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ANNUAL REPORTS

Each May the chair of the GEC submits an annual report to the Senate Executive Committee (SEC). Diversification, Foundations, and Focus Board chairs submit their annual reports to the GEC at the end of April. The annual reports for the last academic year are included here. Report guidelines/templates to facilitate drafting of the 2023-24 reports can be found below.

Report Guidelines

Annual reports that answer these questions can serve as a useful resource for future boards.

1. Policies and Hallmarks

- a. What policy decisions were made this year and what was the rationale for those decisions?
- b. What, if any, Hallmark revisions were made? Provide the rationale for the revisions.
- c. Is there any information the Board could furnish future Boards about how Hallmarks were interpreted and applied? Were there problems with interpreting Hallmarks?

GEO will provide the data for questions 2a & b (those in italics; please leave blank in your report).

2. Proposal Review

- a. *How many proposals were approved, denied, and withdrawn from consideration? [Note: For Foundations and Diversification, please indicate breakdown between proposals/UHM forms and TCEs.]*
 - *Total reviewed in Fall 2023:*
 - *Approved as submitted:*
 - *Approved with revisions:*
 - *Denied:*
 - *Withdrawn:*
 - *Total reviewed in Spring 2024:*
 - *Approved as submitted:*
 - *Approved with revisions:*
 - *Denied:*
 - *Withdrawn:*
 - *Still being reviewed as of [date]:*

General Education Committee

Reporting Period: AY 2023-24

Prepared by: Nadezna Ortega, Chair

Committee Members: Kahea Faria, Sonja Giardina (ASUH rep, Spring 2024), Mahealani Kaneshiro, Keahiahi Long, Nadezna Ortega (Chair), Scott Rowland (Secretary), Shauna Sibonga, Brad Taylor (Vice Chair) June Zhang, Christine Beaulé (GEO Director), Paul McKimmy (OVPAE), Pheng “Max” Xiong (Enrollment Management), Gerald Busch (SEC liaison), Lisa Fujikawa (GEO liaison), Vicky Keough (GEO), Rosalie Paradise (GEO)

The General Education Committee met on the following dates for 2023-2024:

Wednesday, September 13, 2023
Wednesday, September 27, 2023
Wednesday, October 11, 2023
Wednesday, October 25, 2023
Wednesday, November 8, 2023
Wednesday, November 22, 2023
Wednesday, December 6, 2023
Wednesday, January 17, 2024
Wednesday, January 31, 2024
Wednesday, February 14, 2024
Wednesday, February 28, 2024
Wednesday, March 13, 2024
Wednesday, March 27, 2024
Wednesday, April 24, 2024
Wednesday, May 1, 2024
Wednesday, May 8, 2024

The committee addressed the following issues and items:

Issue(s) Completed and Discussed:

General Education Governance Document:

The Committee on Administration and Budget (CAB) reviewed the proposed revisions to the “Faculty Governance of the University of Hawai‘i at Mānoa General Education.” CAB introduced a motion to update the GEC governance document to the UH Mānoa Faculty Senate. First reading of the motion was held on February 17, 2024 at the MFS meeting. However, after prolonged discussion at the first reading, the General Education Committee decided to defer the resolution.

Diversification Focus Groups:

A second round of student focus groups on Diversification was conducted with undergraduate students in Fall 2023. The first round took place in Spring 2023.

New Thematic Pathway:

A new High-Impact Practices (HIPs)-infused "Climate Change" Thematic Pathway was created. It is set to be piloted with approximately 30 students in an innovative learning experience. These 30 students will form a learning cohort and register for specific sections of courses that currently satisfy General Education requirements. The section instructors will agree ahead of time to incorporate High Impact Practices of Undergraduate Research, Linked Learning, and Community Engagement into the courses. The students will be required to take a minimum of 2 of these courses over a 2-semester pilot duration, but they can take as many as 8 courses.

Thematic Pathway Modifications:

The GEC reviewed and approved proposed modifications to the Thematic Pathways.

General Education Redesign:

- The GEC created a presentation and handout highlighting the need for a General Education redesign and reform.
- A working group of GEC members was formed to study and discuss other general education models and designs from peer and benchmark institutions, and to generate ideas to update the general education curriculum at UHM.
- The Board of Regents (BOR) tabled their proposed modifications to RP5.213, the BOR policy on General Education, after receiving written and verbal feedback that convinced them to revisit efforts to create a Systemwide Gen Ed. The GEC provided [written](#) and oral testimony urging the BOR to consider the urgent need to revise general education within the University of Hawai'i System.
- The GEC and the Committee on Academic Policy and Planning (CAPP) introduced a joint resolution to revise general education, which was passed by UH MFS.

