

College of Business and Economics

Faculty Senate Meeting Agenda

Date: 08-17-2020

Subject: Faculty Senate Electronic Meeting Minutes

Attendance: Sijie Sun (Chair), Sukhwa Hong (Vice Chair), Andrey Simonov, Terrance Jalbert, Keisuke Nakao, Todd Inouye, Marcia Sakai, Amirhossein Mohammadian, Kimberly Furumo, Angela Faanunu, Kelly Moran, Benjamin Zenk, Deborah Hughes, Helen Tien, Emmeline de Pillis (ex officio),

Topics:

1. Accept the minutes from prior face-to-face and electronic meetings

REPORT: The minutes include Senate Meeting 02/24/2020, Faculty Senate electronic Meeting 05/06/2020, and Faculty Senate electronic Meeting 05/13/2020.

Appendix A: Modified minutes- Faculty Senate electronic Meeting 05/06/2020

ACTIONS:

- Andrey Simonov moved to motion, and the motion was seconded by Todd Inouye.
- The motion was amended by Terrance Jalbert to modify the minutes for Faculty Senate electronic Meeting 05/06/2020. The modified minutes is attached.
- The motion was approved with 11 votes in favor, 0 against, 0 abstained.

2. Second read on CoBE Senate Chair requirements.

REPORT:

According to our Charter of the Senate (<http://business.uhh.hawaii.edu/senate/charter.php>). The CoBE Senate Chair and Vice Chair positions will be filled by all tenured faculty for one-year terms, on a rotational basis. After a one-year term the Senate Vice Chair will become the Senate Chair for one year. Rotation will be on an alphabetical basis. Department Chairs will be exempt from the rotation during their Department Chair term.

The modification is from all tenured faculty to all tenured-track faculty.

ACTIONS:

- Terrance Jalbert moved to motion with a modification. The modified motion reads “Rotation will be on an alphabetical basis by last name”, and the motion was seconded by Kimberly Furumo.
- The motion was approved with 11 votes in favor, 0 against, 0 abstained.

3. Modify math prerequisites for ECON 130, ECON 301, FIN 320

REPORT: ECON 130 Intro To Microeconomics (3) How individual prices are determined. Efficient consumer-producer decision making. Pre: MATH 135 or MATH 125 or MATH 241 or higher (any one of which can be taken concurrently); or instructor's consent. (Attributes: DS)

ECON 301 Inter Microecon Theory (3) Price determination under monopoly, oligopoly, and competition. Analysis of demand and cost. Pre: ECON 130, MATH 125 or MATH 241.

FIN 320 Prin Bus Finance (3) Introduction to concepts and techniques of business finance. Topics include organizational forms, agency relationships, financial analysis and planning, the capital formation process and capital markets, risk and return, time value of money, stock and bond valuation, and capital budgeting. Pre: C or better in ACC 201; C or better, or concurrent enrollment, in Bus 290; C or better, or concurrent enrollment, in any of the following: MATH 125, MATH 135, MATH 241 or higher.

The proposal is to change to Math class numbered 125 or higher. Suggest "One MATH course numbered 125 or higher."

ACTIONS:

- Terrance Jalbert moved to motion. The motion was seconded by Todd Inouye.
- The motion was approved with 11 votes in favor, 0 against, 0 abstained.

4. Vote on T&P wording

REPORT: Right now, CoBE guidelines say,

The **minimum** requirement for promotion to associate professor is the publication of six items, three of which must be peer-reviewed articles in academic journals. Moreover, at least one of these articles must demonstrate substantial quality.

BUT:

According to the UH Hilo Promotion and Tenure guidelines, there are three ways that you can demonstrate promotability.

1	2	3
High quality teaching, and	High quality teaching, and	High quality teaching, and
High quality contributions in scholarly/creative activities, and	High quality contributions in service, and	A balance of contributions in scholarly/creative activities and service that substantially exceeds the minimum

1	2	3
		requirements of demonstrated competence.
Demonstrated competence in service	Demonstrated competence in scholarly/creative activities	

Practically, Column 2 is not an option for junior faculty because of the high-quality service requirement. **This means that “Demonstrated competence in scholarly/creative activities” is not sufficient for promotion for junior faculty.**

REPORT:

The new guidelines from the meeting are as follow.

- Demonstrated competence in scholarly/creative activities: The publication of six items, three of which must be peer-reviewed articles in academic journals.
- Scholarly/creative activities that substantially exceed the minimum requirements of demonstrated competence: The publication of six items, three of which must be peer-reviewed articles in academic journals. Moreover, at least one of these articles must demonstrate substantial quality.
- Scholarly/creative activities of high quality: Scholarly/creative activities that substantially exceed the publication of six items, three of which must be peer-reviewed articles in academic journals. Moreover, at least one of these articles must demonstrate substantial quality.

