



UNIVERSITY  
of HAWAI'I®  
MĀNOA

GENERAL EDUCATION COMMITTEE  
MEETING MINUTES

**MEETING DATE:** Monday, March 7, 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 02/14 meeting approved with 7 votes in favor, 0 against and 1 abstentions.  Minutes from 02/28 meeting approved with 7 votes in favor, 0 against and 1 abstentions.
INFORMATION ITEMS	<p><b>Working Groups</b></p> <p>Plan is to revise and finalize reports after GEC discussions</p> <p>Re-meet with WG to make edits after the discussions</p> <p>Will put the final draft of that in our master report</p> <p><b>GEC Report</b></p>	



UNIVERSITY  
of HAWAI'I®  
MĀNOA

Emailed instructor of AMST 436 and 453 with GEC approval from 2/28 meeting; he agreed to add statement about minimum required page count to syllabus.

**GEO Report**

The office has been reopened during our regular business hours (7:45 am-4:30 pm) from Monday through Friday. All committee meetings will continue on zoom for this semester, but we hope to resume in-person meetings in the fall.

**E Board Report**

The E Board continues their proposal review and discuss their upcoming workshop. In the meeting, the board decided to postpone the workshop to another semester.

**HAP Board Report**

Not present at meeting, but group focused on reviewing HAP proposals.

**O Board Report**

Regular review of proposals

**W Board Report**

The Board met on 2/28 and is continuing to review Summer and Fall W proposals. The Board is also planning a W Focus workshop, "One Size Does Not Fit All: Creative and Effective Ways to Improve Student Writing (and Maintain Our Sanity)," for later this semester.

**Div Board Report**

Reviewed transfer applications and Diversification Review Project.

**Assessment Working Group Report**

AWG has not met since the last GEC meeting.

**Governance Working Group Report**

GWG did not meet.



UNIVERSITY  
of HAWAI'I®  
MĀNOA

ACTION ITEMS	<b><u>WGSS 381 (E, HAP, W)</u></b> Instructor wasn't contacted because there was a lack of major concerns in the Laulima discussion Will make a note to the instructor about the Manoa Writing Program no longer existing so that it can be removed from the syllabus	Vote for WGSS 381: approved with 8 votes in favor and 0 against. Betsy will email instructor to let them know of approval
--------------	---	---



UNIVERSITY  
of HAWAII®  
MĀNOA

DISCUSSION  
ITEMS

**Gen Ed Redesign Proposal: Curriculum/Guiding Principles**  
**WG**

Christine went to two conferences recently and learned about other gen ed programs

- Links to example programs available in the curriculum/guiding principles document on page 7
  - Information can be used as additional options for our proposed structure
- Important to look at alternatives to build in breadth of knowledge of gen ed structures
- Some of the pros and cons about building in disciplinaryity are listed in the feedback document
- Building in disciplinary breadth:
  - In our most popular Div courses, we don't know if students are taking the courses to complete their Div requirements or if they're taking it for other reasons
  - During the summer session, the most contentious question on the design team was how much to structure the reinforcement level
    - Loose structure can work across the system and campus
    - Question of disciplinaryity becomes key
- WG requests that GEC members look at the different example structures and see which models looks good
  - Knowing the different possibilities allows us to have well-informed discussions
  - We don't need to stick behind just one model
- The reinforcement level of the proposal is problematic, so the more specific the recommendations, the more helpful it will be in the next steps
- Current feedback document includes lists of pros and cons and questions to think about
  - The document presents considerations for choices based on what we want to focus on
- Should we try to come to a consensus as GEC to support or should we leave it as open questions for people to ponder?



UNIVERSITY  
of HAWAII®  
MĀNOA

- Some members indicating that we should have pro/con discussion, but we should get behind one decision at the end
- We could narrow down the list of recommendations - can keep more than one option, but take out the ones that are not helpful or relevant
- If we want a specific structure at the end, then we should state this in our response
- Disciplinary breadth option
  - Suggestion to bring back some level of disciplinary breadth
  - Table that Christine made about equivalencies and examples of disciplinary breadth would be helpful to point out in our feedback
    - Table shows how current requirements translate into the proposal or which requirements are gone
  - We could also point out where some of the missing areas can be emphasized in other requirements
    - Example: DA could be double-dipped easily with oral communication or written communication
  - Disciplinary breadth exposes students to other disciplines
    - Helps to spark connections among disciplines
    - Helps to make connections between content and other areas of students' lives
  - New proposal demands only about half of the current requirements for the students (in comparison to current gen ed requirements)
  - Do we need to build up an argument for building back in breadth? What will convince redesign people that this is a serious issue?
    - Diversification is what separates colleges from trade schools
  - Nationally, other programs are moving away from breadth



