

MĀNOA FACULTY SENATE



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GENERAL EDUCATION COMMITTEE
MEETING MINUTES

MEETING DATE: Wednesday, February 12, 2025, 8:30-9:30 AM
LOCATION: Bilger 106 and Zoom
ATTENDANCE: [P = Present; A = Absent; E = Excused]

MEMBERS		MEMBERS		MEMBERS		MEMBERS	
Sonja Giardina (ASUH rep)	E	Nadine Ortega	P (Zoom)	Paully Yamada	P (Zoom)	Ashley Maynard (GEO Director)	P
Mahealani Kaneshiro	P (Zoom)	Sarah Post	P	Garett Inoue (Admissions rep)	E	Lisa Fujikawa (GEO liaison)	P
Keahiahi Long	P (Zoom)	Shauna Sibonga	P (Zoom)	Paul McKimmy (OVPAE rep)	P (Zoom)	Vicky Keough	P
Laura O'Rourke	P (Zoom)	Brad Taylor	P	Marguerite Butler (SEC liaison)	P	Rose Paradise	P

SUBJECT	DISCUSSION / INFORMATION	ACTION / STRATEGY / RESPONSIBLE PERSON
CALL TO ORDER		Meeting was called to order by the Chair at 8:34 AM.
REVIEW OF MINUTES	1. 1/29/25 draft minutes	Minutes from 1/29 were approved by acclamation.
INFORMATION ITEMS	1. Reports and updates (as collected by a Google Form prior to the meeting) can be found at the bottom of this document.	
ACTION ITEMS		
DISCUSSION ITEMS	1. Gen Ed redesign <ol style="list-style-type: none"> Report on presentation to the Council of Chairs Report on presentations to the deans' councils: College of Education; CALL; SCB; College of Engineering Next steps 	1. No action. Ashley asked GEC for thoughts about how to account for the new FH requirement. Past conversations mentioned

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		dropping FG; or choosing 5 or 6 within new breadth.
NEW BUSINESS		
UPCOMING MEETINGS	REMAINING SPRING 2025 MEETINGS: Wednesdays 8:30-9:30 AM <ul style="list-style-type: none"> February 26 March 5? (back-to-back, if extra meeting is needed) March 12 April 2 (3/19 is during spring break; 3/26 is Kuhio Day) April 16 April 30 May 14 ? (finals week, if needed) 	
ADJOURNMENT		Meeting was adjourned by the Chair at 9:30 AM.

Respectfully submitted by Mahealani Kaneshiro, Secretary.

Approved on 02/26/2025 by acclamation.

LIAISON REPORTS & UPDATES

- GEO Report: The GEO has helped to set up meetings with respective college's dean's councils throughout the month of February. Each meeting is attended by at least 2 of the 3 chairs: CAPP, GEC, GEO. We also have been invited to a meeting of the Council of Academic Advisors on 2/18. We will be announcing campus meetings soon. So far, faculty have been receptive to the addition of the FH requirement. We are engaged in discussions as to how to accommodate the addition, e.g., students choose $\frac{5}{8}$ from FG, DS, and DA/DH/DL; or $\frac{7}{8}$ to include those plus DB and DP; or $\frac{3}{4}$ to include DS and DA/DH/DL as categories. Some faculty are pleased with the idea of decreasing WI by 1; other faculty are concerned. We have learned that original intention to have OC and Ethical reasoning at the upper level, with a preference of including those in the major, has not been met in large part because of a lack of faculty in each major to offer courses with those designations. Discussions of proposed changes are, of course, ongoing, and we want to hear from a broad range of people. Please encourage people to respond to the feedback form, which is circulating with the slides of our joint presentation.
- HAP Board: The HAP Board met and discussed several HAP proposals. Since the last meeting, HAP board member Julie Walsh met with the PSY 459 instructor to discuss revisions of the HAP proposal; proposed that the instructor will submit the proposal in Fall 2025. AMST 434 was discussed and the HAP Board decided that the proposal needs more comprehensive information that addresses HAP Hallmarks; specifically, the intersectionality of regional perspectives. Board will reach out to the instructor for clarification. The proposals/renewals for AMST 453, STE 360, WGSS 151/WGSS 151A, and WGSS 141 will be discussed at the next meeting.
- E Board: Sarah Post was unable to attend this meeting. The Board continued to review proposals. - Vicky Keough, GEO liaison

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- O Board: Feedback from the Board on GenEd Redesign, following questions to Shauna. Shauna shared this feedback directly with Ashley/Brad.
 - **Requested clarity for the following items to be included in PPT slides.** Especially if the PPT is given out as a standalone without presenters available to explain:
 - More clarity on why we're proposing **FH and HAP**. They seem similar just by looking at the PPT, so would like an explanation for why we need both / what are the distinct differences.
 - **SUST Skill** is being perceived as disproportionately benefiting SUST majors. I think we discussed that future SUST-designated courses can be found across many departments, so maybe adding a similar explanation would address this concern?
 - **General concerns unrelated to PPT specifically:**
 - **OC at any level:**
 - Concern that there is a rigor difference between lower-division (LD) and upper-division (UD) OC classes, potentially leading to lower oral proficiency upon graduation.
 - E.g., SP151 at Mānoa only has 3 oral presentations, pointing to limited opportunities to properly develop oral communication skills
 - **HSL, related but not necessarily about the 4 semesters requirement:**
 - For international students who can have their HSL requirements waived as a result of being proficient in a language other than English, if they attempt another 101 language class just to try it out, but decide not to continue, they can no longer receive the HSL waiver. Is there any room to modify this policy to allow international students the chance to explore other languages without risk of losing waiver ability altogether?
 - While students whose native language is not offered as a formal class at UH Mānoa (e.g., Chuukese or Balkan languages) can sometimes be connected with language experts in order to verbally assess language proficiency, not all language experts can be found. So some international students cannot have the HSL requirement waived. Is there a way to ensure that international students are treated equally in regard to HSL waivers?
 - **Suggestion for the addition of other skills:**
 - AI, technology literacy, technology ethics.
 - Relatedly, with the growth of AI usage, a comment was made that learning to write (WI skills) may not even be necessary in future.

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