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**GENERAL EDUCATION COMMITTEE**  
**MEETING MINUTES**

**MEETING DATE:** Monday, April 25, 2022 11:30 AM – 1:00 PM  
**LOCATION:** Zoom  
**ATTENDANCE:** [P = Present; A = Absent; E = Excused]

MEMBERS		MEMBERS		MEMBERS		MEMBERS	
Matt Eng	P	Scott Rowland	P	Jose Perez Jaramillo (ASUH rep)	A	Christine Beale	P
Betsy Gilliland	P	Jaymian Urashima	P	Laura Lyons or April Quinn (OVPAE rep)	E	Vicky Keough	P
Dan Harris-McCoy	P	Mandy Westfall-Senda	E	Ryan Yamaguchi (Admissions rep)	A	Cari Gochenouer	P
Mike Nassir	P	Jonathan Pettit	P	Shana Brown (SEC liaison)	P	Lisa Fujikawa	P

SUBJECT	DISCUSSION / INFORMATION	ACTION / STRATEGY / RESPONSIBLE PERSON
CALL TO ORDER		Meeting was called to order by Chair Gilliland at 11:30 AM
REVIEW OF MINUTES		Minutes from 04/11 meeting approved with 7 votes in favor, 0 against and 0 abstentions.

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INFORMATION  
ITEMS

**GEC Chair Update**

SEC meeting update: There were questions about the teaching resources page on the Gen Ed website

MFS meeting last week: CAPP resolution to cancel the summer redesign meeting

- The resolution was not passed
- This means that the Senate is not on record as opposing the cancelation of the summer meeting
- We assume that in the next academic year, we'll have a new proposal from the summer meeting to discuss

Governance doc - still in sub-committee with CAB

- What can be done? Any advice to get that thing read?
- CAB minutes show that the document is still under discussion
  - Minutes are showing that they have questions, but the questions have not been brought to GEC yet
- There's not much that can be done since the document is with CAB, but future GEC board should keep track of the progress

**SEC Update**

GEC governing documents

- SEC has been trying to encourage more positive movement on this
- CAB has been really busy - involved in a lot of other matters
- SEC is following up on the progress on the governing documents

End-of-year committee reports

- Due date is May 16
- A folder with templates that committees can use is available

Shana will do best to keep GEC up to date with items related to gen ed review

- It is important for board liaisons to convey information to the boards regarding progress and processes

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- A question came up from one of the board members who thought that CAPP didn't receive any materials from GEC
  - Want to make it clear that GEC provided materials to CAPP and CAPP did use those materials in making decisions
  - CAPP has a process to make materials public
  - Ensure liaisons know about the process in case there are more questions from boards moving forward
  - Short summaries, board reports, other reports were submitted to CAPP from GEC
    - The only thing not provided was our long report that we are working on
  - CAPP has been working with all of that information

Governance documents

- Any kind of forward motion would be helpful. GEC didn't receive anything, including questions or feedback on the document
- There were rounds of discussion about procedures for the document in AY 2019-2020 and it was decided that CAB and SEC and Bruno needed to send feedback first
  - SEC provided some initial questions and concerns, GEC revised in Fall 2020, and sent it to CAB
  - No communication after that

Is it helpful for GEC to approach other committees more formally to talk to them in their meetings?

- Maybe having a standing representation at the meetings
  - Could be a rep from CAPP and/or CAB on GEC or a rep from GEC on CAPP and/or CAB
  - Something that allows people to feel more of a shared set of priorities/agenda
- Bring more of a feeling that we're all working together
- Currently, there's no clear line of communication
  - A lot of passing information from one person to another

GEO will forward email thread about past communication related to governance document to Shana



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- Might be too late for this semester, but next year it would be really productive to have GEC, CAPP, and CAB have a standing group where chairs or reps from each committee can talk to each other on a regular basis

One thing that has been a concern: what is the fate of gen ed reform?

