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GENERAL EDUCATION COMMITTEE
MEETING MINUTES

MEETING DATE: Monday, February 14, 2022 11:30 AM – 1:00 PM
LOCATION: Zoom
ATTENDANCE: [P = Present; A = Absent; E = Excused]

MEMBERS		MEMBERS		MEMBERS		MEMBERS	
Matt Eng	E	Scott Rowland	P	Jose Perez Jaramillo (ASUH rep)	A	Christine Beaulé	P
Betsy Gilliland	P	Jaymian Urashima	P	Laura Lyons or April Quinn (OVPAE rep)	P	Vicky Keough	P
Dan Harris-McCoy	P	Mandy Westfall-Senda	P	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 11:32 AM
REVIEW OF MINUTES		Minutes from 1/31 meeting approved with 6 votes in favor, 0 against and 1 abstentions.
INFORMATION ITEMS	<p><u>SEC Report</u> SEC has been checking with CAB to ensure review of GEC governance documents is proceeding; more updates soon.</p> <p><u>GEC Chair Report</u> Talked with CAPP chair about systemwide Gen Ed proposal and agreed to co-host a town hall for Manoa faculty with invitations to redesign team members from UHM to discuss concerns of UHM faculty that might not be well covered in current proposal. Also talked with CAPP about information they need to understand impetus for redesign and how proposed gen ed compares with current program; requested</p>	



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GEO to help with comparison info and info on problems; shared documents with CAPP chair. Also followed up with gen ed boards that had not yet submitted comments on redesign proposal; collected all board input for GEC review.

GEO Report

Chris and Cari recently attended two national AAC&U conferences virtually, including lots of great symposia on Gen Ed reform, high-impact practices, and creative approaches to meaningful assessments of student learning. Please email one of them for access to handouts (e.g. Virginia Tech's handouts outlining their strong assessment of Gen Ed) and other materials. Proposals continue to be submitted, but not the flood we had dreaded. Some are early renewals of instructor-based Focus designations, but about half are course-based proposals. On a final note, GEC has a total of five multi-designation proposals to review (2 now, and 3 more pending board approvals).

HAP Board Report

No HAP Board meeting since last GEC gathering

O Board Report

Regular review of proposals. Shared experiences and reflected on the O Board's workshop. Board members will be following-up with the workshop presenters to see if they will share materials from their sessions since they presented in separate breakout rooms.

W Board Report

Invited guest AVPAE Laura Lyons came to the Feb. 7 Board meeting to provide input on the practice of increasing the enrollment max of a W course if the instructor has the help of a TA/GA. The general consensus was that TAs/GAs need to be trained so that they can provide appropriate support for students as they do their writing. The Board also discussed their response to the Gen Ed redesign proposal and planned to



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	<p>submit it to the GEC later in the week (i.e., by Friday, Feb. 11).</p> <p><u>Foundations Board Report</u> Board discussed FG assessment report and potential workshop panelists/presenters.</p> <p><u>Assessment WG Report</u> AWG met 2/8/22 and discussed assessment aspects of gen ed redesign plan, reviewed commentary received from GEC, CAA, ACSC, and gen ed boards for assessment-related concerns; made notes to contribute to GEC report on redesign proposal. Discussed possible approaches to Diversification assessment.</p> <p><u>Curriculum/Guiding Principles Working Group Report</u> Our working group completed its feedback and recommendations on the draft Gen Ed proposal. This report has been uploaded to the Gen Ed Redesign folder in the GEC's shared drive.</p> <p><u>DIV Board Report</u> The DIV Board reviewed transfer credit evaluations and UHM forms, discussed their Diversification workshop, and considered changes to the Diversification Review Project.</p> <p><u>Governance Working Group Report</u> Our working group met and discussed implementation and transfer articulation issues. We read other groups' reports and tried to identify overlapping concerns and reactions.</p>	
ACTION ITEMS	<p><u>Review Proposals</u></p> <ul style="list-style-type: none"> ● E, O, and W Focus for AMST 436/WGSS 436/POLS 368 (Spencer Oshita) <ul style="list-style-type: none"> ○ Page range a concern if students do bare minimum (could be as low as 12 pages instead of the minimum of 16 pages) ○ Presentations are also short - (3 minute presentations for each presentation) 	<p>Betsy will follow-up with AMST436 for clarification about W and O clarification before voting</p> <p>Betsy will follow-up with AMST 453 about O clarification before voting</p>



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	<ul style="list-style-type: none"> ■ O board didn't have any concerns with the proposal when they reviewed it ■ GEC would like to get justification for the shorter presentation times, especially since they are all the same length ○ Will need ask about the page count and for justification about the presentation lengths <ul style="list-style-type: none"> ■ Will wait for a response from the instructor before voting ● E, O, and W Focus for AMST 453 (Spencer Oshita) <ul style="list-style-type: none"> ○ O focus: <ul style="list-style-type: none"> ■ It is not clear how group will be graded for the presentation <ul style="list-style-type: none"> ● There is some information provided in the proposal ■ GEC wants justification for length of presentations for this course too ○ E - inherent in conducting literary theory (built into course content) <ul style="list-style-type: none"> ■ Not explicitly ethics related ■ There are references to E throughout the syllabus though (syllabus makes it clearer), which makes the proposal acceptable ○ Will wait for a response from the instructor about O justification before voting 	
DISCUSSION ITEMS	<p><u>Gen Ed Redesign Proposal</u></p> <p>GEC needs to clarify overall points we want to give to CAPP CAPP wants GEC to take a bigger role in understanding the proposal and making recommendations to the Senate</p> <ul style="list-style-type: none"> ● CAPP will allow GEC to build feedback over the spring semester Invited GEC to join them in hosting a town hall with Manoa faculty <ul style="list-style-type: none"> ○ Town hall would be a chance for Manoa faculty to talk about how the redesign would impact Manoa specifically ○ Proposed date: 3/9, 3-5p ○ Would like to get as many of the GEC members possible to attend 	<p>Each working group will create a short bullet point list of their top big-picture concerns. The list will be placed at the top of each WG's current summary draft document. Lists should be completed by Thursday, 2/17.</p>



