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**GENERAL EDUCATION COMMITTEE
MEETING MINUTES**

MEETING DATE: Monday, February 28, 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 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	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 11:31 AM
REVIEW OF MINUTES	The minutes from February 14 are missing the reports in the information items sections. Jaymi will add them in. Will vote on approving the minutes in the next meeting. Other areas of the minutes are okay.	Minutes from 02/14 meeting will be voted on in the next meeting
INFORMATION ITEMS	<p><u>Staffing GEC and Boards Next Year</u></p> <p>Openings in GEC and boards (listed in the GEO report)</p> <p>Wanted to confirm the protocols for sending staffing information</p> <ul style="list-style-type: none"> Christine sent a direct email to Kinder, Gilliland, Brown, and the CFS chair and liaison. SEC hasn't taken issue yet with email - will talk about it in a meeting later today SEC will be in touch with CFS to make sure they're following up <p>According to the MOU, we are allowed to encourage colleagues to apply for open positions</p> <p><u>GEC Report</u></p>	



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- Checked in with AMST instructor re: multi-focus proposal questions from GEC.
- Compiled draft of GEC commentary (including solicited feedback) on gen ed redesign and sent to CAPP chair.

GEO Report

The list of expected vacancies (people rotating off) on the GEC and Gen Ed Boards for next year has been submitted to MFS. Please encourage colleagues to submit their name, statement of interest, and CV to uhmfs@hawaii.edu or to respond to the call for faculty volunteers when the Senate office announces them.

- GEC:
 1. Mike Nassir (non-Senator)
 2. Betsy Gilliland (Senator vacancy)
 3. Jon Pettit (non-Senator)
- Foundations:
 1. Diana Thompson (First-year programs representative)
Note that this position is not recruited through MFS, but appointed by the Vice-Provost for Student Success. To comply with the governing doc, the replacement for this position should be an academic advisor.
 2. Monica Labriola (faculty with expertise in Foundations Global & Multicultural Perspectives)
 3. Nalani Balutski (faculty representing undergrad ed at large)
Note that Nalani was appointed to complete the final year of Lauren Prepose-Forsen's term. Therefore Nalani is eligible to apply for a full three-year term if she'd like to continue.
- E Board:



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1. Karen Selph (faculty who have taught an E course or is familiar with E issues)

- HAP Board:

1. Patricia Halagao (faculty with expertise in Asian issues)

2. Donna-Marie Palakiko (faculty who has taught a HAP course or is familiar with HAP issues)

Note that Donna was appointed to complete the final year of Kawelau Wright's term. Therefore Donna is eligible to apply for a full three-year term if she'd like to continue.

- O Board:

1. Jamie Simpson Steele (faculty who have taught an O course or are familiar with O issues)

From Senate Office's spreadsheet: Note that Steele was appointed to fill the last year of a three year term, which should have ended in June 2021. She has indicated a preference to serve until June 2022 as her appointment letter mistakenly noted, and the GEO is fine with that. However the GEO requests that her replacement in 2022 be appointed to a 2-year term in order to return the board to its staggered vacancy schedule.

2. Leilani Dawson (faculty who've taught an O course or are familiar with O issues)

- W Board:

1. Bob Lipske (Faculty from a professional school / non-A&S school)

2. David Gustavsen (Faculty from a professional school / non-A&S school)

- Div Board:

1. Howard Shen (Faculty with experience in the biological or physical sciences)

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	<p>2. Peiling Kao (Faculty with experience in arts, humanities, or literature)</p> <p><u>E Board Report</u> E Board met to review proposals, and continue preparations for upcoming workshop.</p> <p><u>Assessment WG Report</u> AWG met 2/21 to draft text for the assessment section of GEC response to new gen ed proposal. We also continued to discuss Diversification assessment options and realized that it would be difficult to pull student work from the broad range of Div courses (no reasonable comparisons across diverse fields). We decided to create a survey of Div faculty to ask about how they assess the third SLO for their Div area (about methods for investigating that area) and how their students are doing toward that SLO. Question for GEC to discuss: What guiding questions could be asked on a survey to help Div faculty say if their students are meeting their expectations?</p> <p><u>Governance WG Report</u> No meeting. Worked on our receptive Gen Ed redesign responses.</p> <p><u>O Board Report</u> Regular review of proposals</p> <p><u>Div Board Report</u> No meeting</p> <p><u>HAP Board Report</u> Regular review of proposals</p>	
ACTION ITEMS	<p><u>Proposals</u> AMST 436/WGSS 436/POLS 368 - EOW</p> <ul style="list-style-type: none"> • The response from the instructor was pasted into Laulima • The instructor confirmed that page counts will be monitored 	<p>Vote for AMST436/WGSS436/POLS 368: 7 approve, 1 abstain</p>

