

Minutes of the General Education Committee

Wednesday, January 25, 2012

Hawai'i Hall 208

ATTENDEES: Fred Birkett, Ron Cambra (AVCUE), Jim Caron, Richard Chadwick (SEC), Sianha Gualano (ASUH), Joe Jarrett, Dore Minatodani, Scott Rowland, Mamoru Sato, Comfort Sumida, Wei Zhang

Support staff: Dawne Bost (GEO), Lisa Fujikawa (GEO), Jo-Anne Nakamoto (GEO Recorder), Todd Sammons (GEO)

Excused: Garrett Inoue (Admissions), Ryan Yamaguchi (Admissions)

CALL TO ORDER:

The meeting was called to order by Chair Joe Jarrett at 12:01 p.m.

ACTION ITEMS:

1. Minutes of December 7, 2011 were approved with the following corrections:
 - Action Item #3, bullet #1, open bullet #4: ~~Question: are the courses important or are they~~ *One opinion: are the upper division courses important or are they too specialized?*
 - Action Item #3, bullet #1, open bullet #5: ~~The expectation of~~ *A reason given by some* departing students is that they are not academically challenged here.

INFORMATION ITEMS

1. Attendance Policy – The Faculty Senate recently passed an attendance policy that applies to the Faculty Senate and its Standing Committees: If a committee member has 3 unexcused absences in an academic year, he/she is considered as having “resigned.”
 - Jarrett will get clarification at the SEC retreat this afternoon whether this applies only to senators or to other voting members as well.
2. SOCS 150 Update
 - Last December, the GEC did not approve the SOCS 150 FS proposal (email vote of 6-1).
 - In early January, Jarrett met with proposers, then with Foundations Board members, then together in a joint meeting.
 - Proposers were given a February 17th deadline to reapply for Fall 2012. Later submission will not allow enough time to secure approval to be effective from Fall 2012.
 - Proposers will be utilizing Ron Bontekoe’s expertise in logic and symbolic reasoning to enhance those portions of the course.
 - A couple of course modules lacked FS Hallmarks. It was brought to the group’s attention that they could theoretically bring in another department (i.e., faculty member) to assist. However, if the faculty member is from a different School/College (i.e., NOT from Social Sciences), the instructor will not get credit for teaching the course unless the Deans of the two Schools/Colleges work out an arrangement.
3. FS Working Group Update (Bost and Fujikawa)
 - It was decided at the last System FS Working Group meeting that representatives would go back to their home campuses/departments/senates and determine if they wanted to solve the quantitative skills issue by
 - a) adopting Mānoa’s proposal to add an Explanatory Note,
 - b) handling it on the program level (i.e., having each program address the requirement), or
 - c) developing a new requirement.
 - The FS Working Group representatives will vote on the proposal to add a new Explanatory Note at their next meeting in February. If the group decides not to recommend the proposal for approval, then the group will return for a third meeting in March.

- It was noted that there is a large enrollment in PHIL courses at the community colleges; some representatives felt that these courses should continue to fulfill the FS requirement.
 - Jarrett did a review of peer and benchmark institutions and reported that many have two requirements for math and logic.
 - If we propose another requirement, then do we entertain the idea of dropping an existing requirement? Do we consider making the quantitative skills requirement one that can be fulfilled any time, versus a Foundational requirement which must be completed in the first year?
 - Benchmark schools tended to have a math or a logic requirement, not both.
 - The community colleges felt that since quantitative skills is a WASC requirement for the baccalaureate degree, then only UHM should do it.
 - WASC Jr. has a computational skills requirement. Perhaps it is better to keep it at the lower division to keep it at the community colleges.
 - It should be noted that the Foundations Multicampus Agreement makes the proposed change to the Explanatory Notes a System decision. It is still unclear what happens if one campus is not in agreement with a proposed change.
4. DFWI Working Group
- Jarrett is now chairing this group and is requesting at least one additional volunteer from the GEC. Interested parties, please contact Joe directly.
 - Group will probably meet every 2-3 weeks for the duration of the semester, possibly meeting with the affected departments.
 - The original Working Group had very specific department-level strategies but they decided not to utilize items/actions that may be too expensive.
 - Jarrett will compare the original data with the more recent data from John Stanley (IRO), as there were anomalies that skewed the original report.
5. Institutional Learning Objectives (ILO) Update (Minatodani)
- Group is charged with coming up with draft ILOs for Manoa (a WASC requirement).
 - Debbie Halpert located a draft from 2009.
 - As the group was beginning its work, it learned that UH (System) had agreed to pilot Lumina Foundation's Degree Qualification Profile (DQP) concept for WASC. The DQP would be an alternative to the ILOs for student assessment. But lacking a request to work on the DQP, the group proceeded with the ILOs.
 - After agreeing that the 2009 draft ILOs were an acceptable starting point, the group compared it against SLOs from various departments to make sure the ILOs were in alignment with what the campus is doing. SLOs from the top 10 departments (in terms of number of graduating students) as well as from the top departments in each School/College not represented in the "top 10" list were reviewed. The ILOs were also compared against Gen Ed and the UHM Strategic Plan.
 - The draft ILOs covered three categories:
 - What do we want students to know? (breadth/depth)
 - What do we want students to do? (skills/abilities)
 - What values do we want students to have? (respect people/culture)
 - Based on the review of the departments' SLOs, the group found that at the departmental level, the first two ILO categories (knowledge and skills) were fulfilled; values were addressed to a lesser extent..
 - GenEd fulfills part of the skills and values categories, primarily through Foundations and Diversification.
 - The Strategic Plan covered learning outcomes in the values category.

Meeting adjourned at 1:00 p.m.

Next meeting: February 8, 2012, 12:00-1:00 p.m.

Submitted by Jo-Anne Nakamoto, Recorder.