

**Department Meeting Minutes for Nov 17, 2017  
(submitted by K. Heyer)**

**1. Announcements:**

Ehito – work day at He'eia Fishpond scheduled for February 17, 2018 (morning)

**2. Vote on proposed BA/MA 3+2 program**

Vote: 19 in favor, 1 against, 0 abstentions

**Discussion on BA/MA Program:**

1. Concern that we are watering down the BA or MA since students will take 9 fewer credits.

Answer: Program will affect a very small number of outstanding students who are in essence being allowed to start their MA work early because they are ready for it. They will be taking 9 fewer credits for the BA, which is not a significant loss to them.

2. Concern that it won't be in the students' interest to keep them here; they should go to another program for their MA.

Answer: We would advise those students to apply elsewhere as well and to take the best offer. But they may not be mobile (tied by family or work to Hawai'i), or they may not get a good financial offer elsewhere, and prefer to stay here.

3. Concern that this won't affect enough people to really make a difference with our MA enrollment.

Answer: Not the point. This could be a good opportunity for a select number of students and might bring a small number of good students into our grad program.

4. Concern that the program might not lower the age or the intellectual maturity of the grad classes.

Answer: In our experience, it typically does not hurt the classroom atmosphere when we have upper division undergrads take our grad courses because we have tended to vet them carefully (usually they are doing a capstone). They are often on equal intellectual footing with grad students and are very mature in class. Further, the actual age of the

students may not be affected at all since there are many non-traditional students at UH who might be interested in the program.

### **3. Discussion on classes required or major we offer online**

We are in violation of WASC rule on online classes: if we pass certain tipping point (50 percent of required classes online) of we need to be accredited.

List of online classes:

#### **Political Science Core Courses (18 credits):**

POLS 100-level or POLS 200-level course (3 credits)

POLS 301 or 302 (3 credits)

POLS 305 or 315 (3 credits)

POLS 335 (3 credits)

POLS 375, 376 or 385 (3 credits)

POLS 390 (Political Inquiry & Analysis) (3 credits)

#### **Political Science Elective Courses (9 credits):**

POLS 300+ (3 credits)

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#### **Political Science Capstone Course (3 credits)**

POLS 401, 402, 403, 404, 405, 406, or 408.

Below is a list of the online courses that have been offered and fit into the three degree 'categories' identified above:

#### **Political Science Core Courses (18 credits):**

POLS 110, 120, 150, 171, 190

POLS 301, 302, 305, 315, 335, 385, 390 (Fall 2016)

#### **Political Science Elective Courses (9 credits):**

POLS 303D, 307B, 307F, 307H, 307K, 316, 318, 319, 324, 333, 338G, 339, 341, 343, 380, 384

#### **Political Science Capstone Course (3 credits):**

POLS 403 (summer 2017)

Conclusion: from Fall 2013 through Summer 2017, 100% of the Political Science requirements have been offered online. Thus, we already are offering an online degree completion program, with 100% of the courses online - but not approved via the WASC substantive change review process.

Options for our department to consider:

(a) submit a WASC sub change request for a 100% online degree completion program (similar to ECON);

(b) submit a WASC sub change request for a hybrid online degree completion program, similar to PSY (9 credits face-to-face), or the SOC proposal (6 credits face-to-face); or

(c) do not move forward with a WASC sub change proposal –offer less than 50% of major over 4 years.

Sources of assistance:

1. Bill Chismar, Dean of Outreach College, plans to make resources available in the near future to support on-line courses, possibly including:
  - a. standardized technology,
  - b. faculty development,
  - c. best practices, etc.
2. There are also parallel discussions underway to establish a Distance Ed Office at UHM may be established.
3. CSS: Now recruiting an 'IT' APT, and part of their duties will be to:
  - (a) develop and implement educational technology in support of online and distance programs;
  - (b) plan and execute work plans to facilitate creation of distance delivered courses and multimedia components with an emphasis on outstanding instructional design; etc.

Kathy: Prof Dev committee will look into other programs doing this. esp. Pacific Island Studies. What does a good online class look like? We need departmental discussion.

Instrumental considerations: Costs associated with cutting back: if we cut online classes, summer classes we get less travel monies. The great neoliberal bribe!

Also mostly taught by graduate students. Important teaching experience for them.