UNIVERSITY  
of HAWAI'I®  
MĀNOA

- One of the problems is the number of credits required for students and the effects on student engagement
  - Too many choices for students is not helpful
- Problem: lack of integration with majors
  - Pathways are a temporary solution for the current issue
  - Students don't just stumble on courses that get them their diversification credits
  - Are there ways of building in disciplinary that provide a direct link to our values or to each other (multidisciplinary core sequences)?
  - Need to find the balance between everyone gets to participate and a structure that is narrowly defined
    - Think about this as a spectrum of structural options that we need to navigate
- [Innovative programs list](#) has examples of colleges that have built in disciplinary but have it narrowed down more
  - Requirements are connected to a theme which in turn is populated by a variety of courses in an area
- A single course at a 100 or 200 level could do a good job at introducing students to something useful
  - But learning at that level doesn't replace majoring in that topic
  - This idea argues more toward not including too much content and breadth, since those courses won't reach the level of majoring in a subject anyway
    - Move for supporting the current proposal with less breadth
  - Even if students are learning less, they will be able to utilize what they've learned better



UNIVERSITY  
of HAWAII®  
MĀNOA

- It can be liberating not trying to fit both gen ed focus and major requirements into the same course; why not focus on the gen ed and introduce students to the field but not in the depth needed for the major
- As long as the lower division courses don't disappear entirely, the idea of creating new courses that encompasses multiple touchpoints is not going to hurt the majors
  - Student may not be taking courses for that reason in the first place
  - Will help non-majors to appreciate the content more
- Insight from the design team perspective:
  - This (breadth) was a tricky issue and there was a lot of back and forth
  - Faculty from 2 year campuses were less interested in a highly structured approach and diversification requirements
  - Faculty from 4 year campuses wanted more structure
    - Structure would help high credit majors that may have more difficulties with packing courses with capacities for their students
    - Students in these majors probably would not want to spend time earning credits for gen ed requirements
  - The design team was trying to create a system where diversification wasn't explicitly required, but would be universal in order to get what was needed by the students
    - The design team tried to make it virtually impossible to get all credits from one department, so students would be forced to go outside the department for some of their credits



UNIVERSITY  
of HAWAII®  
MĀNOA

- This would create a default/implicit diversification credit rather than an explicit requirement
- The design group did not think that diversification wasn't important or beneficial for students
- Their thought was: how do we get the students to do diversification without realizing they were doing it
  - Students won't see diversification as extra requirements on a page to check off; reduces them seeing diversification as just boxes to check off
- One of the issues is that we don't know what the "capacities" mean
  - Not knowing what the capacities are makes it difficult to see how it would match the design team's thought of having implicit diversification
  - Example: creative expression seems to imply the arts, but could be done within any discipline depending on how creative expression is defined
  - We need more operationalization of the capacities (explicit definitions) to make it clearer what needs to come out of each capacity
- We have the opportunity to propose something really creative/interesting if we do the gen ed redesign right
  - For example, if intentional, we could teach a non-science course to science students that could change their lives
  - If we teach courses that are trying to convert students to understand how they can use different disciplines' content together could transform gen ed
  - It would be worth going back to the WG to come up with something to propose in our final report
- On the other hand, the more we make unique courses, the harder it is to transfer the courses
  - If we make unique courses (like courses for nonmajors vs. majors), then it'll create more courses that would be difficult to transfer





UNIVERSITY  
of HAWAII®  
MĀNOA

- Even if these courses are helping students get disciplinary breadth, transfer of credits are affected
- Some of the diversification courses are used by exploratory majors
  - Students are using courses for both diversification requirements and to explore other majors
  - Separating courses for majors and nonmajors could affect the exploratory students
    - Sometimes students take courses because they're not 100% sure if they want to go into the major
    - They take these courses to get a feel for the subject area
  - If we break everything apart too much it could have consequences, especially since not a lot of students come into college with a set major
  - If a student is exploring, they might be shown the version of a class that is for nonmajors
    - The one for majors usually have a major restrictions so these students can't get in
    - If they take nonmajor course and then they decide they want to major, then now have to also take major version of the course
  - We could just lose the major restriction for students
    - Or if students have to retake the course, it could just serve as reinforcement of some of the content
  - Splitting courses into major and nonmajor also makes the problem of too many choices bigger (rather than helping the situation)
    - Also, there may not be enough faculty to teach those courses
- Some models at other universities see that students are not just taking classes in other departments for diversification
  - Some models focus on core questions instead of capacities
  - Some models focus on breadth of information, but the information is tied to complex interdisciplinary questions



UNIVERSITY  
of HAWAI'I®  
MĀNOA

- Ex: University of Florida
  - UF poses questions that requirements revolve around
  - Courses are taken to answer those questions
  - Program called Intersections
  - Some universities utilized their gen ed redesign to reinvigorate the humanities - UF is one of these examples
  - Incorporates a bunch of capacities in smaller doses
  - Courses themselves are focused on important “big” questions
  - Seminars are engaging to students
  - This structure is something we could build in through our thematic pathways by focusing on complex interdisciplinary topics to answer interdisciplinary questions
- Some of the more popular majors on out campus are related to natural sciences, which are highly structured programs
  - Role of humanities become the worst kind of requirements for those students
  - Humanistic values don’t matter as much; doesn’t reach students who are not open to engaging honestly and enthusiastically
- We can take a humanities requirement and frame it differently so it’s not seen as just another requirement
  - For example: “living the good life,” “race, power, and perspective,” “environmental sustainability,” etc.
  - If you look at lists like these at other universities, they have courses within the humanities
  - Big questions allow for multiple disciplines to be approved
  - Reframing requirements make it engaging for students to complete requirements