	<ul style="list-style-type: none"> ● The instructor responded that shorter presentations are appropriate for the field and the time pushes students to be concise <ul style="list-style-type: none"> ○ GEC members still had some concern about short timeframe of presentations, especially since they are all short presentations ○ O board might want to reconsider requirement for time <ul style="list-style-type: none"> ■ Might need to bring back the issue with O board instead of continuing to push the issue on the instructor who is following the current requirements ■ GEC can speak with O board too to help build parameters ■ Jaymi will follow-up with the O board about discussing requirements ○ The presentations fall within the current requirements of the what's written for Oral Focus ● Motion to approve the proposal if an explanation of the writing requirements (minimum 4000 words) is added to the syllabus <ul style="list-style-type: none"> ○ Vote: 7 approve, 1 abstain <p>AMST 453</p> <ul style="list-style-type: none"> ● The response from the instructor was pasted into Laulima ● The instructor clarified that each student does need to present a part of the group presentation ● Motion to approve the proposal without any edits required <ul style="list-style-type: none"> ○ Vote: 6 approve, 2 abstain <p>WGSS 381</p> <ul style="list-style-type: none"> ● Not all GEC members reviewed this proposal yet ● This is a Summer 22 application; will need to discuss before next meeting ● GEC members should read the proposal and add comments to Laulima by Thursday. <ul style="list-style-type: none"> ○ Add comments on the Laulima discussion ○ Members should read and comment on each other's comments. ○ Will vote on this proposal at our next meeting (next Monday) 	<p>Jaymi will bring up discussion of presentation lengths and time minimums to the O board</p> <p>Vote for AMST 453: 6 approve, 2 abstain</p> <p>GEC members to review WGSS 381 proposal and add comments to the Laulima discussion by Thursday, Mar 3</p>
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DISCUSSION
ITEMS

Gen Ed Redesign Proposal

Curriculum/Guiding Principles WG recommendations

- This working group has the most complete report so far, so GEC will discuss this report first and move to the other WGs later
- As a group, GEC will discuss different areas of the report
 - Don't need to be in complete agreement on everything
 - This discussion is meant to gather everyone's thoughts, perspectives, recommendations on the different areas

KHUA courses

- KHUA 200 worded to sound like it builds on KHUA 100 at the start, but description makes it sound more like an FG course
 - Recommended renaming and making the description clearer
 - Description also seems to exclude certain areas of history
 - Courses seem to start off in Hawaii and radiate out, but having a large focus on Hawaii can be restrictive
 - May also cause issues with transfer
 - Explanation of KHUA 200 from design group perspective
 - Both KHUA 100 and 200 were meant to map onto FG sequence
 - Wanted a stronger emphasis on Hawaii in at least one of the courses
 - But not exclusively focused on Hawaii
 - Part of this may not come through in the proposal
 - Other areas of the proposal are better at explaining other components included in the KHUA 200 course
 - Meant to be more closely aligned with current FG sequence than may come across in the proposal



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- Can still point out in feedback that we need more clarification on the 100/200 courses to help clear misunderstanding
 - One recommendation is to concentrate intensively on Hawaii in one (1-semester) course (KHUA 100)
 - Might be helpful for transfer credits for KHUA 200
 - 100 would still need to be taken with Hawaii as the main focus
 - 200 could be transferred over from other campuses if there's more flexibility (e.g., other history courses)
 - Other similar recommendations: lessen reinforcement courses
 - Fold in digital literacy somewhere
 - Including a language requirement
 - Focus on human language and structure
 - Helps in learning English language too
 - Second semester of writing requirement at foundation level (e.g., 100 and 200 level)
 - Maybe not require a particular type of writing in 200 - could take it in a different discipline so students wouldn't have to retake if change major or transfer
- Second language requirement
- 4 semesters of second language is currently required for some programs but many departments and colleges have no HSL requirement at all
 - Suggestion: 2 semester in languages for all students; each semester could be in different languages
 - Less burdensome, but how much can you learn in one semester?
 - Moving language to foundation level moves excuse away from programs that say they can't offer it
 - If language is only required for 2 semesters, would it increase more need for 101/102 (to counter the loss of students in 201/202 currently) or would it be canceled out with those students that can test out of levels?