Course Articulation:

The GEC discussed the articulation of E and O designated courses from the other campuses of the University of Hawai'i. Both the E and O Boards supported maintaining the current policy to not accept lower division E and O courses from other campuses in fulfillment of Manoa's E and O Focus requirements. The GEC voted unanimously to accept the Boards' recommendations: "The GEC recommends that UHM accept only 300- and 400-level E- and O-Focus courses from other campuses within the UH System as satisfying upper-division E-focus and O-focus requirements for graduation at UHM. We urge UHM and the System to implement a consistent Gen Ed curriculum that includes 100- to 200-level E and O content throughout. This would allow the courses from other campuses to count toward graduation at UHM and would also scaffold E and O learning for UHM students."

Focus Proration and Class Standing:

The possibility of aligning Focus proration cutoffs with class standing is being discussed by several Vice Provosts. The GEC is waiting for their review.

Multiple Focus designation courses:

The GEC discussed the pros and cons of courses with multiple focus designations. One concern is that in a class with multiple focus designations, students may not learn as much about each focus area, particularly with W and O skills-based focus requirements. W and O focus courses have high thresholds regarding the feedback given to students and the amount of

time in class and the proportion of the course grade devoted to the Focus area. A list of approved “multi-des” courses and several course proposals were provided to the GEC, but the GEC decided that more time was needed to review, discuss, and come to a recommendation.

Visitors:

- Provost Michael Bruno and Vice Provost for Academic Excellence Laura Lyons
- Maya Saffery and Kaliko Baker, Hawaiʻinuiākea School of Hawaiian Knowledge

General Education Workshops:

- O Focus: “Alternative O Activities,” January 2024
- E Focus: “Looking for Ethics in All the Right Places: A Workshop on Developing E Focus Courses,” April 2024
- FW/WI: “Articulating Foundations Written Communication and Writing Intensives in UH General Education,” April 2024

General Education-Related Changes:

- WICHE Interstate Passport: This program sunset at the end of 2023. A working group is drafting a template General Education transfer agreement to replace the Passport, which will be part of WICHE’s “Evergreen” transfer resources. A draft was expected to be shared with the GEC but has not yet been received.

IB English Equivalencies: Updated

Summer/Carry Over Items:

- Securing speakers and planning for General Education fairs for Fall 2024 (tentative)
- ENG 200 as a universal W course – W Board proposed to accept courses that transfer to UHM as equivalent to ENG 200 be accepted as fulfilling a W focus requirement. Focus credits are currently not awarded for courses taken outside the UH System, but Focus requirements are prorated based on the number of credits students transfer into the UH System. GEC discussed the W Board’s proposal but plans to consult with other parties (e.g., advisors, OVPAE, transfer credit specialists, other campuses) before making a decision.
- Language Substitution List course additions – Expected to be reviewed over Summer 2024 by several GEC members

[Gen Ed Boards’ Annual Reports](#)

Foundations Board

Reporting Period: AY 2023-24

Prepared by: Foundations Board

Board members: Kari Ambrozich, Kimberly Galante-Wong, Elizabeth Gross (S24 Vice Chair), Dusko Pavlovic, Seth Quintus (Chair, Malte Stuecker, Yanyan Wu (F23 Vice Chair), Keahiahi Long (GEC liaison), Rose Paradise (GEO liaison)

1. Policies and Hallmarks

- a. What policy decisions were made this year and what was the rationale for those decisions?
 - None
- b. What, if any, Hallmark revisions were made? Provide the rationale for the revisions.
 - None
- c. Is there any information the Board could furnish future Boards about how Hallmarks were interpreted and applied? Were there problems with interpreting Hallmarks?
 - Substantial discussion occurred around the relationship between FQ hallmarks and College Algebra courses. A number of college algebra courses did not have or did not appear to have components that applied real world data. Like courses that are evaluated for FG credit that may not meet some Hallmarks, we understand that some courses, like College Algebra, that are taught elsewhere will not be a perfect fit for FQ. However, in some circumstances, it is beneficial for students to receive that FQ credit for the course they have taken rather than retake a course at Mānoa. Elizabeth Gross, in consultation with the board, and using criteria for transfer credit evaluation from the Math department developed a memo for evaluating these courses, emphasizing that College Algebra courses that include specific language regarding quantitative reasoning, as opposed to symbolic reasoning, and that include exponential functions in addition to linear and quadratic functions should be given FQ credit. These criteria proved more useful than merely assessing whether the course included real world applications.
 - We received a higher number of FW proposals than usual. The hallmarks of FW require that the courses teach writing without a disciplinary focus (Hallmark #1). Interpreting what this means outside of an English department was difficult as other departments, for obvious reasons, assigned readings from their own discipline. We corresponded with the instructors or proposed instructors of these courses to obtain additional information about how they would teach writing rather than their discipline. Their responses provide useful material by which any renewal proposals can be assessed.

