MEMORANDUM

To: David McClain
   President, University of Hawai‘i System

From: Rose Tseng
   Chancellor, University of Hawai‘i at Hilo

Subject: Request Approval of a Revision to the University of Hawai‘i at Hilo’s General Education Program

SPECIFIC ACTION REQUESTED:

The University of Hawai‘i at Hilo requests that you approve a revision to its General Education (GE) program to include a common core for all undergraduate students in Basic, Area, and Integrative categories. The proposed revision mandates that all courses fulfilling GE requirements will have explicitly stated student learning objectives.

RECOMMENDED EFFECTIVE DATE:

Beginning of Fall semester, 2009

ADDITIONAL COST:

None

PURPOSE:

UH Hilo, through the actions of its duly authorized faculty governance bodies and with the concurrence of its academic administrators, has revised its GE program to include a common core for all UH Hilo undergraduate students as well as student learning objectives and assessment measures for all GE courses. We make these revisions to develop basic competencies in written and oral communication, critical thinking, and quantitative skills in all of UH Hilo’s students; to make certain that they acquire foundational knowledge of academic disciplines not directly related to their own field of study; to ensure that they understand and learn from the perspective of the unique Hawaiian and Asia Pacific environment in which we are located; and to promote their awareness of local and global issues and a their commitment to engage in meaningful civic action.
BACKGROUND:

Authority: UH BOR Policy 5-12, General Education

Efforts to revise the UH Hilo GE program have been ongoing since 2002. The need to revisit our GE program was prompted by preparation for the Western Association of Schools and Colleges (WASC) educational effectiveness review in 2004. As a result of that visit, WASC recommended that student learning outcomes for GE be stated in assessable terms and that UH Hilo create a GE vision statement "of what should distinguish a graduate of UH Hilo."

The 2004-2008 GE committees engaged in the work of devising a new GE program that would address WASC concerns, genuinely benefit students, and maintain high educational standards. Benefiting from the work of previous GE committees, the 2007-2008 GE committee developed a vision statement and GE plan (see Attachments 1 and 2) that were acceptable to the UH Hilo faculty. On February 29, 2008, the proposed GE plan was presented to the faculty Congress. Revisions were made by acclamation and the proposal was unanimously approved (see Attachment 3). In March 2008, the new GE program was approved in a written vote by 60% of the tenured faculty, tenure-track faculty and instructors.

In accordance with WASC recommendations, the 2007-2008 GE plan enumerates twelve learning outcomes (see Attachment 2). The syllabi of GE courses are required to include learning goals that align with the first two of these outcomes, one of the Phase 2 outcomes, and one of the Phase 3 outcomes (see Attachment 2).

In devising the new GE program, the GE committee posted a number of surveys to elicit faculty input regarding GE reform and discussed the GE proposal with faculty at a special all-senates faculty meeting. One faculty survey conducted in Spring 2007 showed that faculty thought "GenEd should make students more responsible, critical, and better informed citizens." Another survey conducted Fall 2007 showed that student deficiencies in writing, critical thinking and analytical skills are regarded as a significant problem by most faculty at UH Hilo.

The 2007-2008 GE committee shaped the new GE program to address these concerns. A Global Community Citizenship requirement was added to enhance civic awareness and to create a category in which internships, service learning or field work experiences would count for GE (see Attachment 2). In this plan there is one English basic requirement (ENG 100, ENG 100T or ESL 100) and a Language Arts requirement which reinforces writing and oral communication skills. The proposal also requires two quantitative reasoning courses, one of which must be a mathematics class, and the other may be any course that primarily involves quantitative skills. The GE committee also recognized the
importance of reinforcing basic skills in every course that is listed under GE. As a result, the plan requires that all GE classes include a rigorous writing or quantitative assignment. To accommodate the Global and Community Citizenship requirement, the World Cultures requirement was reduced from two classes to one class. There also is a requirement that students take two classes in each of three areas: Humanities, Social Sciences/Business, and Natural Sciences/Resources.

