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**GENERAL EDUCATION COMMITTEE
MEETING MINUTES**

MEETING DATE: Monday, December 6, 2021 12:00 – 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	E	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 12:01 PM
REVIEW OF MINUTES		Minutes from 11/22 meeting approved with 6 votes in favor, 0 against and 1 abstentions.



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<p>INFORMATION ITEMS</p>	<p><u>FG Assessment Report</u> Request to have the GEC review the assessment report, especially the “Use of Results/Program Modifications” section.</p> <p>Anticipating that some of what’s laid out in the report could be used for the Gen Ed redesign, especially because there is some connection to the Hawaii part of the redesign. So, in terms of prioritization, it works hand-in-hand with the redesign proposal.</p> <p>Will leave this for our meeting in the Spring.</p> <p><u>Gen Ed Redesign Proposal</u> In January and February, GEC will have heavy discussions related to the redesign feedback. Based on the adjusting timelines, it is sounding like GEC needs to provide feedback by the end of February. Hopefully, we can get feedback from the boards by January.</p> <p>Over winter break, read the proposal and take note of what is good, unclear, problematic - create concrete feedback about the redesign. Will start talking intensively about it in January.</p> <p><u>Div Board</u> Course designation request review. The Board also began looking at the GenEd proposal collectively. They are hoping for some guidance from the GEC on how we would like to receive feedback. Cari had shared that other boards were using Google Docs or Slides. I told them that I would follow up and ask for this to be put on our agenda. Could we discuss? I think other boards would also benefit from parameters, if any, for them to submit their feedback.</p> <p><u>SEC</u> SEC continues to work with GEC and CAPP to clarify timeline for GEC to send comments for General Education redesign proposal to CAPP in Spring '22. CAB is still reviewing GEC governance documents.</p>	<p>GEC to review over break and discuss the report in the Spring</p> <p>Lisa will create a Google Doc to track members’ feedback about the proposal</p> <p>All members will review the proposal on their own and document feedback in the Google Doc</p>
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GEC Chair Update

Had an email exchange with SEC and CAPP about the committees' input to MFS around GenEd redesign proposal, clarifying that GEC will be given a deadline sometime in March probably so that CAPP can compile all Senate committees' analyses and MFS can discuss at the final meeting of the semester in May.

E Board

E Board met to discuss Spring 2022 workshop (tentatively scheduled for April 13) and begin discussion of the Gen Ed Redesign document.

O Board

The O Board met with members of the Gen Ed redesign team to clarify points on the proposal. The final points of the board's feedback to send to GEC still need to be discussed among the board now that they met with the team. The board is also still working on finalizing the content for the workshop they are hosting in January.

Thematic Pathways WG

The Thematic Pathways Working Group has made quite a bit of progress on putting together the first six TPGEs focused on Sustainability, Indigeneity, Oceans and Oceania, Films, Multilingualism/Multiculturalism, and Humanity and the Cosmos. Four of those are ready to bring to the GEC, but we are waiting to do so until the last two are also ready.

Language Substitution WG

The LSWG group reviewed the current list of courses and found particular courses that need follow-up. Will send email to departments next week.

F Board

Review applications and discussed GENED redesign proposal.



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GUESTS

Higher Enrollments with TA/GA Assistance

Sarah Allen and Clare Fujioka-Sok, W Board Chair and Vice Chair (guests)

Background:

- Concerned about the use of TA/GA in WI courses to bump the enrollment cap, but TA/GA take over the work of giving feedback for the instructor in the course
- Thinking about useful parameters for TA/GA in this position
- Recently met with a department that was using TA/GA for this purpose. Concerned because TAs/GAs were not given any training. Department ended up recasting the TA/GA as instructors of record but this did not really address the issue of training TAs/GAs to give feedback

W board wanted to revisit the issue because the board is leaning toward recommending that the option to use TAs/GAs to increase caps no longer be available - asking GEC for insights.

Any other depts that successfully trained TA/GA?

- For example, SLS has extensive training provided and address TA/GA as instructors of record
 - Don't allow them to teach unless they have experience with ELI course
- In ENG: have to teach lower level first before upper-level WI; a lot of vetting that occurs first

We also don't require training for faculty to teach WI; this is a gray area if we expect training from TA/GA and not instructors

Concern about exploiting TA/GA (offloading work onto them).