2. Proposal Review

- a. How many proposals were approved, denied, and withdrawn from consideration? [Note: For Foundations and Diversification, please indicate breakdown between proposals/UHM forms and TCEs.]
- Total reviewed in Fall 2023: 36
 - Approved as submitted: 24
 - Proposals and UHM forms: 5
 - Transfer Course Evaluations (TCEs)/FG proration: 19
 - Approved with revisions: 3
 - Proposals and UHMs: 2
 - TCEs: 1
 - Denied: 9 TCEs (8 sent to Div for consideration)
 - Withdrawn: 0
 - Total reviewed in Spring 2024: 29
 - Approved as submitted: 22
 - Proposals and UHMs: 1
 - TCEs: 21
 - Approved with revisions: 0
 - Denied: 7 TCEs (4 sent to Div for consideration)
 - Withdrawn: 0
 - Still being reviewed as of April 22nd 2024: 4 TCEs
- b. How many instructors were contacted because their proposal fell short of the Board's expectations? What was the result of the negotiation (number revised and approved; number denied)?
- i. In Fall, out of 36 proposals, 3 instructors (8%) were contacted. In Spring, out of 29 proposals, no instructors (0%) were contacted.
 - ii. Overall, 3 proposals were approved with revisions and 16 proposals were denied, 12 of which went to the Diversification Board for consideration. There were no proposals withdrawn.
- c. Changes in procedures: Did the Board establish or change any procedures that may help future Boards keep the business of the board running smoothly? What should future Boards beware of?
- We clarified criteria used to evaluate College Algebra courses.
 - FW courses need to be non discipline specific. These courses are meant to teach writing, defined broadly, rather than writing within a discipline. It is important that course proposers clearly articulate that the courses is about writing rather than disciplinary content.
- d. Were there any changes to the proposal form? Include rationale for the changes.
- No changes were made to proposal forms.

3. What efforts were made in the area of faculty development? (e.g., describe type of workshops presented, explain networking/recruitment efforts, summarize the materials posted on GenEd website, list system meetings attended)
 - FW-WI Workshop: Based on the higher number of FW proposals submitted to the board than usual, and the discussions regarding these proposals, the Board collaborated with the WI board to host a FW-WI roundtable discussion. The roundtable was titled "Articulating Foundations Written Communication and Writing Intensives in UH General Education"
 - Audience: Faculty teaching or interested in teaching FW or WI courses.
 - Topics included the skills addressed, challenges faced, and opportunities of each category of class. Further discussion occurred about specific assignments that may be useful as well as the integration of or restrictions on AI.
 - Faculty participants included [Georganne Nordstrom](#), [Priscilla Faucette](#), [Justin Walguarnery](#), and Sarah Allen.
 - Sample syllabi from each class type are currently being collected and will be available to those interested in teaching FW or WI courses.
 - System meetings were held on November 29th, 2023 and Apr 22, 2024.
4. Assessment
 - a. How has the Board contributed to the assessment efforts of the Diversification, Foundations, or Focus area's student learning outcomes?
 - Board members will be participating in the next FQ signature assignment assessment.
 - b. What type of feedback has the Board given to help faculty reflect on the Hallmarks of the Diversification, Foundations, or Focus areas?
 - The Board has highlighted specific Hallmarks that faculty generally have trouble meeting. Furthermore, the Board has acted to clarify whether approved courses are meeting Hallmarks, especially the 30:1 student to faculty ratio for FQ courses.
 - c. How have past General Education area assessment results been used or plan to be used by the Board?
 - We plan to use the results of the FQ assessment to highlight deficiencies and collect resource that may be used to remedy those deficiencies.
5. What are the Board's current concerns and issues?
 - We continue to discuss the often ambiguous position of College Algebra courses and issues of articulation between Mānoa and the other system colleges.
 - The issue of AP and dual credit courses was raised during the year. While this can be a challenge, we determine that the courses should be treated like any other college-level course.
6. What are the Board's future priorities and goals?
 - Like other boards, we will continue to discuss and provide feedback on the various GenEd redesign efforts ongoing at the system and campus level.
 - The board will participate in and further evaluate the result of the FQ assessment.
 - The board will continue working across GenEd to develop additional shared workshops.

