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**GENERAL EDUCATION COMMITTEE  
MEETING MINUTES**

**MEETING DATE:** Monday, April 11, 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 Beaulé	P
Betsy Gilliland	P	Jaymian Urashima	P	Laura Lyons (OVPAE rep)	P	Vicky Keough	P
Dan Harris-McCoy	P	Mandy Westfall-Senda	P	April Quinn (OVPAE rep)	P	Cari Gochenouer	P
Mike Nassir	P	Jonathan Pettit	P	Ryan Yamaguchi (Admissions rep)	A	Lisa Fujikawa	P
				Shana Brown (SEC liaison)	P		

SUBJECT	DISCUSSION / INFORMATION	ACTION / STRATEGY / RESPONSIBLE PERSON
CALL TO ORDER		Meeting was called to order by Chair Gilliland at 11:31 AM
REVIEW OF MINUTES		Minutes from 03/28 meeting approved with 7 votes in favor, 0 against and 1 abstentions.



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<b>INFORMATION ITEMS</b>	<p><b><u>HAP Scorers</u></b>  Collected artifacts for HAP assessment  Looking to hold a scoring session with faculty volunteers</p> <ul style="list-style-type: none"> <li>• Takes about half a day</li> <li>• Quick training beforehand; score on own (in breakout room)</li> <li>• Faculty scorers get equivalent of \$50 of resources to help with teaching or research as compensation</li> </ul> <p>If they can get everything together for the assessment, a report will be ready for GEC to review at the start of Fall semester  Looking for volunteers - volunteers can also be doctoral students  Can send names to Cari or if interested, can contact her to volunteer</p> <p><b><u>O Board - Time Requirement Discussion</u></b>  Time requirement discussion reviewed by the board  At this time, the O Board is not planning to add time requirements to the hallmarks</p> <ul style="list-style-type: none"> <li>• Time requirements can work well for traditional presentations but does not take into consideration some disciplines' oral activities (e.g., spoken word poems)</li> <li>• The board has been focusing on getting instructors to incorporate more discipline-specific communication activities</li> <li>• So, adding the time requirements would go against the current aim of the board</li> </ul> <p><b><u>Annual Reports</u></b>  Liaisons remind boards to submit annual reports by April 25  GEO will be collecting the reports  GEC needs to submit an annual report to MFS in time for last senate meeting  If boards not sure what to do, can check back with GEC/GEO</p> <p><b><u>GEC-Sponsored Survey</u></b>  Since CAPP isn't interested in doing a town hall, there isn't really a means for faculty to reach out to give input  It might be overkill to hold another town hall and would likely get the same people who came to previous town halls  A survey was sent out to UH Hilo faculty</p>	<p>Contact Cari if members would like to volunteer or if members know others that would like to volunteer</p> <p>Liaisons should remind boards to submit annual reports by April 25</p>
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- GEC plans on adapting wording from that survey to use here

Will send out survey soon to UHM faculty members as one more chance for instructors to send out their feedback

On the SEC side: the overall thought regarding the redesign proposal:

- CAPP takes the lead role of gathering information from faculty
- GEC would focus more on implementation

Not sure how the survey fits in with GEC's role in feedback on implementation. How will the survey fit in with our role and will GEC co-host the survey with CAPP?

- In terms of implementation - GEC needs to know whether faculty have things to contribute
- If there are areas where faculty will feel severely impacted, then GEC wants to hear about this
- CAPP did not want to do a general outreach; they solicited feedback from areas like department chairs, but not faculty in general
- It is important in implementation to understand how people teaching the courses feel about the redesign proposal and do they foresee any difficulties with fitting classes into the new gen ed
- At this stage, it is difficult to separate implementation from policy/concept. This difficulty came through multiple times in our feedback so far
  - Not sure how they feel about the content because they don't know how it will be implemented and they don't know how it will be implemented because they don't understand the content
  - Separation of "powers" may be working against a good assessment of what we're going to do for the redesign
  - It is more important to get an accurate assessment of the new plan rather than fit ourselves into division of labor
- If other areas see an overlap in duties, conversations may arise that the SEC liaison needs to address



