



UNIVERSITY
of HAWAI'I®
MĀNOA

GENERAL EDUCATION COMMITTEE
MEETING MINUTES

MEETING DATE: Monday, November 22 12:00 – 1:00 PM
LOCATION: Zoom
ATTENDANCE: [P = Present; A = Absent; E = Excused]

MEMBERS		MEMBERS		MEMBERS		MEMBERS	
Matt Eng	P	Scott Rowland	P	Jose Perez (ASUH rep)	P	Christine Beaulé	P
Betsy Gilliland	P	Jaymian Urashima	P	Laura Lyons or April Quinn (OVPAE Rep)	E	Vicky Keough	P
Dan Harris-McCoy	P	Mandy Westfall-Senda	P	Ryan Yamaguchi (Admissions Rep)	A	Cari Gochenouer	P
Mike Nassir	E	Jonathan Pettit	E	Shana Brown (SEC liaison)	P	Lisa Fujikawa	P

SUBJECT	DISCUSSION / INFORMATION	ACTION / STRATEGY / RESPONSIBLE PERSON
CALL TO ORDER	Introduction of Jose Perez (ASUH rep)	Meeting was called to order by Chair Gilliland at 12:02PM
REVIEW OF MINUTES		Minutes from 11/8 meeting approved with 7 votes in favor, 0 against and 0 abstentions.
INFORMATION ITEMS	<p><u>Spring 2022 Schedules</u> All boards have a liaison now All boards have meetings scheduled</p> <p><u>Assessment WG Update</u> Almost done with FG assessment report. Once completed, they would like GEC to take a look at it for suggestions/comments. It will be sent out by this week</p> <p><u>SEC Update</u> No report.</p> <p><u>GEC Chair Update</u></p>	<p>If the assessment report is sent out this week, members will review before our next meeting</p>



UNIVERSITY
of HAWAII®
MĀNOA

Emailed CAPP chair to ask about timeline for GenEd redesign process; CAPP chair will put query on agenda for next week and get back to us. Emailed CAA, GEO, OACS, and ASUH re: providing feedback on GenEd redesign by February.

GEO Update

Information about transfer and articulation for students on our website has been expanded.

We are working to address section over-enrollments this semester in FQ and WI designated courses via direct communications with departments and individual instructors about enrollment caps that are part of hallmarks.

The Gen Ed redesign project was one of the meetings requested by the WASC reaccreditation team. Four GE redesign town halls have been scheduled (RSVP through [this form](#)). Other feedback and consultation options are listed on the consultations page.

E Board Update

E Board met to review final proposal edits and start planning for Spring 2022 meetings and workshop.

HAP Board Update

The board finalized the rubric for the HAP assessment project (HLO 4); more generally, there was some confusion about the phrasing and, hence, meaning of Hallmark 4 that should be revisited at some point. For our next meeting, we will have a first discussion of HAP-relevant material in the new Gen Ed proposal. The board also determined its Spring meeting schedule (mostly 3rd Thursdays, 2-3 (online) and coordinated these meetings with various anticipated tasks.

O Board Update

All proposals have been completed. Board is leaning toward continuing to meet via Zoom in the Spring. OC board will be hosting a workshop on Fri, Jan 28 from 11:30a-12:45p. They will continue to work with CTE to create the promotional materials for the workshop.



UNIVERSITY
of HAWAII®
MĀNOA

The board discussed items and questions to bring up with future meeting with members of the Gen Ed redesign team. Items to be discussed include touchpoints, KHUA 120, the review process, definition of OC, the transition period, and academic freedom. After the discussion with the redesign team members, the board will work on compiling their feedback/response to the proposal to send to GEC.

W Board Update

The Board discussed the GEC's feedback on the TA/GA guidelines doc and also talked about the policy itself. They also began review of the Gen Ed redesign proposal.

F Board Update

The F Board considered nine transfer courses and one UHM application. They also discussed the GenED redesign and the upcoming CTE webinar of FG courses.

Div Board Update

Business as usual, nothing to report

Language Substitution WG Update

The LSWG finalized the Google used for applying for new courses to be added to the database of permissible language substitution courses. We made these revisions based on the comments of the GEC in the last meeting. We also set the agenda for the next two meetings, which will include one meeting on the email that will go out to department chairs, as well as the information that will go on the GEO website.

Thematic Pathways WG Update

The Thematic Pathways Working Group has made quite a bit of progress on putting together the first five TPGEs focused on Sustainability, Indigeneity, Oceans and Oceania, Films, and Multilingualism/Multiculturalism. Those first three are ready to bring to the GEC, but we are waiting to do so until the last two are also ready.

ACTION ITEMS



UNIVERSITY
of HAWAII®
MĀNOA

DISCUSSION
ITEMS

Role of GEC Liaison

Want to set more concrete guidelines for what the liaisons responsibilities are and are not

Current practice/expectation

- Primary responsibility is to communicate
 - Anything GEC wants to bring to the boards' attention
 - Anything specific boards are discussing that's significant or that should be brought back to GEC
- Not a voting member
- Don't have to review proposals
- Observe, take in information, and convey relevant information

Handbook outlines the responsibilities. Any edits to the handbook can be done internally. The handbook states that liaisons:

- serve as the communication link between the GEC and the board;
- are not voting members of that board; and
- do not take on board duties

The handbook also states

- The GEC Chair assigns liaisons based on member and board preferences and scheduling availability
- The role of the liaison as the communication link between the GEC and the boards is of particular importance when there are significantly differing opinions on proposals
- The liaison is expected to "fill in" where meeting minutes and correspondence fail to fully convey the sense of the GEC's or a board's deliberation

Discussion: To what extent does a liaison participate in the discussion of proposals, especially since they're not expected to review the proposals?