Diversification Board

Reporting Period: AY 2023-24

Prepared by: Diversification Board

Board Members: Derek Furukawa (Chair), Poonam Keral, Camaron Miyamoto, Jesse Owens, Jonathan Young, June Zhang (GEC Liaison), Rosalie Paradise (GEO Liaison)

1. Policies and Hallmarks

- a. What policy decisions were made this year and what was the rationale for those decisions?
 - No policy decisions were made this year.
- b. What, if any, Hallmark revisions were made? Provide the rationale for the revisions.
 - No changes were made to the hallmarks this year.
 - In the future, the board would like to revisit the DA hallmarks to allow more transfer students to receive DA.
 - In the future, the board would like to revisit the $\frac{2}{3}$ hallmark and possibly reducing it to 51%
 - In the future, relaxing/broadening DH hallmarks to include more courses, particularly for transfer students.
- c. Is there any information the Board could furnish future Boards about how Hallmarks were interpreted and applied? Were there problems with interpreting Hallmarks?
 - Future boards could watch the Build-a-DIV workshop video to understand the hallmarks more.
 - We encountered questions about practical courses (e.g. course on CPR) in DB/DP, and expanding the Notes on this may be helpful to future boards, expanding this Note:
"Courses offering students the opportunity to learn the use of a software program or analytical instrument are considered practica and thus are not eligible for DY designation"

2. Proposal Review

- a. How many proposals were approved, denied, and withdrawn from consideration? [Note: For Foundations and Diversification, please indicate breakdown between proposals/UHM forms and TCEs.]
 - Total reviewed in Fall 2023: 132
 - Approved as submitted: 120
 - Proposals and UHM forms: 96
 - Transfer Course Evaluations (TCEs): 24
 - Approved with revisions: 4
 - UHMs: 4
 - TCEs: 0

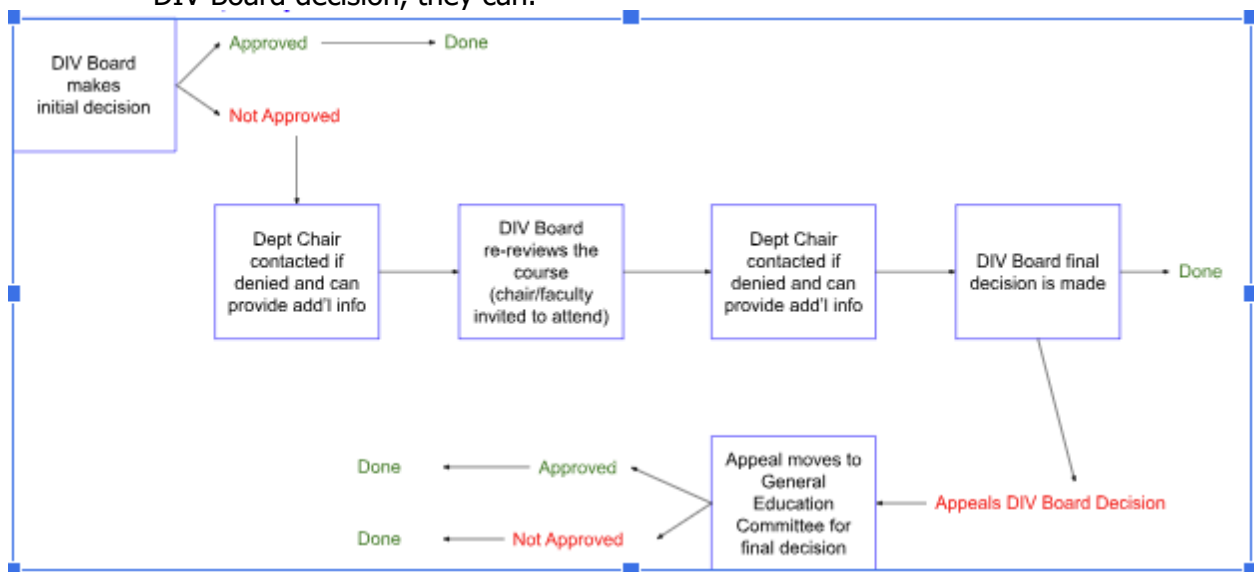
- Denied: 8
- Withdrawn: 0
- Total reviewed in Spring 2024: 34
 - Approved as submitted: 33
 - UHMs: 22
 - TCEs: 11
 - Approved with revisions: 0
 - Denied: 1
 - Withdrawn: 0
 - Still being reviewed as of April 22nd 2024: 4 TCEs

b. How many instructors were contacted because their proposal fell short of the Board's expectations? What was the result of the negotiation (number revised and approved; number denied)?

- i. In Fall, out of 132 proposals, 6 instructors (5%) were contacted. In Spring, out of 34 proposals, no instructors contacted.
- ii. Overall, 4 proposals were approved with revisions. 2 proposals were denied and there were no proposals withdrawn.

c. Changes in procedures: Did the Board establish or change any procedures that may help future Boards keep the business of the board running smoothly? What should future Boards beware of?

- There is a new appeals process. If an instructor or department wants to appeal a DIV Board decision, they can.