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- There's a real question for some people about what kind of role the senate will have in terms of making decisions and figuring out if there is faculty approval for the proposal
  - There's concern that the role of the senate isn't being as robustly protected as it could be
  - Protection of senate roles
- Whether or not we always agree, senate still speaks for the faculty; the idea is that the faculty have the voice and senate protects that
- Anticipate hearing that because survey is going directly to faculty, it's soliciting input in a way that's not representing the role of the senate as the voice of the faculty
  - Do the survey results strengthen the senate's voice or work in contrast to it?
- As a committee of the senate, how are we being perceived as doing something separate from the senate?
- Procedures of a gen ed project
  - Lots of back and forth with wording with upper admin
  - Whether or not the faculty senates have the last word
  - Some of the language used previously left the issue unresolved
- Sympathetic toward wanting robust feedback, but also want to be sure that if GEC goes forward with the survey, want us to know that if the results are seen as being an alternative source of confirmation (or lack of confirmation) that competes with what's coming out of other groups (e.g., voice of senate), then it would not help the process
  - Here's what the senate said vs. here's what the survey results from faculty says
- Who is the conduit for the voice of faculty?
  - Who is presenting the voice of the faculty to the Senate? Is it CAPP?
  - The idea was that CAPP was best suited to speak to issues of policy and planning



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- GEC's role is primarily about implementation
  - Can be strange because GEC members know a lot about gen ed and the levels of expertise regarding gen ed may be different on CAPP
- As different groups participate, we may want to stay in keeping with what's been previously decided with regard to procedures
- Faculty participation levels isn't what we hoped
  - Instinct is correct, but want to avoid appearance of pulling in opposite directions between the senate and the faculty responses to the potential survey
  - Want to avoid having two interpretations; may make faculty seem divided and weak
- SEC meets this afternoon
  - Betsy, Scott, and Christine will be at SEC meeting anyway today
  - They can continue this conversation at that meeting
- Idea behind survey: it should be an aim to get as much faculty member feedback as possible
  - Shouldn't try to weaken faculty voices; should take advantage of as many conduits possible to gather feedback
  - Efforts before haven't been as successful, so the survey is just another means to gather some of that information
  - Idea was that the survey was also created in an easy to answer way to hopefully get more responses
  - CAPP said it was okay to do what we want in gathering extra information, so GEC is not going against what CAPP has chosen
- Will bring up again at SEC meeting and will send it out if we are sure it's worth doing

**GEC and Boards Service**

Encourage colleagues to submit their names and Gen Ed preferences to the MFS office if they are interested in serving

- If we know good people, recruit them

The conversation about the survey will be continued at the upcoming SEC meeting. If it seems worth pursuing after that conversation, GEC will send out the survey.



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**GEO Report**

We need your help recruiting more scorers for the HAP assessment project (Cari).

The GEO booth saw hundreds of students and family members stop by during Manoa Experience for Gen Ed-branded swag, flyers about the Gen Ed program, questions about requirements, and games.

**E Board Report**

The E Board finished up their review of proposals. The GEO Director came to the last meeting to discuss questions the board had about Ethical Frameworks, the scope of the board, and how proposals are reviewed.

**HAP Board Report**

No meeting since last GEC

**O Board Report**

Regular review of proposals.

Brought up the discussion of time requirements for O Focus assignments. The board decided that adding a time requirement to O courses might work for traditional presentations, but would not work for various disciplines' assignments. The recent goal of the O board has been to help instructors diversify the types of oral communication activities in their courses to develop useful communication skills within their discipline. Adding a time requirement would not allow for some of the discipline-specific oral activities to be part of proposals for courses. The board is interested in looking into what other campuses have been doing with regard to O requirements, but do not feel adding a time requirement is appropriate at this time.

The board will be starting on their annual report. There are also two vacancies on the board for next semester. The board will also figure out the chair/vice chair for next semester.

**W Board Report**

Aid in recruiting colleagues for open positions



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	<p>The W Board held a well-attended workshop on April 1, where different innovative strategies for improving student writing were presented. At their meeting on April 4, the Board discussed two requests for an increase in enrollment max (for team taught and "stacked" courses) and decided to begin drafting more general guidelines to help address future requests.</p> <p><b><u>F Board Report</u></b> Discussion regarding soliciting faculty to participate on a foundations themed panel, reviewed current renewal forms to check for relevance and usefulness (24 renewals are up soon!).</p> <p><b><u>Div Board Report</u></b> The Div Board discussed some transfer courses, and spent most of the meeting discussing the fall workshop they will organize through CTE.</p>	
<b>ACTION ITEMS</b>		