- One perception of the CAPP resolution was to stop gen ed reform altogether
- The other perception is that they were just trying to stop the summer session
  - Focus is more about the way that the gen ed reform happens, not necessarily getting rid of the reform
- It seems everyone is on the same page about wanting to see the gen ed improved
- Wanted to clarify: it's not the case that people were trying to shut down the work of the GEC on the proposal

Tips on how to come away with a good solution after the summer meeting

- There was concern about how long it took the first time around to come up with the initial proposal
  - Did some important things there, but the proposal wasn't perfect
  - It took about 4 months of work the first time
- Goals this summer is a bit more targeted and will have benefit of results from first meeting and the feedback collected
- The proposal after the summer meeting wasn't as "neat and clean" as people would like
  - But it came out that way because of the nature of what they were asked to do
  - The questions and structure in place greatly affects the end result (proposal)
  - For example, how do we get a gen ed program that can address all four of the types of degree in the system?
    - It's very complicated

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- They got as far as they could with the questions they were given to answer
- Going into this summer institute, there is a schedule and it is intense
- Original parameters will be the same for this next summer meeting
  - There won't be a second set of parameters
- Before, they did everything they could by transfer and articulation policies, revisions, MOUs, etc. that could be done without compromising faculty curriculum
  - But the problems persist
- Would like the summer revisions team to come up with skeletal structure of a program to kick back to boards to create the rest of the program
  - Whatever they come up with as a compromised proposal could be sent to GEC, boards, and other affected parties to be reviewed
  - It's already really difficult to get the committee to finish reports in a timely manner - we have a lot of meetings, tasks, obligations going on
- It took a whole academic year to go through this first round of the proposal and feedback
  - Without compensation and it took a lot of time
- Might be good to frame conversations more regarding the proposal: here's what is shared across the system vs. here's what is left up to the individual campuses
  - Make campuses feel like they are making more of their own decisions
  - Individualize the proposal more to what each campus needs
  - Last summer, some tried to go in with mindset of using a passport-type system but not everyone on the committee wanted that
    - On one hand, tried to go with a passport/WICHE style

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- Others were pushing to create the program from scratch
- The proposal ended up being the compromise between those two visions
- If GEC and CAPP are working together more, it will help avoid working against each other
  - Might be something to pick up first thing next semester since we need to prioritize the final report for the summer institute
  - When the new proposal comes out after the summer and we have a good conversation going with all three committees, we might have a healthier process going forward
  - Can lead to smoother, more collegial discussion
- Our current report is missing suggestions of how to do things
  - There is a lot of critique but not a lot of suggestions
  - For example, if we don't want to the capstone project, we could suggest some other kind of culminating event
  - Will bring back this point in our later discussion of our report

**GEC and Gen Ed Board Service Reminder**

GEC and Gen Ed boards are still looking for volunteers  
CFS sent out another call for volunteers, but we don't know which vacancies have been filled

**ASUH Survey**

ASUH received funding to provide incentives to undergrad students to read the proposal and fill out a detailed survey

- Seeking feedback on what students would like to see in a new gen ed

Help was provided to set-up the survey in a way that would not need IRB approval

Shana will check on the recruitment and vacancy numbers



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### **GEC-Sponsored Survey**

Might be too late in the semester/process to send out the faculty feedback survey

- It might be a good idea to send it early next academic year, once revision proposal comes out

Ideally, we would want to send out the survey from all three committees together (GEC, CAPP, CAB)

If we send it out now, we won't have much time to summarize it to include in our feedback report

- Even if doesn't come out in time for our report, results could still be used for the summer institute
- It would be a way to attempt to grab a wider amount of comments from faculty than the GEC has received so far
- The results could be added as an addendum and supplied to the summer institute
- If we sent out survey now, we might only have a couple of weeks to collect
  - If we send it out during summer, faculty may not respond
- If we have the survey completed already, we could just send it
  - Give faculty 2-3 weeks to finish it
  - We could send out reminders
  - It doesn't take a lot of time to do survey if they already reviewed the proposal
  - The issue is that the people we are trying to reach probably didn't read the proposals
    - The faculty who did review the proposal likely went to the town halls
  - With finals coming up, we may not get a lot of responses over the next 2 weeks; the timing may not get us useful responses
- Sending out this survey doesn't preclude us from sending out another one after the summer institute