- Admissions transfer evaluators are able to approve straight forward transfer courses that very clearly meet DIV designations.

d. Were there any changes to the proposal form? Include rationale for the changes.

- Changes to Div designations are made using UHM-1 and UHM-2 forms. Some formatting changes were made to the UHM forms, but nothing that would impact Div designations or the process in applying for DIV designations.

3. What efforts were made in the area of faculty development? (e.g., describe type of workshops presented, explain networking/recruitment efforts, summarize the materials posted on GenEd website, list system meetings attended)
 - The Div Board did not conduct a workshop this year. They conducted a Build-a-DIV workshop in spring 2023.
4. Assessment
 - a. How has the Board contributed to the assessment efforts of the Diversification, Foundations, or Focus area's student learning outcomes?
 - b. What type of feedback has the Board given to help faculty reflect on the Hallmarks of the Diversification, Foundations, or Focus areas?
 - The DIV Board conducts a 5-year review of all courses that have DIV designations.
 - The board has back-and-forth discussion with faculty during the review process and reminds them of the hallmarks and works with them to meet the hallmarks.
 - c. How have past General Education area assessment results been used or plan to be used by the Board?
 - The current DIV assessment project is the first time the Div program has ever been assessed at UHM. The results have not been used to make improvements to student learning yet.
5. What are the Board's current concerns and issues?
 - The uncertainty of the role/future of Diversification with potential changes to the General Education curriculum.
 - What will happen when a new general education director comes in?
 - The increasing interdisciplinarity of courses coming for review and how that relates to the Diversification categories
6. What are the Board's future priorities and goals?
 - Continued assessment and what suggestions should come out of that information

Contemporary Ethical Issues Board

Reporting Period: AY 2023-24

Prepared by: Contemporary Ethical Issues Board

Board members: Atsushi Hasegawa (Chair), Eve Millett, Travis Idol, John Allen, Scott Rowland (GEC liaison), Vicky Keough (GEO liaison)

1. Policies and Hallmarks

- a. What policy decisions were made this year and what was the rationale for those decisions?

There were no policy decisions made this year. The board believes the current policy is working well.

- b. What, if any, Hallmark revisions were made? Provide the rationale for the revisions.

There were no revisions made to E Hallmarks.

- c. Is there any information the Board could furnish future Boards about how Hallmarks were interpreted and applied? Were there problems with interpreting Hallmarks?

There were no confusions about the interpretation of E Hallmarks. However, there was a discussion on how Hallmarks and Learning Outcomes should be highlighted on the syllabus attached to each E-focus application. Because some applicants did not clearly highlight relevant parts of their syllabi (Hallmarks and Learning Outcomes), there was a discussion as to whether specific methods of highlighting and color-coding should be encouraged.

2. Proposal Review

- a. How many proposals were approved, denied, and withdrawn from consideration? [Note: For Foundations and Diversification, please indicate breakdown between proposals/UHM forms and TCEs.]

- Total reviewed in Fall 2023: 9 proposals
 - Approved as submitted: 4
 - Approved with revisions: 5
 - Denied: 0
 - Withdrawn: 0
- Total reviewed in Spring 2024: 21 proposals
 - Approved as submitted: 12
 - Approved with revisions: 9
 - Denied: 0
 - Withdrawn: 1
 - Still being reviewed as of April 11th 2024: none

- b. How many instructors were contacted because their proposal fell short of the Board's expectations? What was the result of the negotiation (number revised and approved; number denied)?
 - i. In Fall, out of 9 proposals, 5 instructors (55%) were contacted. In Spring, out of 21 proposals, 9 instructors (43%) were contacted.
 - ii. Overall, 29 out of 30 proposals were approved, including 14 after revision. There were no proposals denied, and 1 proposal was withdrawn.

- c. Changes in procedures: Did the Board establish or change any procedures that may help future Boards keep the business of the board running smoothly? What should future Boards beware of?

No change was made to the procedures. We review each application individually and the indicate their evaluation on the shared spreadsheet before we meet. During the meeting, we discuss each application and make a collective decision as to accept as is, request revisions, or reject.

- d. Were there any changes to the proposal form? Include rationale for the changes.

There was no change made to the proposal form? The current form is serving its purposes well.

- 3. What efforts were made in the area of faculty development? (e.g., describe type of workshops presented, explain networking/recruitment efforts, summarize the materials posted on GenEd website, list system meetings attended)

The board held a workshop on April 10 with the support of CTE (Kuykendall 106 Events Room). This workshop was intended to reach out to faculty members in under-represented fields and provide them with information and ideas for future E-focus courses. We invited three panelists (Noelani Punewai, Young Bahng, and John Allen) who have experience with E-focus courses. In addition, we invited a specialist in teaching ethics in educational contexts (Chad Miller) to share his tips in teaching ethics. 11 people attended the workshop and their receptions were largely positive. The slides and the video from the workshop are posted on the GenEd website.