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Members of working groups need to also be on the same page for the areas of the redesign proposal feedback they are working on
Updates from WGs

- Governance WG
 - Put together some of the feedback; it would be helpful if they could have one more meeting
 - Tried to pull together reports from others but not finished
 - Tried to highlight areas where other reports resonated with GEC's thoughts
- Assessment WG
 - Pulled together concerns that were echoed by other groups
 - Feedback is currently in bullet points; not in paragraphs yet
- Curriculum WG
 - Provided their document with feedback summaries

Need to send a draft of the feedback to CAPP this week. GEC can let CAPP know we are still working on a more comprehensive report.

- Could create a shorter list of the concerns in a draft for now (positives and negatives)
- Can include some details below the list with justification for concerns, if we have time
- Purpose of draft: helps to give CAPP an idea of the big picture concerns sooner to help them to understand and guide their discussions
- Suggestion: create an executive summary of the main concerns (1-2 pages)
 - Could hyperlink the drafts of feedback into the summary
 - If we hyperlink - need to ensure we change the access since it's in the GEC shared drive (send correct links)
 - Would make it clear that these are common concerns but not comprehensive (rough draft)

Some lack of consensus among members in WG - should we have discussion as GEC to be unified in feedback before we report on them?



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- Some concern with sending talking points too early to CAPP if we are not all on the same page on some points
- A discussion if GEC should have a dedicated meeting to talk about this together.
- There's also concern that if we don't give initial pointers to CAPP for their review of the proposal, they might go off in a different direction
- Suggestion: provide the reports from the other boards to CAPP to show them what we are reviewing along with the proposal
 - Helps to provide them with something to review while we discuss
 - Allows us to share the reports that we have
- Suggestion: have each WG share at least 2 points of concerns that they can all agree on and let them know we're still discussing other points
 - Not an "executive summary," but rather some points of concern

What should we give CAPP this week?

- Pull together broad bullet points from each WG to summarize main concerns
- Need to provide context that this is a draft and not everything
- Will also include draft of WG reports (in addition to the bullet points) for them to consider
- Will share the reports from the boards as well

Course-Based Considerations

Forms: Crosslisting

- What happens if the different departments teach it differently?
 - Would we want representative syllabi for all the ways it would be taught?
 - Would this even be a common issue?
 - Clarification on crosslisting
 - There is curricular advantage of having the crosslisting (one reason for having a crosslisted course)



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- However, reasoning/how crosslisted courses functions can differ
- If the instructor changes, then courses might be a bit different, even if the topic remains the same
- Maybe we don't need syllabi for each way a course is taught but an explanation of how the Focus will be maintained across the departments
 - Could place responsibility on the course coordinators to ensure that they are monitoring that people from diff departments are teaching similar enough
 - There would be one course coordinator anyway that should be monitoring
- Decision about crosslisted courses: there will be one course coordinator
 - The course coordinator will ensure that they are monitoring the classes, regardless of how the crosslisted courses are conducted
 - Responsibility on course coordinator rather than GEO/GEC
 - Include a statement on the proposal form to confirm they will be in charge of monitoring the course across departments (checkbox)

Forms: Criteria for exceptions

- "Special" instructor-based exemptions; need clear criteria for what counts as an exception
- 399/499 courses - clear in terms of exception
- Special topics courses
 - Could we argue to have the focus go across topics, just the topics change?
 - It's something that does happen currently for some courses; it depends on course or department
 - Can we allow individual-based focus designations for a topic?
 - Some departments may argue that it's a variable topics course so it's taught differently by instructors



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	<ul style="list-style-type: none"> ■ When these requests come in, do they go to GEC so GEO doesn't have to make the decision? ○ Creating special topic courses was an option offered to departments who couldn't offer courses as course-based (alpha courses) <ul style="list-style-type: none"> ■ But this option doesn't really follow the purpose of moving away from instructor-based focus designations ■ Alphas (topics) in courses usually need to schedule ahead of time; so would need to coordinate the Focus with that ○ Could there be a "pre-application" to claim their individual department's situations and if approved, could send instructor-based applications to boards? <ul style="list-style-type: none"> ■ It could be that departments are in situations that make it difficult to have course-based Focus designations ■ Create a proposal that they would have to apply for if they want to use a special topics course for individual designations before they can apply for the actual focus designation? ○ There would also have to be a disclaimer in the catalog about these types of courses that might have focus on one alpha but not on another <p>(Discussion to be continued in future meeting)</p>	
NEW BUSINESS		
UPCOMING MEETINGS	<p>SPRING 2022 MEETING SCHEDULE: Mondays from 11:30 a.m. - 1:00 p.m. via Zoom</p> <ul style="list-style-type: none"> ● February 28 ● March 7 ● March 28 ● April 11 ● April 25 ● May 9 (finals week) 	



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ADJOURNMENT

Meeting adjourned at 1:00
PM

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

Approved on 03/07/2022 with 7 votes in favor of approval, 0 against, and 1 abstentions.