ACTIONS:

- Andrey Simonov moved to motion, and the motion was seconded by Amirhossein Mohammadian.
- The motion was approved with 11 votes in favor, 0 against, 0 abstained.
- The new substantial quality journal list will be suggested by Terrance Jalbert and will be discussed in the next senate meeting.

5. Possible specific actions/assessments for financial sustainability and reputation.

REPORT: No motion

ACTIONS: Emmeline de Pillis will emphasize COVID-19 in the AACSB report.

6. Curriculum Issues:

Smaller tracks -> Classes offered 1x/year -> students have to wait extra semesters. Move to enlarge programs and offer core courses every semester?

For example: Right now, important Accounting courses are taught once per year. Students who get off-track fall way behind. Should we try to increase our enrollment in the Accounting major to get enough students to run courses once per semester? If so, how do we do this?

REPORT: The discussion was led by Andrey Simonov, Deborah Hughes, and Helen Tien. The discussion includes adding intermediate accounting courses as prerequisites for upper-level accounting courses.

ACTIONS: No motion.

7. Prereqs and academic performance

Here is how overall MFT performance correlates with grades in the most strongly predictive core courses over the last 5 years:

Performance on MFT	Count	Average of ECON 130:	Average of QBA 260:	Average of ACC 201:	Average of ACC 202:
2 SDs below mean	39	2.5	2.5	2.8	2.6
1 SD below mean	45	2.8	2.7	3.0	2.8
Within 1 SD of mean	148	3.0	2.9	3.2	2.9
1 SD above mean	39	3.1	3.0	3.4	3.2
2 SDs above mean	30	3.5	3.6	3.8	3.6
Overall	301	2.9	2.9	3.2	3.0

Students with 14 and below math ACT or equivalent manage to make it to the end of our program, take the MFT, and answer the quant questions no differently from random guessing. Retention is important, but we are graduating students who demonstrate no knowledge of ACC, ECON, FIN, or QBA.

REPORT: Instead of modifying the GPA requirement for the courses listed above, the motion was to set up the goal of a 3-year average of MFT scores as a reference point.

ACTIONS:

- Sijie Sun moved to motion, and the motion was seconded by Andrey Simonov.
- The motion was approved with 11 votes in favor, 0 against, and 0 abstained.

8. Affiliate Faculty vote

Vote on Al Konishi (former bus law lecturer) and Angela Fa`anunu being affiliate faculty meaning they can come onto campus in SP21

REPORT: Shown as above.

ACTIONS:

- The motion for providing parking permits to affiliate faculty to purchase for Fall 2020 and Spring 2021 was moved by Terrance Jalbert and seconded by Helen Tien.
- The motion was passed with 11 votes in favor, 0 against, and 0 abstained.

9. Connecting to Emeritus faculty

REPORT:

ACTIONS: CoBE will contact 8 emeritus faculty and plan for social events.

College of Business and Economics
Faculty Senate ZOOM Meeting Minutes

Date: 05-06-2020

Subject: Faculty Senate Electronic Meeting Minutes

Attendance: Andrey Simonov (Chair), Sijie Sun (Vice Chair), Terrance Jalbert, Keisuke Nakao, Todd Inouye, Sukhwa Hong, Amirhossein Mohammadian, Kimberly Furumo, Angela Faanunu, Benjamin Zenk, Deborah Hughes, Helen Tien, Emmeline de Pillis (ex officio),

Topics:

1. Faculty classification

REPORT: The motion is to discuss the faculty classification.

Our faculty qualifications are not as fleshed-out as AACSB would like. Below is what we have. Compare to how detailed the attached example is. Suggestion: lightly edit the SFSU guidelines to be consistent with our guidelines. I will volunteer to do this if so directed by the Faculty Senate, or the Assessment Committee can take this on.

Criteria for Faculty classification:

In Fall 2017, CoBE faculty revised the criteria for sustained engagement activities so that each level of engagement, from SA, PA, SO, to IP, is defined clearly. Following the AACSB basis for judgment, each level is now defined according to “disciplinary-based” activities. In Spring 2019, the faculty further revised the criteria with more details for easy implementation. The revised version for each category is outlined as follows.