- 4. Assessment
 - a. How has the Board contributed to the assessment efforts of the Diversification, Foundations, or Focus area's student learning outcomes?

N/A

 - b. What type of feedback has the Board given to help faculty reflect on the Hallmarks of the Diversification, Foundations, or Focus areas?

N/A

 - c. How have past General Education area assessment results been used or plan to be used by the Board?

N/A

5. What are the Board's current concerns and issues?
The E-Board lost one member during the academic year. While 4 members were sufficient to review the proposals and make decisions, for the sake of continuity and consistency of the board's operation, next year we will discuss ways to improve the possibility of recruiting more people to join the board.

6. What are the Board's future priorities and goals?
The board wants to encourage all departments at UHM to offer at least one E-focus course so that each student, whether they are transfer students or not, has an opportunity to complete the E-focus requirement (300 or above) in their own majors.

Hawaiian, Asian, and Pacific Issues Focus Board

Reporting Period: AY 2023-24

Prepared by: Hawaiian, Asian, and Pacific Issues Board

Board Members: Rosela Balinbin Santos, U'ilani Chow-Rule, Joseph Foukona, Kahealani Lono, Donna-Marie Palakiko (Chair), Kahea Faria (GEC liaison), Christine Beaulé (GEO liaison)

1. Policies and Hallmarks

- a. What policy decisions were made this year and what was the rationale for those decisions?
None
- b. What, if any, Hallmark revisions were made? Provide the rationale for the revisions.
None. Hallmark revisions by the Board are not allowed. They must be approved by both the faculty senate and Systemwide HAP Committee.
- c. Is there any information the Board could furnish future Boards about how Hallmarks were interpreted and applied? Were there problems with interpreting Hallmarks?
The board reviewed each proposal critically to determine whether the course met the four Hallmarks. We were most critical on the assignments and how this met the understanding of the HAP requirements. In addition, we reviewed and provided comments to the proposal form.

2. Proposal Review

- a. How many proposals were approved, denied, and withdrawn from consideration? [Note: For Foundations and Diversification, please indicate breakdown between proposals/UHM forms and TCEs.]
 - Total reviewed in Fall 2023: 6 proposals
 - Approved as submitted: 4
 - 1 was an individual student's Focus Exemption application.
 - Approved with revisions: 2
 - Denied: 0
 - Withdrawn: 0
 - Total reviewed in Spring 2024: 9 proposals
 - Approved as submitted: 6
 - Approved with revisions: 2
 - Denied: 0
 - Withdrawn: 1
 - Still being reviewed as of April 11th 2024: none

- b. How many instructors were contacted because their proposal fell short of the Board's expectations? What was the result of the negotiation (number revised and approved; number denied)?
- i. In Fall, out of 5 proposals, 2 instructors (40%) were contacted. In Spring, out of 9 proposals, 3 instructors (33%) were contacted.
 - ii. Overall, 4 proposals were approved with revisions. No proposals were denied and there was 1 proposal withdrawn.
- c. Changes in procedures: Did the Board establish or change any procedures that may help future Boards keep the business of the board running smoothly? What should future Boards beware of?
- The Board met virtually to accommodate members demanding schedules. We prepared for meetings by reviewing and scoring the proposals prior to meeting. This provided the board time to discuss any concerns efficiently. We also moved through agenda items as needed and returned time to members when no meeting was needed.
- d. Were there any changes to the proposal form? Include rationale for the changes.
- The Board proposed adding a short checklist to the course-based form to remind faculty to annotate their syllabus, provide an annotated bibliography, and a revised course description.
3. What efforts were made in the area of faculty development? (e.g., describe type of workshops presented, explain networking/recruitment efforts, summarize the materials posted on GenEd website, list system meetings attended)
- No new teaching workshops or online teaching resources provided. The HAP Board leadership attended all meetings of the Systemwide HAP Committee in AY 2023-2024.
4. Assessment
- a. How has the Board contributed to the assessment efforts of the Diversification, Foundations, or Focus area's student learning outcomes?
- The pilot assessment project for HLO #4 led to recommendations to use a signature self-reflection assignment in sections of HWST 107 following a community engagement activity. The GEC and HAP Board will approach HWST 107 faculty in early fall 2024 to request inclusion of that signature assignment next academic year.
- b. What type of feedback has the Board given to help faculty reflect on the Hallmarks of the Diversification, Foundations, or Focus areas?
- The Board often points those faculty submitting proposals for a new or renewed HAP designation to the online teaching resources for HAP, in order to bolster the quantity and quality of Indigenous voices included among course materials. Board members often also ask proposers to more completely annotate their syllabi and reading lists.
- c. How have past General Education area assessment results been used or plan to be used by the Board?
- See 4-a above.

