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GENERAL EDUCATION COMMITTEE
MEETING MINUTES

MEETING DATE: Monday, January 10, 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 Beaule	P
Betsy Gilliland	P	Jaymian Urashima	P	Laura Lyons or April Quinn (OVPAE rep)	A	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	Michelle Tallquist (for 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 12/06 meeting approved with 6 votes in favor, 0 against and 1 abstention.

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| INFORMATION ITEMS | **GEC Response Report to Gen Ed Redesign Proposal**
GEC is supposed to be discussing implementation, but we need to understand the proposed curriculum before we implement
Make comments on the proposal about anything related to the GEC
Working groups will take parts of the proposal and discuss them
• Curriculum/Guiding Principles WG
• Assessment WG
• Governance/Impact/Articulation WG
By the Jan 31 meeting, each of the WG should have met and discussed initial perspectives of the redesign proposal
• Timeline:
  ○ WGs report initial discussion to GEC: Jan 31
  ○ Reports from Gen Ed Boards and relevant stakeholders (CAA, GEO, Assessment, ASUH) due Feb 1
  ○ Initial report for MFS to CAPP: due Feb 15
  ○ WGs report ongoing discussion, recommendations for revisions: Mar 7
  ○ Complete draft of text in sections of report: Apr 11
  ○ GEC discuss complete report draft: Apr 25
  ○ Final report to Gen Ed Redesign Team: May 15

Want for all of us to understand what it means to redesign a gen ed program (Christine will discuss this in presentation)

Gen Ed Presentation: Innovative Gen Ed
To understand what it means to redesign a gen ed program, Christine shared information about example programs

Start with this website:
https://www.hawaii.edu/offices/vp-academic-strategy/academic-programs-and-policy/general-education-redesign/curr-models/
• Paraphrased/summarized categories of different curricular models
We currently use a distribution requirements model
• We currently set requirements and make "hallmarks" based on requirements, as opposed to requiring specific courses (e.g. an FQ course instead of MATH 100) | Members fill out form: "GEC Response/Report." Provide feedback in all areas of the proposal.

Working groups will take portions of the proposal and synthesize the individual feedback left in those areas.

Working groups must meet before Jan 31 GEC meeting |

- Distribution requirements model is a form of competency-based education
- This is a model that a lot of institutions have
- Other institutions are seeing similar problems in current systems as us
  - Articulation/transfer issues
    - Not completely standardized within our system or across systems
    - Issues across our system's campuses
      - Lower-division ethics and O courses at the CCs, but they don't count when they transfer to Manoa
      - At Manoa, E and O Focus courses have to be upper-division
  - Student engagement
    - 100s of choices for fulfilling requirements
    - Rather than combing through choices, students might check-off the first course that shows up or a course that fits into their schedules, or look up courses based on peer feedback about the course
    - No deliberate scaffolding or connections made, so checklist mentality develops, as noted in the program review of Gen Ed in 2018
      - Checking off a course based on requirements rather than interest
      - Leads to differences in students' results and performance in their major
    - One way schools try to remedy this is through different kinds of thematic pathways
      - One of the reasons we have started implementing thematic pathways
- There are other ways to structure gen ed programs, such as:
  - Multidisciplinary cohorts
    - Students are placed in cohorts
    - Take courses that help meet the hallmarks

- - - We have a version of this with the ACE clusters
    - Learning communities increase student engagement and retention
  - Themed buckets of courses
    - A kind of thematic pathway structure
    - On some campuses, have to take all courses related to specific pathway
      - Effective when not going to change majors or changing to related areas
      - Becomes a problem when students want to completely change major if the major requires a specific set of Gen Ed courses
  - Hybrid models
    - One type is the "area of inquiry" model
    - There is a set number of areas of inquiry and each one covers specific skill/knowledge areas
      - Students would take a course in each of the areas
      - Courses would be available in various disciplines
      - All courses in each area of inquiry covers a specific set of competencies
    - Differs from proposed reinforcement model: competencies are fixed in subsets
      - During the summer institute, there was a close vote to "unfix" the competencies
      - Some faculty members thought it would be really difficult to fit courses into areas of inquiries (create sets of competencies)
        - Wanted to prioritize campus and faculty autonomy