- Clarified: GEC provides approval for proposals with 3 designations or more, so it's not that we would never review a proposal
- Scenario: Board is small (short a member), discussions are quiet about proposals - would it be okay to jump in on the discussion?
 - Should be the board chair's role to keep conversation going



UNIVERSITY
of HAWAI'I®
MĀNOA

- Might not need to have meetings if there isn't anything to discuss
- Not expected to be completely silent either, but not expected to become a board member
- Board members are typically chosen for expertise, liaisons not necessarily chosen for a particular board for those reasons
- If liaison was on the board previously, it may be harder to keep out of the discussion
 - Seems okay to share information related to institutional memory for what was done in the past on the board
- Liaisons are not included in making decisions. They can weigh in if they have knowledge about what's being discussed, but it's up to chair/board for making final calls/decisions

Handbook seems to cover the bases on our understanding of the liaison's duties

- No changes will be made to the current handbook description

Course-Based Considerations

Members included their comments on the document for discussion

Accountability

- GEC monitors implementation
- Focus boards to check with course coordinators?
 - Should we move this responsibility to GEC?
- Assessing how practice of using Course Coordinators is going (as GEC responsibility)
 - Including sharing of what's working or not from one board to others. Maintain documentation of utilized processes that all boards can look at
 - Could create a checklist of best practices to help with review (avoids adding too much extra work)
- How do we support course coordinators to ensure that sections of courses are consistent with the focus area?

If members have not reviewed and left comments on the course-based considerations document yet, do so before next meeting

GEO to create a simple Google Form that can be used as a check-in for course coordinators



UNIVERSITY
of HAWAII®
MĀNOA

- Importance of course coordinator - wasn't needed for instructor-based, but now there is a need for them as we move toward course-based only
- Current expectation is to have them coordinate, but we do not check in with them outside of proposals/renewals
- Clarification on what we're asking: seems like we are moving more responsibilities to departments and course coordinators
 - What exactly are we asking them to do and are we providing them the support to do this?
 - Do course coordinators realize how serious it is to check the courses to ensure consistency?
 - How do we get faculty to feel more engaged in the process?
 - Get them to recognize/realize what they're coordinating
 - In order to do this, we need to spell out what everyone's roles are
- Want to avoid flooding GEO with correspondence from following up with departments/coordinators who don't complete surveys
- Desired duties for course coordinator: checking in with colleagues to see if they are monitoring the courses they are responsible for, informing them about workshops available, etc.
- Could use Google Form with check-ins
- Foundation courses - already all course-based; could work to be consistent with them
 - Course coordinators are a more recent implementation for Foundation board
 - Foundation board might be following what Focus is doing for course coordinators
 - Renewal for foundations more involved than course-based focus
 - Even if course coordinator isn't being asked for information in the interim



UNIVERSITY
of HAWAII®
MĀNOA

- between approval and renewal, the department is being asked for a lot more information during renewal
- Application is a significant time investment - ask for syllabi, assessment data, how course assessment data drives changes
 - To assist, board reaches out a couple of months in advance to provide support, examples, and meetings with them to further assist, if needed
 - But some courses have difference syllabi
 - There's a course coordinator to ensure the syllabi all meet the Hallmarks, even if different
 - Current listserv exists with instructors, coordinators, etc.
 - Could create a separate listserv with just course coordinators and provide a webpage with GEC definitions of duties of course coordinators, expectations, teaching resources, encourage comm with boards
 - Remind them and providing resources rather than checking in with them
 - Could do random sample of check-ins rather than everyone to simplify the process (if we go with check-ins)
 - We already have a [current page](#) for course coordinators with some of the information about course coordinators
 - If we add more work for departments/coordinators, need to figure out
 - what to do when we get the information
 - what we are going to do if we don't get information
 - how will we follow-up if it seems they are not adhering
 - If we collect information, we want them to know what we are doing with that information and understand the importance
 - Focus boards are also reviewing the renewals to look for some of that information



UNIVERSITY
of HAWAII®
MĀNOA

- There have been situations where current course coordinators haven't been able to fill out information about assessment and how the course has changed (if position was just taken over)
 - As course coordinators change, information that we would want to know about isn't always being passed along
- What about yearly check-ins (smaller-scale) rather than bigger, 5-year renewals
 - Problematic because we don't have Learning Management System for this
 - If we do emails and they ignore it, are we willing to take away focus designations?
- Do we have power to take away focus designations?
 - Yes, but rare and want to avoid doing this as much as possible
 - Might take away if there's repeated reminders/notifications about a violation and nothing is done
- Another option: send Google surveys to each coordinator at the end of each year. If we hear of problems, we can go back and take a look at that course's responses
 - Store data and not really look at it unless we need to
 - Used to do optional paper forms that were sent to instructors to pass out to the students and sent back to GEO
 - Helps us to pull information if course coordinator changes and information isn't passed down
 - Can also include questions about
 - Checking syllabi
 - Variability across syllabi, if applicable
 - Assessment efforts
- Make form as simple as possible, so it won't be a huge burden and might make them more willing to fill it out

GEO will work on creating a simple Google Form to send to course coordinators

- Can test it out this or next semester



UNIVERSITY
of HAWAI'I®
MĀNOA

NEW BUSINESS		
UPCOMING MEETINGS	FALL 2021 MEETING SCHEDULE: Mondays from 12:00 - 1:00 p.m. via Zoom <ul style="list-style-type: none">December 6	
ADJOURNMENT		Meeting adjourned at 1:02 PM

Respectfully submitted by Jaymian Urashima, Secretary (Fall 2021).

Approved on 12/06/2021 with 6 votes in favor of approval, 0 against, and 1 abstention.