5. What are the Board's current concerns and issues?
The proposed change to include the Foundations Hawaiian place of learning and how this may impact lower division HAP designated courses.

6. What are the Board's future priorities and goals?
The board is invested in finding a way to include a Foundations Hawaiian place of learning and universal Hawaiian Second Language requirement. We have discussed how providing a Foundations Hawaiian place of learning course such as Hawaiian Studies 107 and Hawaiian 101 language course is essential for upper-division HAP-designated courses.

Oral Communication Focus Board

Reporting Period: AY 2023-24

Prepared by: Oral Communication Board

Board members: Curtis Daehler (Chair), Raezheen Pascua, Jay Stout, Emiko Taniguchi-Dorios, Shauna Sibonga (GEC liaison), Rose Paradise (GEO liaison)

1. Policies and Hallmarks

- a. What policy decisions were made this year and what was the rationale for those decisions?
None
- b. What, if any, Hallmark revisions were made? Provide the rationale for the revisions.
None
- c. Is there any information the Board could furnish future Boards about how Hallmarks were interpreted and applied? Were there problems with interpreting Hallmarks?
 - Hallmark 4 - enrolment cap (individual vs group) discussions
 - In order to meet the enrollment cap of 30, the course must have more than 50% of group feedback.
 - Hallmark 1 - 1 credit vs 2 vs 3 for multiple focus designations
 - This is a problem in hallmark interpretation that has not clarified the best practice yet.
 - Hallmark 1 - Instructors often list participation as an OC activity and count it to the 40%, but do not provide rubrics. The OC board did not consider participation as an OC activity without a rubric detailing how OC feedback would be provided.

2. Proposal Review

- a. How many proposals were approved, denied, and withdrawn from consideration? [Note: For Foundations and Diversification, please indicate breakdown between proposals/UHM forms and TCEs.]
 - Total reviewed in Fall 2023: 16 proposals
 - Approved as submitted: 9
 - Approved with revisions: 6
 - Approved O enrollment max caps:
 - 20 max: 11
 - 30 max: 4
 - Denied: 1
 - Withdrawn: 0
 - Total reviewed in Spring 2024: 23 proposals
 - Approved as submitted: 11
 - Approved with revisions: 10
 - Approved O enrollment max caps:
 - 20 max: 18

- 30 max: 3
 - Denied: 1
 - Withdrawn: 1
 - Still being reviewed as of April 22nd 2024: 0 proposal
 - b. How many instructors were contacted because their proposal fell short of the Board's expectations? What was the result of the negotiation (number revised and approved; number denied)?
 - i. In Fall, out of 16 proposals, 6 instructors (33%) were contacted. In Spring, out of 23 proposals, 10 instructors (44%) were contacted.
 - ii. Overall, 15 proposals were approved with revisions. 3 proposals were denied and there were no proposals withdrawn. Out of all 39 proposals, 6 were approved for a 30 max enrollment cap.
 - c. Changes in procedures: Did the Board establish or change any procedures that may help future Boards keep the business of the board running smoothly? What should future Boards beware of?

The board assigned one member as the lead reviewer for proposals and a second member as the secondary reviewer. Proposal issues or concerns were discussed among the whole committee as needed, rather than requesting that every board member review every proposal. This process helped us to streamline the review process and helped us make efficient use of meeting time.
 - d. Were there any changes to the proposal form? Include rationale for the changes.

No changes were made to the proposal form.
3. What efforts were made in the area of faculty development? (e.g., describe type of workshops presented, explain networking/recruitment efforts, summarize the materials posted on GenEd website, list system meetings attended)
- The board hosted a webinar in January 2024 for different OC assignments (debate, mediation, tech tools). Recruitment was done by CTE for UHM faculty.
4. Assessment
- a. How has the Board contributed to the assessment efforts of the Diversification, Foundations, or Focus area's student learning outcomes?

The Board has not contributed to assessment efforts yet but is planning to start developing an assessment method in fall 2024.
 - b. What type of feedback has the Board given to help faculty reflect on the Hallmarks of the Diversification, Foundations, or Focus areas?

The board members individually reached out to faculty members with individual feedback and examples to help them revise or clarify their proposals.
 - c. How have past General Education area assessment results been used or plan to be used by the Board?

The board has not used past assessment results this year.

5. What are the Board's current concerns and issues?

The Board is understaffed with only three members. Having at least four members is necessary, five would be ideal for the Board to efficiently handle the review of proposals, workshops, assessment projects, and faculty resources.

Professors have listed participation as an OC assignment without providing a syllabus with a description of how the quality and quantity of participation will be assessed. This is a listed tip under 'Explanatory Notes and Helpful Tips.'

