

General Education Committee (GEC) Annual Report

Reporting Period: AY 2019-2020

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Committee Members: Garrett Apuzen-Ito (Chair), Shana Brown, Garrett Clanin, Betsy Gilliland, Kalikoaloha Martin, Michael Nassir, Jonathan Pettit (Secretary), Halina Zaleski (Vice-Chair), Christine Beaulé (ex officio member, GEO Director), Ron Cambra (OVCAA representative), Andy Chu (ASUH, beginning mid-Spring 2020), Lisa Fujikawa (GEO), Vicky Keough (GEO), Cari Ryan (GEO), Sheela Sharma (GEO), Carolyn Stephenson (SEC Liaison), Ryan Yamaguchi (Admissions)

The GEC held bi-weekly meetings, served on working groups, and worked with the General Education (Gen Ed) Boards as well as the General Education Office (GEO) on a large number of items. Many of these items address recommendations produced by the 2018 Gen Ed Program review (see the AY2017-18 Internal Review Report and the 2018 External Review Report, at <https://manoa.hawaii.edu/gened/gov/pr/>).

Motions Brought to the Manoa Faculty Senate Floor

- The Motion to establish a General Education Diversification Board, passed 10/16/19. The new Diversification Board was established and began their service in January 2020.
- The Motion to Assign Focus Designations to Courses Rather than Instructors, failed to pass 11/20/19. Members of CPM subsequently reached out to, and met with the GEC to discuss recommendations for addressing various issues should future GEC's which to raise a similar motion in the future.

Implementation Policies for Focus Courses

- Course-based focus designations are now allowed for courses with single instructors (previously required 2 or more) and for courses being offered for the first time (previously courses were required to have been taught before).
- The Writing Board now assigns one committee member to lead the review of each proposal, regardless of whether they are course- or instructor-based. (previously the reviews of instructor-based proposals were led by one committee member, and the reviews of course-based proposals were led by 5 members).
- The GEC will now review focus proposals with 3 or more designations regardless of whether they are instructor- or course-based. (previously the GEC reviewed course-based with 2 or more as well as instructor-based proposals with 3 or more designations).
- Focus proposal deadlines. Focus proposals with 3 or more designations are due by the priority deadline (earlier in the semester) to allow time for GEC review. All other proposals may be accepted at the later deadline (usually about a month later).
- Focus credit exemptions.
 - The following was changed from a temporary to a permanent policy: "Undergraduate students may apply for exemption from up to three different Focus requirements if

they have had one or more *extraordinary college-level educational experiences* that fall outside of normal university coursework and also meet appropriate Focus Hallmarks”.

- Students in the Combined Bachelor's and Master's program (BAM) can now use graduate-level courses to apply for focus exemptions.

Faculty Governance of the GEC The GEC agrees with the recommendations of the AY2017-18 Internal Review Report and the 2018 External Review Report that the GEC remain as a permanent committee of the MFS and not be changed into a standing committee. In that light, the GEC drafted revisions to the faculty governance document for the Gen Ed Program. The changes reflect long-needed updates since the [original document](#) was created in Dec 2000. The draft revised governance document was sent to the SEC for their review.

Assessment of Student Learning in Foundations: Global and Multicultural Perspectives

- This is the first assessment project of the Gen Ed program under the new [Gen Ed assessment plan](#), and will take place over five semesters. The FG Faculty Learning Community (FG FLC) was established following invitations sent to 85 UHM faculty members who teach FG designated courses as well as all members of the Gen Ed Foundations Board and the GEC. The FG FLC consists of nine faculty, two members of the GEC and one member of the General Education Office.
- The FG Student Learning Objectives (SLOs), which are essential for the assessment, were evaluated and revised by the FG FLC with feedback by the GEC. These revisions update those established in Spring 2018 as a rapid response to the Gen Ed Review reports. The revisions establish stronger alignment with the FG Hallmarks (which remain unchanged). The GEC approved the SLOs on 5/8/20.

Gen Ed Assessment Cycle

GE Assessment	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024		2024-2025		2025-2026	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Global and Multicultural Perspectives (FG)														
Hawaiian, Asian, and Pacific Issues (HAP)														
Critical Thinking														
Contemporary Ethical Issues (E)														
Oral Communication (O)														
Quantitative Reasoning (FQ)														
Information Literacy														
Foundations Written Communication (FW)														
Focus Writing Intensives (W/WI)														
Diversification														
	· GEO and AWG plans assessment in conjunction with appropriate GE board.													
	· Faculty professional development is offered to prepare faculty for assessment.													
	· Instructors teach courses. Artifacts are collected by the GEO and AWG.													
	· Artifacts are assessed. GEO Director and Assessment Coordinator aggregate findings and prepare report for GEC.													
	· Discuss results with appropriate GE board. GEC makes recommendations to improve curriculum through faculty governance. Action plan is created. Instructors incorporate changes to support improved student learning in Gen Ed program.													
	· Ongoing teaching and faculty professional development offered.													

Workshops Through the Center for Teaching Excellence

- The Gen Ed Foundations Board and the GEO held a workshop on Jan. 29, 2020 entitled “*Keep Calm and Propose On: A Workshop on Effective Foundations Proposals*”
- The Gen Ed Oral Communications Focus Board held a workshop on Jan. 24, 2020 entitled “*Incorporating Oral Communications Focus Assignments Across Disciplines*” to provide faculty with advice in teaching O-focus courses and to stimulate ideas for engaging learning activities.

The [Mission Vision and Values](#) of Gen Ed were established following the work that began in the AY2018-19 GEC and with feedback requested and received from the department chairs, Gen Ed Boards, instructors of Focus course, as well as the Council of Academic Advisors. The aim is to articulate the general importance and purposes of the Gen Ed Program to students, faculty, and state stakeholders.

[Thematic Pathways in General Education \(TPGE\)](#) is an initiative aimed to increase student engagement in Gen Ed courses and to help them draw cross-disciplinary connections by providing a mechanism to identify Gen Ed courses (primarily Diversification courses) that are related to an area or theme of their interest. The GEC has created documentation that defines this initiative, the role of faculty committees who propose and oversee individual TPGE's, the criteria for disciplinary breadth and cross-campus course offerings required for faculty groups to propose a TPGE, and GEC oversight (follow link above). The GEC and GEO will hold town halls and workshops on this initiative starting in Fall 2020. Proposals will be taken beginning in Fall 2020.

[WICHE Interstate Passport](#) As of Spring 2020, the University of Hawaii System is now a member. [See press release.](#)

Proposals for Gen Ed Courses and Transfer Credits

- The GEC reviewed 10 focus course proposals with multiple designations
- Course proposals and transfer credit equivalencies (TCE) reviewed by GenEd Boards
 - HAP: 22 (17 instructor-based, 5 course-based; 15 negotiated, 11 approved, 3 withdrawn, 1 denied)
 - ETH: 69 (60 instructor-based, 1 staff, 8 course-based, 30 negotiated, 24 approved, 4 denied)
 - OC: 87 (67 instructor based, 2 staff, 18 course based, 29 negotiated, 28 approved 1 withdrawn)
 - WI: 256 (186 instructor-based, 59 course-based; 100 negotiated, 5 withdrawn, 5 denied)
 - Foundations: 5 (3 negotiated, 2 approved, 1 denied); 106 TCEs
 - Div: 59 (9 negotiated, 7 approved, 1 denied, 1 withdrawn), 119 TCEs