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- Can incentivize upper division language courses with other designations to balance out need for lower and upper division language courses
- If a new gen ed passes with mandated level of language competency and it passes the senate, then it would apply across the board for departments
 - So, no exceptions for departments or colleges to exclude language requirements
- Important to think about the learning objectives for second language learning
 - If the learning objective is exposure to cultures, then fluency is irrelevant
 - Also, degree of fluency at 200 level varies wildly depending on language
- Popularity of requirement among faculty doesn't matter - if the requirement is added in, then they need to adhere
 - Current requirements (number of courses) vary greatly depending on double/triple dipping in courses
 - If number of requirements are on the lower range, there is room for second language requirements
- If UH is moving toward a pre-professional program, why can't we move toward making language fluency the goal?
 - Make language learning about language learning because culture is embedded in other requirements
 - There is precedence in other countries to be proficient in another language in college
 - This is an area to at least talk about
- Need to make it clear in our response the importance of a second language requirement
 - Need to be clear what the learning outcomes are
 - If we feel strongly about language learning as a learning objective, then it should be a requirement
- What stops everyone from saying the same thing (requesting students be proficient in a specific area)? If someone wants other students to be proficient in the other areas, then why not increase/mandate requirements for those areas?
 - Others might try to do the same thing



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- Ex: math - is one semester enough if we want people to be proficient in math?
- Might have a stronger argument for second language than other areas
 - Can argue the benefits of language learning
 - But if the language proficiency requirement is fought for, then a lot of people from other areas may also fight for proficiency in other competencies

GEC members teaching courses with Focus or Diversification designations: quick poll of your students to ask if they are taking your course for Gen Ed or for another reason?

- The University of Utah had a lot of resistance from faculty for a gen ed redesign because the new program dropped their version of diversification requirements
 - Faculty argued that they needed those designations for enrollment
 - They did course-level audit and discovered that the majority of the students taking the courses were not taking it just for the diversification credit
 - So, dropping the diversification designation may not impact enrollment in the way they expected
- No way to do this kind of audit on Banner on our campus
 - Can look at individual students to see if they are taking extra diversification courses
 - No way to check this information on a mass scale
- A quick poll, could be a workaround to get this information from our students
 - Suspect that students may not be taking courses just because of Div designation
 - More than 2000 courses with Diversification designations - how many courses are really being used to “check off boxes” for requirements?
- The assumption that Diversification courses are needed for enrollment may not actually be the case

GEC members should take a quick poll of their students and/or encourage their colleagues to poll their students on the reason they are taking a Gen Ed course with you or your colleague.



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- Can be formal or informal poll (e.g., show of hands) to see if students are there because of diversification vs. any other reason to take the course
 - Could also do poll in CES
 - Only limitation is that you won't get responses until the end of the semester
- What if it turns out that they are taking Diversification courses to tick the boxes?
 - That would be justification for not doing away with diversification in the redesign
- Significant, widespread talk that skeletal structure across competencies at different levels would be an acceptable compromise (other campuses)
 - Structure that could be made to work and tailored for each campus
 - Build in disciplinary breadth in the second level
 - If course competencies are the same across campuses but each campus tailors it in their own way to include or not include disciplinary breadth, it could still work
 - Part of the problem of current system is the differences in requirements across campuses

Different options for structure provided on the curriculum WG's feedback document

- Options provide areas for discussion

Capstone courses

- Departments differ on offering capstones and each department may do them differently
 - There will be difficulty with meeting common qualifications as is
- Gen Ed capstone would be diff from a major capstone
 - Reinforcement of particular competencies may not apply to some major capstones
 - Treads on territory for departments with capstones for their majors
- Could also have problems of having a gen ed capstone alongside major capstone
 - Especially majors that are highly structured



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	<ul style="list-style-type: none"> • Some departments may not have capacity to oversee capstone projects • Equivalence of gen ed capstone with major capstone could be problematic • Gen Ed capstone is different from major capstone <ul style="list-style-type: none"> ◦ Lots of different options available, with examples used in different institutions • Make capstone optional? If students complete capstone experience/course, then they could get a gen ed minor <ul style="list-style-type: none"> ◦ Notation on transcript ◦ Institution-wide portfolio as an option? <ul style="list-style-type: none"> ■ Not just a “course,” but a portfolio pulling together their work ■ Can help them to see how their work synthesizes together across gen ed courses ■ Employers love e-portfolios as well <ul style="list-style-type: none"> • Can utilize to support qualifications when applying for jobs ■ E-portfolio systems are expensive to implement <ul style="list-style-type: none"> • Labor and time - someone has to ensure students are submitting evidence of competencies/areas/work and that work is at an acceptable level • Need a large staff dedicated to e-portfolio system • Would be difficult to get university to invest in this ■ Can still propose e-portfolios as an idea 	
NEW BUSINESS		
UPCOMING MEETINGS	SPRING 2022 MEETING SCHEDULE: Mondays from 11:30 a.m. - 1:00 p.m. via Zoom <ul style="list-style-type: none"> • March 7 • March 28 	



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	<ul style="list-style-type: none">• 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 03/07/2022 with 7 votes in favor of approval, 0 against, and 1 abstentions.