UNIVERSITY  
of HAWAI'I®  
MĀNOA

rather than just give them “checkboxes” that they need to complete before they move to content related to their major

- Focus on “reframing” requirements for students
- Example of reframing:

[https://catalog.goucher.edu/preview\\_program.php?catoid=10&poid=1281](https://catalog.goucher.edu/preview_program.php?catoid=10&poid=1281)

- Equitable negative student perceptions for science majors to take humanities courses and humanities majors to take science courses
- Brings back idea that we may want to revisit the gen ed capstone
  - This is a gen ed capstone, not a major capstone
  - Doesn't have to be a 3 credit course, could be 1 credit, ePortfolio, internship, or other experience with self-reflection component
  -

Might be interesting to get a different WG to take this information from the curriculum WG and this discussion to revise/add on to the current feedback document

- Would be helpful to see what the new WG comes up with
- The Governance/Impact/Articulation WG can work on the Curriculum feedback report for now
- Take what the current WG brought in and try to narrow it down more so GEC can provide a more narrowed direction on their feedback in this area

Are we on a super tight timeline?

- A lot of information to sift through and interpret
- Are we (or anyone else spending a lot of time on the proposal) wasting our time? Are we on a tight schedule?
- Confirmed that we are not wasting our time and we need feedback to be given by the end of the semester
- Our recommendations will be important

**Gen Ed Redesign Proposal: Governance/Impact/Articulation WG**

Multiple capacities - how do we fit them in courses?

- Related to what we've discussed previously

Governance/Impact/Articulation WG will work on revising, adding to, and narrowing down the feedback from the curriculum WG



UNIVERSITY  
of HAWAII®  
MĀNOA

- Will need to have multiple capacities with the current proposal (with maxing out the courses to 5 to meet requirements)
  - Becomes a logistical issue
  - Can't get depth and breadth of a lot of capacities in just a handful of courses
- With the current proposal, we cannot expect that capacities will be covered to the same degree that our current Found/Div/Focus courses are now covering skills/knowledge
  - Won't be as detailed with multiple capacities pushed into a course
- If we're willing to accept that, then the proposal is okay
  - If we're not willing, we need to cut down on capacities, change what they are, or do something to ensure we cover each capacity with enough depth

Capstones

- Clarifying that it's separate capstone (gen ed not major)
- Capstones would be used to confirm capacities covered from Gen Ed courses
- Could be major capstone if department has a good capstone program
- We would need a review of the capstone courses
  - If we have capstones that are gen ed only and some that are in the major, how do you evaluate those as equivalent?

Transfer

- We want to also acknowledge students who are transferring out, not just students transferring in
  - Students transferring out are not currently addressed in the feedback document
  - We don't want to make it difficult for people who are coming in or leaving
- CC students may also have intention of transferring elsewhere (not Manoa)
- If we can help students articulate what they got from our courses, it can help them to justify our courses to other colleges so students can keep their credit



UNIVERSITY  
of HAWAII®  
MĀNOA

	<ul style="list-style-type: none"> <li>• All transfers need to be considered to make the proposal less burdensome for students</li> <li>• This brings back the argument that there should be more requirements happening at the upper division level <ul style="list-style-type: none"> <li>◦ If students transfer in and we tell them they have to take a bunch of lower division requirements (when they should be taking upper division courses already), then it might not be a good experience for those students</li> </ul> </li> <li>• Hard to account for other universities in other states, but at least within our system we need to make it easier for transfer students</li> </ul> <p>Diversification under other labels (back to reframing)</p> <ul style="list-style-type: none"> <li>• If diversification is tracked, we would probably need a cross-counting for this too</li> <li>• Keeping track of it when they transfer? Or when they want to switch themes? <ul style="list-style-type: none"> <li>◦ Depends on how thematic pathways are structured</li> <li>◦ We could be strict and keep pathways related to majors or it could be more flexible</li> <li>◦ Structured programs make it difficult for students who transfer and change majors</li> <li>◦ Looser model would have thematic subsets but students could jump in between them <ul style="list-style-type: none"> <li>■ Courses could also be cross-listed into more than one pathway</li> </ul> </li> <li>◦ Categories can be created/framed to provide more breadth</li> </ul> </li> </ul>	
NEW BUSINESS		
UPCOMING MEETINGS	<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>• March 28</li> <li>• April 11</li> <li>• April 25</li> <li>• May 9 (finals week)</li> </ul>	
ADJOURNMENT		Meeting adjourned at 1:00 PM



UNIVERSITY  
of HAWAI'I®  
MĀNOA

Respectfully submitted by Jaymian Urashima, Secretary (Spring 2022).  
Approved on 03/28/2022 with 7 votes in favor of approval and 0 against.