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DISCUSSION  
ITEMS

**Gen Ed Redesign Proposal**

GEC response to redesign proposal

- A lot from the report draft was pasted from the working groups' documents
- There's a section toward bottom of page that looks like it might be someone's notes
- The draft needs more wordsmithing to create unity in document
- If you read through the draft and see information you saw earlier, flag it so we can adjust and avoid repeated information
- Strategy for response:
  - First section: what's wrong now to justify why change is needed
  - Second: critique of proposal as it is written
    - What we like or dislike about proposal that has already been issued
  - Third: suggestions based on our understanding of gen ed and problems on campus
    - We're not proposing curriculum to be changed
    - Want to provide some models that might improve on what's already in the proposal
  - We need to make it clear that we're the committee that knows about gen ed
    - These are things we've already been talking about
  - Need to work on wording in the last section
- Other gen ed models - how do we imagine implementing this in our report?
  - Helps us to identify how other campuses are implementing their programs
  - Would go into our recommendations to show some of the ways we think the proposal could be improved on
  - There could be a totally different way of organizing gen ed here and the models help us understand what those possibilities are
  - Just making suggestions





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- Whatever we submit as our response, the takeaways need to be really clear
  - Document is currently long
  - Need to find a good way to distill the takeaways
  - Otherwise, people will get it wrong or not read it to begin with
  - Suggestions to help with the takeaways: Executive summary, bullet points with short phrases/single sentence
- A summary of the redesigned Gen Ed was added in to the draft
  - Is this helpful to have? Who is our audience?
  - Would they know what the redesign proposal is already? Or is this for a broader audience?
  - CAPP might read the whole proposal but senate members may not
  - If sent as a packet, then don't need summary of proposal because it will be summarized elsewhere in the packet
  - Outside people are not likely to read the full proposal, so having a summary of the proposal would be helpful for that audience
    - Otherwise, details of what we say in our feedback won't make sense if the reader isn't familiar with the proposal
    - If the summary section is labeled clearly, then it allows someone who is familiar with the proposal to skip that section
  - If CAPP is not providing this summary, then it would be helpful for us to include it
  - What CAPP is doing - resolution under discussion
  - Not all faculty are persuaded that an overhaul is needed
    - Some faculty understand that there are some problems in gen ed, but are wanting to just focus on those problems rather than do an overhaul



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- Back in 2016-17, after negotiation and agreement between OVCAA and MFS with logistic support from GEO, a program review was conducted
  - Outlined problems and process to re-envision a gen ed program that would help
  - Students aren't meeting our expectations; they are not meeting competencies for any areas except writing
  - Systematic, institution-wide results are there but some people are still not convinced that overhaul needed
  - Why are we going through these program reviews that take a lot of time and resources to conduct if we're just going to throw it out the window?
  - The redesign is there to follow through with what's been found from the program review
- But, there's still concern about system-wide approach rather than campus-wide revision
  - One of the issues that some people have expressed concern over
  - Also, how do we ensure that the reform happens so that we aren't replacing or letting go of things that are working currently?
  - It is not necessarily the case that everyone is against redesign, but some may have deep feelings against a system-wide approach
  - On the other hand, a lot of our students are system students
    - When students transfer, they shouldn't be penalized within the system
    - Fixing in-system transfer problems means we all agree to some



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	<p>baseline and not take 18 years for the agreement to happen</p> <ul style="list-style-type: none"> <li>• Doesn't preclude Manoa from doing their own things; not necessarily in conflict</li> <li>• When Manoa does their own thing without considering the system, they take a long time to do things that affect generations of students</li> <li>• There just has to be some agreement that there's enough commonality to accept each others' courses, requirements, etc.</li> </ul> <ul style="list-style-type: none"> <li>• CAPP came to us for a report on the redesign <ul style="list-style-type: none"> <li>○ In return, can GEC request to CAPP that they can't just put a resolution on the senate floor without time for GEC to form a response?</li> <li>○ Provide enough time for at least one GEC meeting so we don't have to say things on the senate floor without being able to discuss it together first</li> <li>○ If a resolution is really brought to the senate, it does circulate publicly for a period first <ul style="list-style-type: none"> <li>■ Maybe this request is another area that can be discussed with SEC so no one feel surprised and that there's adequate time to respond to a resolution</li> </ul> </li> <li>○ We should have a response role in the process so we can give our piece</li> <li>○ Betsy and/or Scott should be able to attend a CAPP meeting; they could open up the option to see if they have time to do something like that</li> <li>○ Other avenues for increased dialogue for what the other committees are seeing</li> <li>○ This is another thing that can be talked about in the SEC meeting this afternoon</li> </ul> </li> </ul> <p>Innovative Gen Ed Programs - Highlights</p> <ul style="list-style-type: none"> <li>• Not everyone added their notes yet</li> </ul>	<p>The topic of requesting enough time to review CAPP's resolution will be further discussed with the SEC</p>
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- Everyone needs to include their notes so we can include in the final part of our report
- Will try to work this in to our draft for our next meeting
- Some people may be putting their feedback in the wrong document since we had two documents
  - “Copy of” is the one we want people to put comments on (copy that’s in the agenda)
  - Just about everyone has provided their comments, but it’s in two different documents
  - Will consolidate the comments on both documents onto one document
  - Anything that could be useful alternative, we’ll include in the report