Offloading grading to TA/GA might also be an issue for courses without cap too

Are there other depts where this is working or not working very well?

- The ones who have good systems for training TAs/GAs seem to be doing well
- Might want to think about providing info on our website for best practices and ask which ones do they plan to use
- There are quite a few depts where they have to be able to put Ws on their courses and the only way to move enough students through is to use these breakout session, which are primarily run by TA/GA

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- Crucial for a number of depts
 - Ex: BIOL
 - TA/GA not listed as instructor on record
 - They have a whole system in place to train TA/GA
- On current WI application form - disciplinary conventions could be looked at
- Look at this area of the form that might be difficult for a TA/GA to address
 - See if the department can answer this on the form - how will the TA/GA know about disciplinary conventions
- Talked before about a 1-time limit for using GA/TA - just clarifying that we're talking about a different situation
- This situation (current discussion) is for a WI focus on the course (regular term), not on an emergency basis
 - Different from what we talked about before regarding one-time exceptions for enrollment caps
- Hallmark says that the instructor needs to give the feedback - already blurring the lines by allowing TA/GA to give feedback
- Are we violating hallmarks by allowing TA/GA to give feedback?
 - What is a "close enough" intervention?
- TA/GA may vary in their level of writing ability
- TA/GA might also give better feedback than instructor
- Is there any kind of feedback mechanism to understand student experiences related to getting feedback from instructor or TA/GA?
- Old (paper) form before that used to do this
 - Could we add a couple of questions to CES for any gen ed focus class to get student feedback about the feedback from the writing?
 - Had questions already made for WI as possible questions for instructors to add to their CES
 - Might not be able to require instructors to pull results out for us to look at for those questions (not identified on its own in the survey results)
 - Do not know if it is different now
 - Do not know if we can get the answers from that
 - There might be pushback from instructors in requesting they share the results



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- Departments have different practices regarding sharing CES results - some require it to be shared with department chair
 - We could request data from instructor to show that feedback process is working
 - Puts responsibility on the instructor
- Current WI form: one column already asks how instructor will work with students
- Can work into that column who will give feedback, not just how feedback will be provided
- Is there another part of the application that something can be added in?
- W Board questions now: If we are going to keep this as an option, do we advertise it (build it into the form)? What kinds of Qs are we asking? Can we request that TA/GA has training?
- Want to be sure that the hallmarks are being met
 - Tried to draft up responsibilities of TA/GA and this is where some of the issues popped up:
 - There are different ways in which TAs/GAs can be used
 - There are issues with setting up parameters to define what TAs/GAs can do - balancing keeping it vague but specific
 - For our emergency cases, we were thinking about not advertising it - we would have to make it available for everyone but not encourage it
 - If the ideal is to have 1 instructor to 20 students, then why deviate from it?
- Different situation if TA/GA take on some of the workload for grading and the instructor also grades vs. offloading all grading to TA/GA
- Would be going against hallmarks if enrollment is over 20 and offloading all grading to TA. The 20:1 ratio is lost.
- What about when TA/GA is not casted as instructor of record?
- Will need to continue the discussion another time. No strict time constraint on decision, but there is concern that the word will get out now about this use of TAs/GAs



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	<p>GEC is leaning toward not banning the practice outright, but there needs to be some awareness of training for TA/GA for writing. Sticking to a cap of 20, unless there is an emergency request and it is a one-time thing. Putting another question on the WI form might make it more obvious; might “invite” people to do it if it’s put on the form.</p> <p>For now, W board can stay on the case, keep an eye out on the courses that will be using TAs/GAs for enrollment increases for now, and keep GEC informed so we can weigh in</p>	
ACTION ITEMS		
DISCUSSION ITEMS		
NEW BUSINESS		
UPCOMING MEETINGS	<p>SPRING 2022 MEETING SCHEDULE: Mondays from 11:30 a.m. - 1:00 p.m. via Zoom</p> <ul style="list-style-type: none"> ● January 10 ● January 31 ● February 14 ● February 28 ● March 7 ● March 28 ● April 11 ● April 25 ● May 9 (finals week) 	
ADJOURNMENT		Meeting adjourned at 1:01 PM

Respectfully submitted by Jaymian Urashima, Secretary (Fall 2021).

Approved on 01/10/2022 with 6 votes in favor of approval, 0 against, and 1 abstentions.