

Minutes of the General Education Committee
Wednesday, April 21, 2010
Hawai'i Hall 208

CALL TO ORDER

The meeting was called to order at 1:34 p.m. by Chair Scott Rowland.

Present: Ernestine Enomoto, Mike Nassir, Scott Rowland, Todd Sammons,
Galen Sasaki, Carolyn Stephenson

Ex officio: Ron Cambra (AVCUE), Garret Inoue (A&R), Steve Rola (A&R)

Support staff: Tom Hilgers (GEO), Lisa Fujikawa (GEO), Jo-Anne Nakamoto
(GEO Recorder)

Excused: Lynne Higa, Susan Hippensteele (SEC), Mamoru Sato

ACTION AND INFORMATION ITEMS

1. Minutes of April 14, 2010 were approved with the following corrections:
 - Action/Info Item #6, 2nd bullet: corrected to read (in italics), “An argument in favor of keeping 400-level Diversification designations: WASC requires *GenEd Diversification* distribution over four years.”
2. Foundations Data Discussion – report deferred to next meeting.
3. “What is FS?” Working Group Report (Nassir)
 - Group composition: Faculty members were from Math, Philosophy, ICS, Physics, History, English, Psychology, Education, CTHAR.
 - English and History members felt it was important to have basic quantitative skills.
 - GEC requested data on fulfillment by individual course (e.g., percent of FS fulfilled by MATH 100) as an Appendix to the report.
 - Possible rewording of Answer #2 to read, “Do *all* courses that satisfy the FS requirement. . . .” and “*Not always.*”
 - Group unanimously agreed that it would be in the students’ best interest to avoid delay taking MATH 100 in their later years; FS-challenged students should be identified in the early years (i.e., first/second year).
 - If MATH 100 classes were smaller, would the material be easier to understand?
 - Is it the style of teaching or the content that stumps students?
 - Working group would like to see quantitative skills added to curriculum, not solely computational.
 - Critical skills should be taught in their field.

- Math members did not oppose these views. They claim that MATH 100 no longer appears to be the “killer course” it was once known as. Approximately 15% failure rate as of 12/2007.
 - PHIL 110: D- or fail -- failure rate at 42%, for approximately 600 students.
 - Question: is it the caliber of students, or student preparation prior to admission to UHM?
 - Could Math courses be condensed?
 - Unanimous agreement among members that there should be numeracy in a degree.
 - Perhaps MATH 100/PHIL 100 could be converted into a hybrid/default course for students as an alternative course.
 - Chair Rowland asked Nassir if he could provide a revised summary/update to be included in the GEC’s report to the Manoa Faculty Senate as an appendix.
4. Report to SEC on Revised Articulation MOA (Rowland)
- At least one other Faculty Senate Committee is reviewing this draft MOA.
 - Some discrepant practices are being tolerated at other campuses.
 - Currently no system-wide board to police Diversification issues.
 - We have to follow common practices with common definitions.
 - Perhaps when CC’s adopted UHM’s core, they didn’t realize that they are not supposed to do 2 diversification designations per course.
 - Should we add examples?
 - Do we include Hilger’s concept into the MOA or the response memo?
 - Suggested adding to #4 that a course cannot have a dual Diversification designation unless the course has an imbedded lab. Or is it a bigger problem? Rowland to incorporate Higa’s information into MOA and present revised Response memo to GEC.
 - Needs to have “cross training” so that different campuses are aware of the processes, issues, and challenges that other campuses face.
5. 400-level Diversification courses ---deferred to next meeting.

Next meeting: May 5, 2010, 1:30 p.m., HH 208.

Meeting was adjourned at 2:44 p.m.

Submitted by Jo-Anne Nakamoto, GEO Recorder.