#### **Thematic Pathways**

Six pathways created and are under review:

- Sustainability
- Indigeneity
- Oceans & Oceania
- Film, Media & Cinema
- Human Customs & Multilingualism
- Humanity & the Cosmos

Draft of thematic pathway descriptions

- Who is the audience of the descriptions?
  - Descriptions would be on the website (with link to spreadsheet)
  - Describe to both students and advisors what is captured in this pathway and what courses might interest them
- Within STAR, there will just be a drop-down menu of the pathways without descriptions; the descriptions will be on the website
- Other options for descriptions:
  - Could also make leaflets for each pathway
  - Could also do ASUH meeting visit or have an article in Ka Leo
- Could create 2-sentence (short) descriptions to use for certain purposes and keep longer descriptions for other purposes like leaflets

Highlight areas in the comments that can be useful in making suggestions in our final report



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- Could create questions for each one, quotes, pithy descriptions - things that will pull students' attention and help them to understand the pathway
- Film, Media & Cinema name discussion
- Worried about wording; wanted to keep it inclusive but not too repetitive
  - "Film, media, society" as one recommendation
  - "Media" helps to capture broader areas
  - Film or cinema as the first word
    - Film might be more modern for students as some may associate cinema with "older"
  - Changed the pathway name to Film, Media & Society
- Human Customs & Multilingualism
- We started with culture but that was too broad
  - Change of name?
    - Suggestions on wording: human communication, global, etc.
    - Communication might keep it focused
  - "Expression"
  - How do we keep the focus on language and culture?
  - One thought: we don't want it to be too broad or have too many courses
    - Should we have a cap on how many courses in a pathway?
    - But at what point is a theme no longer a theme?
  - Students who are into culture aren't going to need help finding humanities courses - may need more help with finding science classes in this area. However, this list is focused a lot in humanities
    - Some themes more inclined toward an area and students will need help finding things within the theme in other areas
    - For example, "cosmos" has a natural inclination to the natural sciences, so students would need more help in finding classes outside of science related to this area
  - What would be the point of shortening the list?
    - We're trying to give a slightly sorted list of courses in a category from the catalog



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	<ul style="list-style-type: none"> <li>○ What is the harm in having a larger custom and culture pathway?</li> <li>○ Pathway isn't requirement in itself - helps to broaden their horizons and pick classes</li> <li>○ Also, not every course is offered every semester, so if the list is too narrow, then students will have less choices for some semesters</li> <li>● Is GEC responsible for revising the pathway lists? <ul style="list-style-type: none"> <li>○ Yes</li> </ul> </li> </ul> <p>GEC votes to accept the pathways, with some revision to wording for publication</p> <p>Suggestion was provided to color code spreadsheet to make easier to sort</p>	<p>Vote to accept the pathways with some revision to wording: 8 votes yes and 0 votes no.</p>
<b>NEW BUSINESS</b>		
<b>UPCOMING MEETINGS</b>	<p><b>SPRING 2022 MEETING SCHEDULE: Mondays from 11:30 a.m. - 1:00 p.m. via Zoom</b></p> <ul style="list-style-type: none"> <li>● April 25</li> <li>● May 9 (finals week)</li> </ul>	
<b>ADJOURNMENT</b>		Meeting adjourned at 12:57

Respectfully submitted by Jaymian Urashima, Secretary (Spring 2022).  
Approved on 04/25/2022 with 7 votes in favor of approval and 0 against.