution to satisfy UHH COBE requirements. Students returning from NSE with credits which were not approved in advance must submit those credits to the same review process as any other transfer credits.

NSE students attending UH-Hilo will be admitted to COBE courses when they meet normal COBE admission requirements (course prerequisites, and GPA for upper-division courses).