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**GENERAL EDUCATION COMMITTEE
MEETING MINUTES**

MEETING DATE: Wednesday, February 28, 2024, 10:30-11:30 AM
LOCATION: Bilger 106 or Zoom
ATTENDANCE: [P = Present; A = Absent; E = Excused]

MEMBERS		MEMBERS		MEMBERS		MEMBERS	
Kahea Faria	P (Zoom)	Scott Rowland	P	Sonja Giardina (ASUH rep)	E	Christine Beaule	P
Mahealani Kaneshiro	P (Zoom)	Shauna Sibonga	P (Zoom)	Paul McKimmy (OVPAE rep)	E (Zoom)	Lisa Fujikawa	P
Keahiahi Long	P (Zoom)	Brad Taylor	P	Max Xiong (Enrollment Management rep)	P (Zoom)	Vicky Keough	P
Nadine Ortega	P	June Zhang	E	Gerry Busch (SEC liaison)	P (Zoom)	Rose Paradise	P

SUBJECT	DISCUSSION / INFORMATION	ACTION / STRATEGY / RESPONSIBLE PERSON
CALL TO ORDER		Meeting was called to order by the Chair at 10:33 am
REVIEW OF MINUTES		Minutes from 02/14 meeting approved by acclamation with minor edits.
INFORMATION ITEMS	<p>Liaison reports (as collected by a Google Form prior to the meeting) can be found at the bottom of this document.</p> <p>Sonja (ASUH rep) provided some comments on last meeting's minutes and this meeting's agenda. They were added to the liaison reports.</p> <p>GEC discussed the challenge of getting a student representative from ASUH and the fact that there was no such representative for the first few months of this semester and no official representative in Fall 2023. This will likely be a recurring problem.</p>	
ACTION ITEMS	AMST 379/HIST 365 (all 4 focus designations were recommended by the respective boards).	



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Nadine: Difficult, but not impossible to teach a multiple focus course in the summer. The application is good.

Kahea: the application is good.

Mahealani: W-board is commonly concerned about multiple-designation focus courses, wanting to make sure that the W part is addressed. Peer feedback is in the schedule, but it's not clear when and how it will happen. The W part does not seem to be as well-represented as the other Focus areas. Also, adding all the minimum number of words for the assignments, it is <4000 words. The course should not allow a range where the minimum will not meet the Hallmarks. Also want to see how the instructor will provide feedback - this seems unrealistic.

Christine: The GEC delegates focus-designation-approvals to the boards but can overrule board recommendations/decisions.

Kahea: have we ever offered provisional approval?

Lisa: Currently new approvals are good for 3 years and then renewal is for 5. As far as I know, we have never offered trial approval.

Mahealani: confirmed that the course has passed review from the W-board. Suggested asking the department to make a slight change so that the total minimum # of written pages (for example, see pp. 25-26 of course proposal) required for all assignments meets the 4,000 word minimum. (Students tend to write the minimum if given a range, and current minimums make it possible for a student to end up writing <4000 words.) Another option is to ask for this adjustment when they apply for renewal (as opposed to voting provisionally now).

Moved by Brad, Nadine seconded: Approve the course under the condition that they adjust the wording to make the minimum # words satisfy the W hallmark. Approved 7-0.

Mahealani will contact the department to request the modification.



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DISCUSSION ITEMS	<p>Multiple-designation proposals</p> <p>Shauna: O Board discussed the issue and felt that offering O/W together was challenging. They questioned whether instructors could give enough feedback.</p> <p>Scott: O/W courses have been approved for a long time. With redesign, Hallmarks will have to be less strict to achieve what we want (i.e., courses that touch on multiple areas).</p> <p>Kahea: Discussed with HAP board that multiple-proposal courses will be discussed with the GEC.</p> <p>Proposed revisions to RP5.213, Board of Regents (BOR) policy on Gen Ed</p> <p>Christine: BOR is considering significant revisions to the BOR policy on General Education (RP5.213). It would include a smaller Systemwide Gen Ed Core (24 credits), with up to 12 credits of “Special Graduation” Gen Ed requirements at the upper-division level/4-year campuses. It would also create a Systemwide GEC with representatives from all 10 campuses whose duties would include reviewing assessment results and recommending changes. Such a move would enable Manoa to finally address years of poor assessment results.</p> <p>Nadine: It sounds like many of the campuses are fighting the changes, and there is a resolution circulating.</p> <p>Christine: The proposed changes don’t set the requirements but do establish strict parameters. If the changes are passed, it would force Gen Ed redesign to meet those parameters.</p> <p>Nadine: This will be discussed at an upcoming BOR meeting. Should the GEC provide an opinion?</p> <p>Christine: I don’t believe it has been sent out for formal consultation yet, because it doesn’t sound like the BOR has decided it’s what they want. When a final draft is circulated, campuses are supposed to have 45 days to respond. At that time, the GEC should submit written and oral testimony.</p>	
NEW BUSINESS		
UPCOMING MEETINGS	<p>SPRING 2024 MEETINGS: Wednesdays from 10:30-11:30 AM</p> <ul style="list-style-type: none"> • March 13 • March 27 	



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	<ul style="list-style-type: none"> • April 10 • April 24 • May 1 or 8 (final exam week) 	
ADJOURNMENT		Meeting was adjourned by the Chair at 11:55 am.