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- Even if deadline is after finals week, faculty may forget about it or move on with their summer, especially for 9-month faculty
- If we send out the survey with a deadline, we could frame the request noting that this is bad timing, but explain that there is a summer institute that is working on this so we are asking for feedback to provide before they start
  - Might prompt some faculty to take the time to look at it
  - Sending out the survey will at least give people the opportunity to respond and provide the rationale of why we're asking even though timing is bad
- Someone who didn't review over the proposal could also still answer the survey based on how the questions are posed
  - The survey is mostly scales and seems easy to fill out
  - Likert-type scales make it easy to look at the data too
  - There's also various points of the survey that summarizes relevant pieces of the proposal (broken down more than the actual proposal)
- The faculty did not receive a survey like this yet for the Gen Ed redesign proposal
  - When we did FQ, GEC sent out similar surveys multiple times to make everyone feel they've been invited to provide feedback
  - When people complained later, GEC was able to point to the number of times they've been asked for feedback
- After the Faculty Senate meeting last week, hopefully the senators will read through the proposal knowing that people are upset about it
  - Having the feedback from more faculty will give us a wider perspective

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- On the survey, we should make clearer that we give credit to UH Hilo for making the original survey
- CAPP would be interested in co-sponsoring the survey
  - We can show CAPP the text of the survey for approval but we would like to send it out before the semester ends as well
    - We are okay with sending the survey to CAPP for approval as long as it doesn't take too long
    - Can leave out their sponsorship if it will require too much back-and-forth

Betsy will talk to Ashley from CAPP to see if they would prefer to co-sponsor the survey or just have the results shared with them

### GEO Report

The Advisory Board (composed of chairs and vice-chairs of GEC and all six GE Boards) is meeting this Wednesday at 1:30 to exchange information and discuss issues that cross multiple committees. Boards' annual reports due today to GEO to fill in data before being passed to GEC for inclusion in their report to Senate, and in Gen Ed Handbook.

Still seeking HAP assessment scorers for mid-May half-day session; please forward names to Cari, and consider volunteering yourself.

### SEC Report

End-of-year committee reports are requested by the SEC by May 16, 2022. Template to reports is found at: [https://drive.google.com/drive/folders/1rz3vm4aJllkoiroH\\_W6affjJ\\_BoxSzWU](https://drive.google.com/drive/folders/1rz3vm4aJllkoiroH_W6affjJ_BoxSzWU). GEC has requested an update of the status of its governance docs with CAB; will follow up at today's SEC meeting. I have also suggested that CAPP provide an update on its timeline to submit a report for Gen Ed review. CAPP has been reviewing material sent from UHMFS committees including GEC and its boards; UHM units (departments, offices, etc.); and other stakeholders for inclusion in its report, as well as public archiving via its committee records.



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	<p><b><u>HAP Board Report</u></b>          April 21 meeting: Discussed the recent MFS meeting, summer institute, and steps after that...; HAP teaching workshop happening; assessment scorers still needed; will be finishing up year-end HAP report soon; will be recruiting for a couple open HAP Board slots; do we need a May meeting? No, but look out for GEO open house.</p> <p><b><u>O Board Report</u></b>          Reviewed a proposal. Announced information about CAPP's resolution and requested for any statements/questions in case the members wanted to say something but couldn't make it to the meeting. Discussed the edits and questions regarding the O Board's annual report. Decided to make a few revisions to the O application (add link to exemplars, edit the wording and make D-clause more prominent so instructors don't forget it, add a question about what cap [20 or 30 seats] the course is applying for). Dustin Crowther will be the O Board chair next semester but the vice-chair is still TBD.</p> <p><b><u>W Board Report</u></b>          The Board met on 4/18 and worked on their annual report. They expect to modify the Focus form for Fall 2022 once they have finalized the guidelines on overenrollment with a TA or GA. There are also System W meetings coming up on May 5, where the Board plans to bring up their discussions about overenrollment.</p> <p><b><u>DIV Board Report</u></b>          The DIV Board discussed transfer credits and their upcoming workshop.</p>	
<b>ACTION ITEMS</b>		