6. What are the Board's future priorities and goals?

- Providing feedback to instructors for proposal applications in a timely manner.
- Assessment + workshops for the future.
- Requesting different rubrics based on the modality of the course (e.g., (a)synchronous *Zoom*, in-person).
- Updating exemplars of syllabi, rubrics, etc. from particularly good submissions.

Writing Focus Board

Reporting Period: AY 2023-24

Prepared by: Writing Board

Board members: Sarah Allen (Chair), Christopher Au, Gary Glauberman, Ji Young Kim (Vice Chair), Mark Nakamoto, Justin Walguarnery, Christine Beaulé (ex officio), Priscilla Faucette (ex officio), Mahealani Kaneshiro (GEC liaison), Lisa Fujikawa (GEO Liaison)

1. Policies and Hallmarks

- a. What policy decisions were made this year and what was the rationale for those decisions?

The W board recommends that students receive W credit for approved ENG 200 equivalency transfers.

Last academic year, the W board agreed to have each W Focus proposal reviewed by two Board members. That change was implemented this AY.

- b. What, if any, Hallmark revisions were made? Provide the rationale for the revisions.
None

- c. Is there any information the Board could furnish future Boards about how Hallmarks were interpreted and applied? Were there problems with interpreting Hallmarks?
None

2. Proposal Review

- a. How many proposals were approved, denied, and withdrawn from consideration? [Note: For Foundations and Diversification, please indicate breakdown between proposals/UHM forms and TCEs.]

- Total reviewed in Fall 2023: 58 proposals
 - Approved as submitted: 33
 - 5 were Overenrollment and 1 was an Exemption.
 - Approved with revisions: 23
 - 2 were Overenrollment and 1 was an Exemption.
 - Denied: 1
 - Withdrawn: 1
- Total reviewed in Spring 2024: 90 proposals
 - Approved as submitted: 71
 - 2 were Exemptions.
 - Approved with revisions: 18
 - 2 were Overenrollement.
 - Denied: 1
 - Withdrawn: 0
 - Still being reviewed as of April 22nd 2024: 8 proposals

- b. How many instructors were contacted because their proposal fell short of the Board's expectations? What was the result of the negotiation (number revised and approved; number denied)?
 - i. In Fall, out of 58 proposals, 25 instructors (43%) were contacted. In Spring, out of 90 proposals, 19 instructors (21%) were contacted.
 - ii. Overall, 41 proposals were approved with revisions. 2 proposals were denied and there was 1 proposal withdrawn.

- c. Changes in procedures: Did the Board establish or change any procedures that may help future Boards keep the business of the board running smoothly? What should future Boards beware of?

Because the W board changed its review process so that two board members currently review each proposal, the board decided that any disagreement between two reviewers about a particular proposal should be brought to the board for discussion.

The spreadsheet has also been revised so that it better captures the process of review, including any negotiation between reviewers (as well as between reviewers and the course director).

- d. Were there any changes to the proposal form? Include rationale for the changes. The changes made to the form last year proved to clarify and streamline the process.

The W board created a checklist for inclusion in the proposal in an effort to prevent common mistakes or omissions.

- 3. What efforts were made in the area of faculty development? (e.g., describe type of workshops presented, explain networking/recruitment efforts, summarize the materials posted on GenEd website, list system meetings attended).
The W board worked in collaboration with the F board to plan and deliver a workshop on cultivating and clarifying connections between FW and WI.

The W board has begun to collect sample FW and WI teaching materials, which will be shared with interested FW/WI course directors and instructors in the future.

4. Assessment

- a. How has the Board contributed to the assessment efforts of the Diversification, Foundations, or Focus area's student learning outcomes?
NA

- b. What type of feedback has the Board given to help faculty reflect on the Hallmarks of the Diversification, Foundations, or Focus areas?
The feedback commonly given by the board has been about incorporating more opportunities (or making opportunities more explicit in the course syllabus) for students to receive feedback on their writing and to practice revision, as well as about meeting the 4000-word requirement while also making the labor of responding to student writing manageable. In addition, the board has tried to help programs think about how they

might meet the 20:1 student/teacher ratio in ways that maintain the integrity of the WI focus.

- c. How have past General Education area assessment results been used or plan to be used by the Board?
None yet

5. What are the Board's current concerns and issues?

The board is concerned about the increasing interest from programs in developing and delivering their WI courses by using GA labor. While the opportunity to teach writing as a GA can be invaluable, WI courses are labor intensive with a lot of one-on-one contact with students. GAs need to be given substantive and ongoing training and support in such courses.

6. What are the Board's future priorities and goals?

The board would like to continue to develop the repository of FW/WI teaching materials and to continue conversations about the connections between FW and WI. One possibility might be to develop scaffolded SLOs between FW and WI.