- "Unfixed model" means that students and advisors need to track how many and which of the requirements are met, which can become problematic for students
- Only really works if faculty attach 3-4 designations per course
  - There are different versions of what area of inquiry programs look like
  - Area of inquiry programs can have a competency repeated in multiple areas of inquiry (e.g., WI can occur in 3 out of 5 areas)
- Focus designation hallmarks vs "touchpoint"
  - Touchpoint for WI might be a 5-page paper with training, feedback, etc.
  - Focus designations have heavier requirements (e.g. high percentage of course grade, minimum of three assignments)
  - Touchpoints at higher levels
    - A touchpoint does not need to be a central focus of the course; it just needs to be deliberately covered
    - Offers more opportunities for faculty to participate in gen ed without the strict requirements of a focus designation
- In the program review of Spring 2018 - they found examples of students taking all 5 WIs in their last semester
  - Doesn't necessarily have scaffolding in this scenario
  - WI is the only area meeting expectations in our institution-wide Gen Ed assessments to date
  - We do not want to keep increasing requirements to help meet expectations, especially for students with strict course loads for their majors
- Discussion point: scaffolding makes it seem like there's structure and an order - seems like accomplishing this might be an issue in the current proposal

- - ○ Are there any other models that work better with structuring scaffolding?
    - ○ The more structured a program, the easier it is to implement scaffolding
      - ■ Doubtful to have highly structured program at Manoa
      - ■ For example, faculty might have to teach in the gen ed program but would not be teaching discipline-related courses - would be difficult for department with smaller numbers of faculty available
    - ○ If we bring in some kind of structure, we can address transfer/articulation issues, while addressing scaffolding appropriately
      - ■ Current proposal has less structure to it as compared to other models - might need something more in the middle in terms of balancing of curricular structure and faculty freedom
  - ● Discussion point: Any examples of managing this type of curriculum? How have other programs dealt with the complexity?
    - ○ A number of schools (e.g., Oregon State playlist) - tried to add thematic pathways to the distribution requirements model
      - ■ They ended up cancelling the thematic pathways; it was too difficult
    - ○ Institutions are moving more toward touchpoints model - having multiple competencies in a course
      - ■ More focused on upper-division courses in disciplines
      - ■ Learning skills tailored toward areas of study (majors)
      - ■ Multiple competencies should be recognized
    - ○ Currently, we have courses that teach certain competencies, like critical thinking, but it's not being recognized because it's not part of our current Gen Ed curricular requirements

- ○ More structured programs have structure imposed in implementation stage
    - ■ They also can have limited utility though because fewer faculty can participate and their programs, if highly structured, exist outside the major

Examples of innovative gen ed programs:
- Look at the general structure of different models - focus on the requirements and the structure of requirements
- Each GEC member was given an example to look over and report on
- St. Edward's University
    - ○ Three scaffolded levels
        - ■ Freshman seminar - a theme is selected annually
            - Competencies that correspond to our foundation courses
        - ■ Mid-level
            - Mission markers - equivalent to touchpoints
            - 21 credits in distributed areas
        - ■ Culminating experience
            - Not as intense as a thesis, but project/experience within the major
- Portland State University
    - ○ Gen ed requirements are meant to go through all 4 years
    - ○ 1st year: equivalent to 4 courses
        - ■ In a cohort and learning skills in the different courses/areas
    - ○ 2nd year: 15 courses that satisfy sophomore inquiry - take 3 of those courses
        - ■ Can be double-dipped with major
        - ■ Example courses: American identity, design thinking, global perspectives, etc.
    - ○ 3rd year: need to take more upper-div courses associated with 3 cluster courses selected as a sophomore