Jon: how many students are now able to take their entire requirements online? We need that data. 100% online option not a desired outcome.

Cody: has exceptional experiences with online classes via LTECH. Can share his blog with these experiences. Also has resources of critique of online education. Advocates 100% online option.

Petrice: Other departments in college have cut back? Only 3 depts PSY SOC ECON have made the jump. Journalism and Geography have cut back to less than half.

Krishna: faculty teaching online classes, please share experiences.

Petrice: Taught twice. Two of the more engaging courses she has taught. Significant requirements for discussion, posting length. Good discussions. Good evaluations. Generated students wanting to take face to face class with her.

Ehito: Twice, during the summer. Frequent grading and keeping track is necessary. Useful for students who need to finish their major but can't be there, extenuating circumstances.

Jairus: synchronous not good experience. Google classroom is fine but sound quality horrible so hard to have a conversation. Hybrid with asynchronous is better.

His Research: developing online takes a lot of resources. We are late in the game. Arizona State and other big universities have cornered the market. We are more competitive by being here, so let's spend our resources on getting students to come here. Our online summer courses aren't doing that well, single digits. Start supporting those, can't compete with mainland universities.

New trend: adjuncts now teach for multiple universities online.  
Exploitative to adjuncts

Noenoe: what are disadvantages of having 100% requirement? Ability to use skype meetings?

Mathew: Need a separate online committee for this?

Kathy: next semester we have new hire – that will take a lot of our committee time. Have next chair appoint.

Stephen: experience with online courses – better quality of discussion. Need good instructor involvement. Synchronous is not advisable. We need to work on our expertise on this. Military is source of enrollment.

Noelani: Reduce the range of classes offered online. No need to offer fewer classes, but reduce the range. What gets us under the 50% is only offer electives, not core. Or select only a few core classes and encourage faculty to get training for online course.

Benton: can we teach more in person summer classes? Problem: students can't use financial aid for summer classes anymore, so less incentive for students to enroll. We tend to cancel face to face summer classes.

Cody: LTECH requires physical presence for 3 weekends a semester. If we focus on summer need to increase marketing. If we are successful in raising these funds we can mitigate the adjunctification? NOPE takes 500,000 for tenure track job

Ehito: we shouldn't try to compete with Arizona State. We need to think about WASC first

100%: would force us to offer

scaling back option: students may miss one class prevented from hybrid option: need so many credits, rather than courses.

We could capture communities that are not interested in degree but want to take classes

Two of our graduates are very involved in online teaching: Himanee Gupta and Joe Campus can both serve as resources.

#### **4. Planning for Spring MINI CONFERENCE with other POLS departments in System**

1. Proposal to hold another mini-conference in spring, Saturday 9 am – 2 pm
2. We are a 10 campus system and should know what's going on. Large number of our undergraduates (approx.. 50%) transfer from 2 year college
  - a. Focus: 100 and 200 level courses
  - b. Or focus on linkage btw upper level and lower level. What is useful for lower level to prep for upper level.
  - c. Our 100 level courses tend to not fill in the summer
  - d. Allows our graduate students to meet potential employers for first teaching job
  - e. Thematic focus? Teaching with museums? Teaching resources – teaching with archives, the New York Times
  - f. Faculty indicated strong sense of wanting to spend a Saturday doing this
  - g. Assisting transfer students
  - h. Allowing 6 credits at lower level to transfer for major? Even though this might mean less enrollment for us

**5. Departmental expectations for our classrooms:** Not ready yet

**6. Data on grad methods courses**

Shall we organize courses better? Change title to ethnographic methods, archival methods?

Petrice: can we do an entire semester on archives? Focus on course titles? Co-teach class and have faculty guest teach. More method-y than 600.

Jairus: 702 and 703 have highest enrollment because they tend to be listed with International Cultural Studies. Problem is with our titles. Should, as a habit, always cross list with ICS, and send to other departments to increase enrollment.

Ehito: Grad Class: proposal writing class, for third semester students, such as Pacific Island Studies 603 class. Anthro 711: grant proposal writing class.

Which committee should take care of this? Ad Hoc committee? Will ask Curriculum committee to take this up

Fall deadline for course submission is early in October.

Change 702 to Seminar in Qualitative Research Methods