Respectfully submitted by Scott Rowland, Secretary and Lisa Fujikawa. Approved on 03/13/2024 by acclamation.

LIAISON REPORTS (as submitted via the [liaison updates form](#))

- **GEO Director (Christine Beale):** No significant updates at this time.
- **O Board (Shauna Sibonga):** O Board is continuing its regular work. Gave brief update on discussion of courses requesting multiple focus and O Board shared their thoughts. For courses requesting any combination including O and W, if its fewer credit, it is hard. A course with 5 credits sets expectation that it will be a lot of work so this could fix the O+W challenge, but 2 credits to do 2 focus (O+W) is unrealistic
 - O and E doable
 - O and H doable
 - O and W are usually a mess for students because they miss assignments and then cannot earn the focus

Can the instructor give valuable feedback to students for O+W?

Suggested Solutions:

 - Cap at 12 students and could be doable to offer feedback, 11 minimum for offering it otherwise need to
 - TAs with training in writing or oral, could potentially allow the instructor to do more with the class
- **W Board (Mahealani Kaneshiro):** The W board will meet this afternoon so I did not submit an update.
- **E Board (Scott Rowland):** On 2/23/24 The E-board spent most of the meeting reviewing E-focus proposals and most of that reviewing AMST/HIST 379, which is applying for E, O, W, and H. The E-board didn't talk about the multiple foci, but instead, whether the course satisfied E by itself. The main issue is that the instructor is planning to use an Ethical framework that is not on a standard list (which is allowed for E-focus courses), but which wasn't very well explained. There was a good deal of back-and-forth between the board and the Dept., and in the end the E-board felt that the course would indeed provide the students with sufficient Ethical instruction, so the course passed.
 - CE 489 - the board wants to see sample activities that the proposal says will cover E hallmarks (deferred).
 - LLEA 371 - approved
 - FDM 471 - deferred
 - NURS 384 - approved. The E-board noted that this proposal was exemplary and they will ask the Nursing Dept. if it can be used for an E-focus application example
 - HIST 482 - The proposers didn't answer all the application-form questions so it will be sent back for them to do so.
 - The E-board then talked about their upcoming April10 E-focus workshop. The 3 panelists will be John Allen, Noelani Puniwai, and Yung Bahng. The workshop will be in-person only.



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- HAP Board (Kahea Faria): The HAP committee met on 2/14, and reviewed 7 proposals. 4 of the 7 proposals were approved (SOC/ES 456, SLS 430, HIST 482, EDEF 352). HAP committee requested additional information from 3 of the 7 proposals (LLEA 371, HIST 474, GER 371). As of 2/27 one proposal was withdrawn (HIST 474); they will resubmit at a later time. HAP committee will be meeting this afternoon.
- ASUH (Sonja Giardina): I am sending along some thoughts before the GEC meeting tomorrow. Please let me know if emailing like this is the best way to provide thoughts and questions or if there is a more convenient method. Also, I am sending the email just to you both so you can determine relevance and share with the group as needed, but let me know if there are others I should be communicating with directly.

In regards to the meeting minutes from 2/14, I wanted to share some input on the discussion of multiple-focus designations. I have taken one course with both W and O designations in the honors department. I see that there was some discussion of diminished learning in multiple-focus designations. In my case, I agree with that sentiment at least with this specific course. This class had a significant workload, but because of both the W and O designation there writing and orating about very similar topics. Though this likely was done to alleviate some of the workload, I often found it rather repetitive. Rather than reinforcing content, the repetition of a topic in both a writing and speaking assignment felt like busy work which was less relevant than if the designations had been split into multiple classes and we had focused on one skill or the other. Obviously this is a sample of one class, and I could see there being more successful examples of combining the W and O designations if there is a clear purpose to both. In my case, my OC requirement was fulfilled with this course and I feel that I did not gain sufficient competency in the O focus. Though, this could be alleviated by the proposed FO course that is specifically focused on OC foundations.

Given that on the 2/28 agenda there are a few course focus designations to review, I hope this input is somewhat valuable in these discussions as there are many courses that have the O and W focus designation.

I also wanted to comment on the agenda item from the 1/17 meeting, "Perspectives on Articulation" from the E Board. I would support the argument at the end of the document for the value of both lower and upper division ethics courses, though not necessarily that lower division ethics courses should be required. Having taken one ethics course at the 300 level within my field of study, it was very valuable to be thinking about questions relevant to my field that could not have been addressed as thoroughly in an introductory course. However, there is value, should a student be interested, in having those introductory courses to ethical thought. But stand-alone 100/200 level courses without engaging in questions relevant to your field of study is in my opinion not enough.

These are the main comments I have regarding the last few meetings and proposed Wednesday agenda. Please feel free to share any of these thoughts with the group at your discretion.

Also, I am just returning from travel for a conference last week and am catching up a bit on my responsibilities, so these notes and thoughts are not quite as thorough as I would have liked. I am hoping to provide some more general comments about the proposal as a whole in the coming weeks, and also go through some older materials in a bit more detail.

Looking forward to working with you, even if it may be asynchronously.