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GENERAL EDUCATION COMMITTEE
MEETING MINUTES

MEETING DATE: May 8, 2018 10:30 AM -12:00 PM
LOCATION: QLC 412
ATTENDANCE: [P = Present; A = Absent; E = Excused]

MEMBERS		MEMBERS		MEMBERS		MEMBERS	
Aurelio Agcaoili	P	Mike Nassir	P	Christine Beaule	P	Lisa Fujikawa	P
Halina Zaleski	P	Michael Cooney	P	Ronald Cambra	P	Vicky Keough	P
Shannon Johnson	P	Nori Tarui	E	Ryan Yamaguchi	E	Wendi Vincent	P
Jennifer Griswold	P	Garrett Clanin	P				
		Micah Leval	E	Stacey Roberts (SEC liaison)	P		

SUBJECT	DISCUSSION / INFORMATION	ACTION / STRATEGY / RESPONSIBLE PERSON
CALL TO ORDER	Meeting was called to order by Aurelio.	Meeting was called to order by Aurelio at 12:05 PM.
REVIEW OF MINUTES	Edits to the May 4, 2018 minutes were made.	Motion to approve the 5/4/2018 minutes by Halina, Seconded by Garrett; approved 6-0-1.
PRESENTATION: General Education Program Review Steering Committee	<p>General education program Review Steering Committee: Aurelio Agcaoili, Kari Ambrozich, Debora Halbert, Daniel Harris-McCoy, Michael Nassir, Siobhan Ni Dhonacha, Kapena Shim, Wendi Vincent.</p> <p><u>Wendi</u> - Purpose of today's presentation is to make sure everyone is on the same page and that today is about the internal review not the external report. Help the GEC understand what the recommendation are. Questions along the way will be welcomed. First time that a review ever took place. It was a year long commitment (May 10, 2017 - May 2018). In May-June 2017 the Steering Committee (SC) participated in AAC&U Institute. Created outline for self-study in June-August 2017, needed to decide what questions to ask and how to go about getting the answers. Aug-Nov 2017 the SC collected and analyzed data. Nov-Dec 2017 the SC</p>	



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writes up the report. Jan-Feb 2018 the SC prepared for the external visit. In March 2018 the SC met with the external team. March-May 2018 the SC works on final recommendations culminating with the presentation to the GEC on May 8th.

- **Ground rules for writing recommendations**
 - Be open to exploring new ideas, structures, and processes
 - Think of the betterment of the GE program
 - Student centered
- **Identification of Major Issues and Steering Committee's Recommendations**
 - Curriculum Issue 1: Greater Coherence is Needed Within the General Education Curriculum
 - Understanding the curricular needs of students
 - Increasing connection-building opportunities within the General Education curriculum
 - Addressing the uniqueness of a UHM education
 - Clarifying the intent, and increasing the consistent application, of HSL
 - Simplifying the curriculum proposal process
 - Creating mechanisms for consistent proposal review
 - See handouts for detailed recommendations.
 - Curriculum Issue 2: Assessment Data/Results are not being effectively used to improve Gen Ed Programming and Teaching Practices
 - Develop an assessment plan that:
 - Complements the program review cycle now in place
 - Measures Gen Ed learning objectives
 - Builds upon data collection methods already in place



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- Accounts for how results will be used to improve the program
 - Includes a routine audit of seat offerings.
- Curriculum Issue 3: Large numbers of transfer students find it difficult to fulfil some of the gen ed requirements in a timely fashion (42-48% of students transferred to UHM over the last 5 years)
 - Create a more equitable policies and pathways for transfer students
 - address the most restrictive aspects of FG and Div Hallmarks
 - Improve communication flow
- **Governance Issues**
 - Governance Issue 1: Lack of Clarity in Roles/Responsibilities
 - Governance Issue 2: Current GEC Composition and Term Requirements do not Support Sustainable Progress
 - Strengthen the existing structure
 - Engage in facilitated discussions that include the GEC, GEO, SEC, and the OVCAA to clarify roles/responsibilities
 - Adopt a new MOU
 - Revise current GEC representation and term-of-service requirements (MFS 2 year terms are not ideal, you can serve without having any Gen Ed experience). Professional development (e.g. AAC&U meetings, lecture series, webinars)
 - Propose amendments to the MFS bylaws if needed.
- **Operations Issues**
 - Issue 1: There is a need for increased operational efficiency, particularly in the course designation process