Scholarly Academics (SA)

- A Doctoral degree in the disciplinary-based field or related areas
- Scholarly activities satisfying the criteria for scholarly activities (Standard 2: Intellectual Contributions)

and one of the following two:

- i. *Services on editorial boards or committees*
- ii. *Participation in recognized academic associations, invited presentations, etc.*

Practice Academics (PA)

- A Doctoral degree in the disciplinary-based field or related areas
- Scholarly activities satisfying the criteria for scholarly activities (Standard 2) and one of the following two:

- i. *Documented continuing education experiences*
- ii. *Development of or participation in professional events that focus on the practice of business management or related issues that are in direct contact with business leaders*

Scholarly Practitioners (SP)

- A Master’s degree in the disciplinary-based field or related areas

- Writing essays, working papers, or attending in-house symposiums and other presentations on practical issues in teaching or research in the disciplinary-based field or related areas. and one of the following two:

- i. Development or presentation of continuing education activities or executive education activities
- ii. Development of or participation in professional events at the college or university that focus on the practice of business management or related issues

Instructional Practitioners (IP)

- A Master's degree in the disciplinary-based field or related areas or a combination of a BA in the disciplinary-based field or related areas or at least 20 years of experience in the field with substantial contributions in students' career development activities.

- Development or presentation of continuing education activities or executive education activities and one of the following two:

- i. Development of or participation in professional events at the college or university that focus on the practice of business management or related issues
- ii. Services on advisory boards other than at the college or committees at the college.

ACTIONS:

- Keisuke Nakao moved to motion, and the motion was seconded by Sukhwa Hong.
- The motion is tabled, and Emmeline will provide a draft by May 13.

2. Assurance of learning

a) What are our goals for the four outcomes, (and how do we plan to get there).

b) How do we collect, store, and retrieve artifacts for the quantitative and the oral comm goals in a way that we can still access them when there is a personnel change.

1) Assurance of learning.

Here are our four learning goals and the associated issues:

1. **Content Knowledge.** Measure: MFT. We have decades of Major Field Test data, and we are around the national average. Issue: What is our aspiration? To be above the national average? To increase the score by x% per year? To have at least x number of students who are y standard deviations above the mean? We need to make a decision.

2. **Written and oral communication.**

2a. **Written:** Measure: CLA+. The CLA+ is scored on a six-point scale. Earlier, faculty decided 1-3 was below standard, and 4-6 meets standard. This is already a pretty generous categorization, as a level of 4 would probably be barely acceptable in most professional settings.

We've seen a recent decline in proportion of students who meet standard. Issue: What is our aspiration and how do we reverse the recent decline? What are our plans to reverse the trend? We have long had ENG 209 and MGT 490 as WI, and we have recently instituted MGT 300 as WI. In addition, we have offered at least one section of BUS 290 as WI. We hope the effects of this are positive and visible soon. A WI class requires at least 40% of the final grade to be based

on writing. But this won't work unless we support our colleagues in assigning students the grades they earned. Pity passes don't help us or our students in the long run.

2b. Oral communication. Measure: In-class assessment in MGT 490. The Chair of the Peer Review Team informed us that students must be evaluated individually, not in groups. We need to archive student artifacts, i.e. video recordings, along with records of assessment. Zoom meetings can be recorded with the touch of a button, so at least for SP20 collecting recorded artifacts will not be a problem (Todd: Is this assumption correct? Are you able to Zoom-record final presentations?). If the Peer Review Team wants to see an example of "meets expectations" oral communication vs. "exceeds expectations," we need to be able to produce this and explain the difference. Issue 1: What is our aspiration for this measure? Issue 2: How and where will we archive the student artifacts? (Suggestion: a password-protected Google Drive folder under cobeuhh).

3. Quantitative problem solving. Measure: In-class assessments in QBA and FIN classes. Issue 1: What is our aspiration for this measure? Issue 2: How and where will we archive the student artifacts? Issue 3: Our collection schedule has been irregular. Who oversees the scheduling of artifact collection? (Suggestion 1: store student artifacts in a password-protected Google Drive folder under cobeuhh and have the Assessment Committee schedule the in-class assessments. Suggestion 2: Use the scores in the quantitative fields of the MFT to assess quantitative problem solving).

4. Critical Thinking. Measure: CLA+. The CLA+ is scored on a six-point scale. The trend is the same as with writing. Issue: What are our aspirations? AACSB would like to see us aspire to improve, not decline.

ACTIONS:

- Reduce validity, 5-year trend.
- MFT: National average within 10%.
- CLA: Between pre and pro.
- Storage: how to keep it.
- Quan: financial, accounting, econ sub scores. Quan reasoning section.
- Edu-universal ranking for reputation.
- Measures of CLA, written-intensive classes. Writing expectation: Benjamin, Todd, Helen, strategy.

