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GENERAL EDUCATION COMMITTEE
MEETING MINUTES

MEETING DATE: December 14, 2018 10:30 AM -12:00 PM
LOCATION: ITC 105B
ATTENDANCE: [P = Present; A = Absent; E = Excused]

MEMBERS		MEMBERS		MEMBERS		MEMBERS	
Garrett Apuzen-Ito	E	Shana Brown	P	Christine Beaule	P	Lisa Fujikawa	P
Halina Zaleski	P	Michael Cooney	P	Ronald Cambra	E	Vicky Keough	P
Shannon Johnson	P	Geoffrey LaFlair	E	Ryan Yamaguchi	A	Sheela Sharma	E
Kalikoaloha Martin	P	Garrett Clanin	P				
Carolyn Stephenson (SEC liaison)	P	Micah Leval (ASUH representative)	E				

SUBJECT	DISCUSSION / INFORMATION	ACTION / STRATEGY / RESPONSIBLE PERSON
CALL TO ORDER	Meeting was called to order by Shannon Johnson at 10:05 am.	
REVIEW OF MINUTES	Minutes from Dec. 7. Approved as amended, 4-0-2.	
ACTION ITEMS	No action items.	



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DISCUSSION
ITEMS

1. Curriculum recommendations: External Review Report.
Reenvisioning General Education at UHM.
 - a. Recommendation 1: revised Gen Ed should try to remedy problem of “redundant” requirements.
Question: are there redundancies in regard to HAP and Hawaiʻinuiākea programs? Answer: no, HAP is very different from courses in Hawaiian language & studies. Also, incorporating materials relevant to Hawaiian history / culture / science does not make a course “redundant” vis-à-vis H focus. For example, in addressing climate change / sustainability issues, we need to incorporate values with science-based decisions; HAP viewpoint is crucial in developing these perspectives. Comment: redundancy problem is more in regard to Gen Ed requirements themselves, i.e., what is the difference between Foundations, WI, etc.? FG and HAP requirements both require attention to Hawaii / Pacific, but this reflects Manoa ILO’s and is not a redundancy. Question about assessment. We need to plan for assessment for FG. Also, when we do curricular maps, we look at where skills are introduced, where they develop, where they are mastered. Therefore, so-called “redundancy” is not a problem even when it occurs – that’s what allows students to actually master skills & content.
2. General Education as Outcomes
 - a. We developed the ILO’s quite recently and we need to make sure that Gen Ed is connected / integrated with the ILO’s and vice-versa. We need to decide what’s Gen Ed, what is the major, what is overlap.
 - b. Discussion of the mission of Gen Ed on this campus – needs to be more than just a set of requirements or a check-list; faculty teaching Gen Ed courses need to be prepared to articulate to their students why their courses are part of Gen Ed and why that’s important.
3. Curriculum Redesign for Cohesive Learning
 - a. Blue sky creates a model with 30 credits – caution that this is a prototype and the exact number cannot be determined prior to work of revising Gen Ed program.



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	<p>Gen Ed revisions should be based on values, needs of students, what is necessary to provide a quality education that is unique to Manoa, integration with the major – credits can be determined last.</p> <p>4. Curriculum recommendations: Steering Committee</p> <ol style="list-style-type: none"> Discussion of need for Gen Ed to be more flexible, with greater overlap with major courses. Should be less siloed in regard to their majors Liberal education ensures all students receive quality education. Students in all disciplines, even pre-professional, need liberal education because it improves post-grad career outcomes (per GEM's report). Note that steering committee document drew on survey data that shows Gen Ed is working – students are learning from our Gen Ed curriculum. Neither report (internal or external) specifically defines liberal education or general education, but they reference the GEM's report (AAC&U, part of LEAP) that defines both terms. Our response should reference GEM's definition of liberal education. That should be an explicit reference point for future committees charged with reforming Gen Ed. Since Gen Ed curriculum was designed 15+ years ago, there have been significant changes in curricular needs for our graduates. There is abundant data & research from students, faculty, administrators, and also employers from many fields and there is a lot of consensus that skills like teamwork, information literacy, place-based learning should be part of Gen Ed as well as university curriculum more broadly in order to make students more competitive in their careers. We have a 1990's curriculum in 2018 and we need better integration in the majors as well as better points of articulation with new ILO's. Our recommendation should be that we want to move away from Gen Ed that is a checklist and toward a liberal education that is reflected in our ILO's and is reflected in our education, so that every class the students take is contributing to a liberal education. 	
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| | <ul style="list-style-type: none"> g. Nothing we do in the GEC will accomplish anything unless there is a commitment to revitalize undergraduate teaching overall. Good teaching should be part of tenure & promotion criteria, good faculty should teach 100- and 200-level classes, etc. in order to attract students and give them a sense of the value of their education. h. Assessment Office is no longer doing Gen Ed assessment – now solely responsibility of GEC & GEO. May need to be a GEO / GEC subcommittee to provide assistance with assessment. We can still get consultation and guidance via the Assessment Office. <p>5. Operations recommendations: Steering Committee</p> <ul style="list-style-type: none"> a. GEO is already improving operations, for example an online system for processing transfer requests, new records management etc. to eliminate excessive storage, new data tracking systems have been implemented; greater support for the boards, more uniform and clear set of guidelines for the responsibilities of chairs / co-chairs / vice-chairs / GEO liaisons to the boards. Also training for board members has been created and will be implemented in Sp '19. Halina: GEO has clear policies that they provide. They (?) do a good job making clear policies available and keeping track of current policies, assisting board members in knowing policies, etc. b. GEO is developing resources and support for departments, making presentations and consulting with faculty, deans etc. These services are not currently advertised but will be made available via the new website, particularly after move toward implementation of course-based application system. Both the boards and GEO will be able to offer more personalized services. For example, send personalized emails to chairs alerting them in regard to expiring courses. Website will include a mechanism to request the GEO or the relevant board help them develop better assessment, signature assignments, rubrics, etc. so they can better think through learning objectives and create | |
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	better courses. GEO is developing better relationships with the CC's. Asking CC instructors for their input in terms of pedagogy.	
INFORMATION ITEMS	<ul style="list-style-type: none"> • Self-introduction by new SEC liaison to GEC Carolyn Stephenson • Survey on course-based applications is going out. Survey recipients may include board members • Shannon will upload a draft response memo. Please comment directly on document but she requests no wordsmithing. Need our comments on the document by noon, Wednesday, Dec. 19. 	
ADJOURNMENT	The next meeting of the General Education Committee will be in January 2019. Day/time has not yet been announced.	Meeting adjourned at 12:05 pm.

Respectfully submitted by Shana Brown, Secretary.

Approved on 01/11/2019 with 7 votes in favor of approval and 0 against and 1 abstention.