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<p><b>DISCUSSION ITEMS</b></p>	<p><b><u>Gen Ed Redesign Proposal</u></b> GEC Response Draft</p> <ul style="list-style-type: none"> <li>• Most sections of the draft have suggestions, but they've been integrated in each section</li> <li>• What we have right now are copy-pasted from our various working group reports <ul style="list-style-type: none"> <li>◦ Some sections are uneven and not structured in the same way</li> <li>◦ The report needs more consistency to make the feedback more accessible</li> <li>◦ Should we keep the recommendations in each section or pull out suggestions completely and add them to the end of the report? <ul style="list-style-type: none"> <li>■ We could also add an outline of the recommendations at the end and hyperlink those suggestions to where they appear in the earlier sections of the report</li> </ul> </li> </ul> </li> <li>• We can also pull from our innovative programs list/notes to provide more suggestions</li> </ul> <p>Innovative Gen Ed programs</p> <ul style="list-style-type: none"> <li>• Areas of interest in the list of notes: <ul style="list-style-type: none"> <li>◦ Worcester Polytechnic Institute's program is focused on problem-based learning</li> <li>◦ KHUA 100's description could be reframed and explained more as multidisciplinary first-year seminar</li> <li>◦ <a href="#">UC system</a> has a system-wide Gen Ed program; seems like an interesting program to look at <ul style="list-style-type: none"> <li>■ Looks fairly recent and wasn't looked at last summer during the institute</li> </ul> </li> </ul> </li> <li>• In discussing different programs, we don't want to make it feel like we are moving backward by looking at different colleges <ul style="list-style-type: none"> <li>◦ Intention isn't to make the design team feel like we're moving backward from what they worked on</li> </ul> </li> </ul>	<p>GEC members should go through the notes from the Innovative Gen Ed program list and flag anything that can be included in the report</p>
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- The purpose of looking at other programs is more about finding pieces from these programs to help solve problems that popped up from the proposal
- Recommend that the California multi-system example be included in our feedback
  - It would be helpful to see an example of system-wide program
  - But California system's program is a transfer agreement not an entire Gen Ed program
  - The agreement is more like the interstate passport than a particular program
  - There are CSU campuses within the system that redid their Gen Ed programs in recent years
    - California State University San Bernardino is part of that California cross-system agreement but did their own redesign
- We are trying to extract pieces we like from other programs and suggest them in our report
- The general form of what the summer institute created will survive
  - We are focused on finding ways to make pieces of the proposal better rather than suggesting a completely different program
    - Identify what we like, what pieces are problematic, and make suggestions
    - Need to avoid giving the impression that we want to throw out the current proposal
- California State University San Bernardino had a course specifically about critical thinking (foundation-level) that is interesting
  - There needs to be more critical thinking from students
    - More focus on logical reasoning and critical thinking steps
  - Critical thinking could be applied naturally within courses that follow as reinforcement

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	<ul style="list-style-type: none"> <li>○ Like the idea of dedicating a specific course on this</li> <li>○ Suggestion: maybe trade a critical thinking course for the second semester of foundational writing <ul style="list-style-type: none"> <li>■ Or could embed critical thinking more in the second semester of foundational writing</li> </ul> </li> <li>○ Would this not fit with the KHUA equivalent of FQ? <ul style="list-style-type: none"> <li>■ That FQ course could focus more on numeracy</li> <li>■ There is some quantitative reasoning but there could be another course specific to logical/critical thinking</li> </ul> </li> <li>○ Suggestion: could get rid of the 1-credit information literacy course or imbed it in another course</li> <li>○ Torn between having critical thinking as an individual course <ul style="list-style-type: none"> <li>■ If semester was shorter, would want to have it as an individual course, but our semester is longer</li> <li>■ Could have a 1 or 2 credit course on critical thinking instead of full 3-credit course</li> <li>■ Could do what some of the business courses do with 1-credit, 6-week courses</li> </ul> </li> <li>● Teamwork should be included as part of the recommendations <ul style="list-style-type: none"> <li>○ Teamwork is the #1 competency that employers are asking for and it appears nowhere in the proposal</li> <li>○ Want to suggest that teamwork isn't ignored</li> </ul> </li> <li>● Try to have the full report drafted up before the May 9 meeting so GEC can vote on it</li> </ul>	<p>If GEC members want to add anything else to the draft, they should do so as soon as possible.</p>
NEW BUSINESS		

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UPCOMING MEETINGS	<b>SPRING 2022 MEETING SCHEDULE: Mondays from 11:30 a.m. - 1:00 p.m. via Zoom</b> ● May 9 (finals week)	
ADJOURNMENT		Meeting adjourned at 1:00 PM

Respectfully submitted by Jaymian Urashima, Secretary (Spring 2022).

Approved on 05/09/2022 with 7 votes in favor of approval and 0 against and 1 abstention.

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