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- Continue ongoing work to implement an online proposal system and account for:
 - Automated communication mechanisms to alert faculty
 - One information management system
 - A digital workflow component to automate correspondence with proposers, as well as the Scheduling and Catalog Offices
 - Data storage so that reports can be easily generated
 - A qualified IT specialist.
- Issue 2: Clear Processes not in Place to Develop and Preserve Institutional Memory.
 - Develop the following in accordance with governance recommendations:
 - Training procedures for GEC/Board members and GEO personnel
 - Communications protocols
 - Consistent messaging regarding Gen Ed
 - A culture of respect and recognition for GEO staff
 - GEO position to provide stability for operations
- **Priority Work**
 - Strengthen relationships and communication between GEC, GEO, SEC, CFS, and OVCAA
 - Clarify roles and responsibilities
 - Adopt a new MOU
 - Development of the following:
 - Assessment plan for current curriculum
 - Communication plan for review/reform
 - Process for engaging in curriculum reform
- **Challenges for Next Phase**
 - Sustaining commitment and effort



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	<ul style="list-style-type: none"> ○ Maintaining a culture of collaboration and inclusivity ○ Developing clear and consistent communication protocols ○ Understanding the impact of your decisions (not just Manoa, we're part of a system) ○ Not losing sight of the big picture ○ Fostering excitement on campus about General Education 	
DISCUSSION: Of Steering Committee Presentation/Recommendations	<p>Question and Answer:</p> <ul style="list-style-type: none"> ● <u>Nori</u> - General Education learning objectives, are they set in stone already? If no, should this precede the "Priority Work?" <ul style="list-style-type: none"> ○ <u>Wendi</u> - GEC adopted the Foundations and Focus LOs. The purpose and value of Gen Ed needs to be clearly defined. ● <u>Michael</u> - Challenges for next phase - Understanding the impact of your decisions. There are Depts and Programs that need the Gen Ed and contribute to Gen Ed; there are other Depts and Programs that are so impacted that they try to push Gen Ed as far away as possible. Gen Ed should be recognized as something that doesn't step on the toes of the programs that are weighed down by professional requirements. GEC should be a supportive group. GEC and stakeholders need to cooperate. ● <u>Daniel</u> - Agree with Michael. There is a mindset to look at programs in a quantitative way (e.g., my program is 90 credits). We need to think qualitatively and what we want students to learn. ● <u>Halina</u> - Several times emphasized communication. Report and recommendations will hopefully be posted. ● <u>Wendi</u> - Yes, it will be provided to the GEC and it will be up to the GEC to post it. ● <u>Aurelio</u> - What other suggestions for more data? <ul style="list-style-type: none"> ○ <u>Wendi</u> - Survey alumni, focus groups (students and faculty) to go into in-depth conversation (they did shallow large number surveys last fall), hoped to speak with Michael Bruno in the future and see 	



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	<p>what his view is on Gen Ed, Advising Units (recommend more consultation with advisors)</p> <ul style="list-style-type: none"> • <u>Michael</u> - Was Gen Ed in this context only the foundations, focus etc, or all courses 100 & 200? <ul style="list-style-type: none"> ○ <u>Wendi</u> - the first one (Foundations and Focus). • <u>Mike</u> - There is typically a faculty member in the director position (with a certain term) and then the assistant director is a non faculty position that is more consistent/long term stabilizing force • <u>Michael</u> - Faculty as Director <ul style="list-style-type: none"> ○ <u>Mike</u> - It allows the faculty to have a voice ○ <u>Stacey</u> - The Faculty senate cannot give up Gen Ed ○ <u>Daniel</u> - Presumable the director has ideas of what they want to do with Gen Ed, where should we go, what should we do? What's working and what's not? ○ <u>Michael</u> - If you're going to have an associate director (institutional memory) they will eventually develop power (know the committees, etc). If you have a director come in you need to define their roles in the process. The director shouldn't be nominal and should have power and it has to be clear ○ <u>Christine</u> - An assistant/associate would have to be a faculty specialist position in order to have a supervisory role. What would stop this type of person from applying to be the GEO director? ○ <u>Aurelio</u> - Request discussion on this topic during the internal review. We want a strong director, but we need institutional memory. ○ <u>Michael</u> - Institutionalize some way for the director to put their "thumb print" on their changes. 	
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ADJOURNMENT	The next meeting of the General Education Committee will be in August, 2018 in a TBA room.	Meeting adjourned at 1:29 pm.
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Respectfully submitted by Jennifer Griswold, Secretary.

Approved on 09/07/2018 with 9 votes in favor of approval and 0 against.