- Example: if they picked global/environ change in 2nd year, need to now take a course in that cluster
  - Cannot be double-dipped with major but can be double-dipped with minor
  - ○ 4th year: capstone course
    - Pre-defined capstone course
    - Doesn't have to be part of major (can be though)
- Worcester Polytechnic Institute
  - ○ Program is focused on project-based learning
  - ○ Inquiry-based model with three main areas:
    - Humanities and arts
    - Interactive qualifying project
      - Science, engineering, and technology focused
      - Work in teams to address issues
    - Major qualifying project
      - Focused on demonstrating knowledge along with other learning objectives
  - ○ Areas learned fall under the projects and overlap among the three areas
    - Example: communicating effectively is a learning objective in all three areas
- Virginia Commonwealth University
  - ○ Involves 11 courses
    - 4 foundation (UNIV courses with intro math)
      - UNIV all incorporate diff skill/knowledge area
      - Includes community/service component
    - 7 courses - "areas of inquiry"
      - More like diversification courses
      - AH, natural sciences, social sciences
      - Remaining 4 comes from a broader list in 4 categories

- - ■ Course can't come from same 4 letter alpha
  - Otterbein University
    - ○ 8 threads, including a first year seminar
    - ○ Uses course numbers to break up requirements
    - ○ Identity project required in second semester
    - ○ Uses cross-disciplinary courses
    - ○ Outcome-oriented
  - Nebraska Wesleyan University
    - ○ Identifies assumptions of people coming in
    - ○ Archway curriculum that focuses on engaging students into doing things
    - ○ Leads students into engaging
  - Salt Lake Community College
    - ○ Prepares students for transfer
    - ○ Emphasizes that gen ed requirement is not random series of courses to get out of the way
    - ○ Majors had graduation pathways
      - ■ Each semester, students take courses in their major but also have gen ed integrated into the pathways
    - ○ Encourages students to think about gen eds more intentionally
    - ○ Utilizes e-portfolios: emphasizes tech literacy
  - Union College
    - ○ Traditional distribution except for 2 courses
      - ■ First year & second year courses - foundation writing and critical thinking
      - ■ First year seminar - reading and writing about a topic
      - ■ Second year course gets them to do actual research

Discussion point: working group composition and meetings
- Could keep WG with the same people as last semester and WG could meet on Mondays during the weeks that we don't have GEC meetings on
  - ○ Might actually need to choose different days for meetings with WG because of the holidays

Lisa will create a poll for preferences on working group assignments

Lisa will use poll results and availability provided last semester to create working groups and figure out meeting times

Members need to contact Lisa if their schedule has changed since the last WhenIsGood (availability check)

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	- Could all meet on Jan 24 (Monday) - come to same Zoom rooms and create breakout rooms for the different working groups - Could also send out scheduling polls to figure out groups and meeting times - Assessment WG would need to stay the same Will create a poll to figure out people's WG preferences If schedule changed since When is Good last time, let Lisa know Wrap-up to gen ed innovations discussion: - We saw a lot of different types of programs - Examples provided were noted as national examples of great gen ed programs or gained attention for innovative ideas - Elements of each of them have received positive attention - This discussion was meant to encourage us to spend a little time thinking of how others have incorporated competencies that we want to incorporate in our gen ed program	
ACTION ITEMS		
DISCUSSION ITEMS	**FG Assessment Report** The most important part of the assessment report is the use of results and program modifications (starts on page 8) - GEC members can take a look at what Jon already started and work off of that - give some ideas for use of results - Provide suggestions for what we can use the results for	Members review over the FG Assessment report and provide suggestions
NEW BUSINESS		
UPCOMING MEETINGS	**SPRING 2022 MEETING SCHEDULE: Mondays from 11:30 a.m. - 1:00 p.m. via Zoom** - January 31 - February 14 - February 28 - March 7 - March 28	

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	• April 11 • April 25 • May 9 (finals week)	
ADJOURNMENT		Meeting adjourned at 1:00 PM

Respectfully submitted by Jaymian Urashima, Secretary (Spring 2022).
Approved on 01/31/2022 with 7 votes in favor of approval and 0 against.