At the May 28, 2008 meeting of the Council of Chief Academic Officers (CCAO), UH Hilo VCAA Philip Castille and Faculty Congress Chair Barbara Leonard presented the GE Program revision for review. After a positive evaluation by the CAOs, and after a review of the provisions of BOR 5-12 (b), UH Vice President for Academic Planning & Policy Linda Johnsrud concluded that these GE program revisions represent operational changes to UH Hilo’s GE program, not changes in “concept or principle.” Therefore, they do not require Board of Regents action and should come forward to the President for final approval in the form of an Action Memo.

This fall a six-member GE committee has been formed for the 2008-2009 academic year. This committee is charged with collecting syllabi and certifying courses that will come under each of the new GE categories. A GE curriculum review committee will be maintained in subsequent years to certify new courses and audit existing GE courses to ensure that these courses continue to comply with GE standards. Ad-hoc committees will also be created every year to assess two or three of the GE learning outcomes. The assessment process will systematically review selected GE learning outcomes each year.

Attachments:

1. Statement of Philosophy and Principles
2. Approved GE Program
3. UH Hilo Faculty Congress—Minutes for Meeting of February 29th, 2008

ACTION RECOMMENDED:
It is recommended that you approve the revision of UH Hilo’s General Education program. Revisions are to be effective from the beginning of Fall semester, 2009.

APPROVED/NOT APPROVED

David McClain, President

Date 9/16/08
General Education: Philosophy and Principles

General education complements and expands every degree program by providing a broad base of knowledge and a common core of skills that form the basis for life-long learning. It fosters an inquisitive and critical outlook and prepares our graduates to become thoughtful and contributing members of society as well as flourishing individuals. The program requires the development of comprehension, communication, critical, analytical, and quantitative skills enabling students to better understand their surroundings and effectively relate to other human beings. It also promotes a foundational understanding of academic disciplines outside the major and awareness of pressing global issues. It provides opportunities to appreciate and participate in our local community, and to see how academic and real-life pursuits merge in our Island’s “living laboratory.” Finally it develops the disposition to reflect on conduct and engage in civic activities.

Principle 1: The first goal of general education is to develop basic competencies in communication, critical thinking and quantitative skills.

An educated person should be able to communicate clearly, read and think critically, and should possess sufficient quantitative competency to function capably in the world. The Composition, Language Arts, and Quantitative Reasoning requirements of our program address these needs. The Composition Requirement is implemented through a series of courses that systematically develop the ability to express compelling arguments or opinions based on carefully researched and critically selected information from oral, printed, laboratory or electronic sources. The Language Arts Requirement enhances communication and critical thinking skills by engaging students in the process of constructing, analyzing, and employing language. Through the Quantitative Requirement students acquire skills to follow complex chains of reasoning and engage in problem solving using mathematical and symbolic concepts.

Principle 2: The second goal of general education is to ensure students acquire foundational knowledge of academic disciplines not directly related to their own field of study.

The Area Requirements ensures students take at least 4 courses in disciplines not directly related to their own major. The choices of areas are: Humanities, Social Sciences and Business, and Natural Sciences and Resources. The objective of this requirement is to broaden student’s knowledge and interests by expanding and complementing the knowledge acquired in their own majors.

Principle 3: The third goal of general education is to ensure students understand and learn from the perspective of the unique Hawaiian and Pan-Pacific environment in which we are located.

A series of courses organized around the theme of life in Hawai‘i and the Pan-Pacific region are offered in order to deepen students understanding and appreciation of the unique environment in which their learning is taking place. The Hawai‘i Pan-Pacific requirement courses introduce the cultures, histories, and environments of this distinctive region and afford students an opportunity to engage various disciplines from our unique vantage point.

Attachment 1
Principle 4: *The final goal of general education is to promote awareness of local and global issues and instill a commitment to engaging in meaningful civic action.*

The Global and Community Citizenship (GCC) requirement promotes engagement with our local and national communities through field work or service learning. The requirement enhances students' understanding and analysis of problems that humanity faces, ranging from global warming to the viability of democracy. Students are taught to combine knowledge of the world as a bio-geo-political system and values related to ethics, tolerance and the importance of diversity with the motivation and skills to effect positive change.
General Education Core for the Four Colleges

The common core of General Education consists of requirements in Basic, Area, and Integrative categories. This proposal for General Education (GE) requires 40 credits. Up to nine additional credits are available if WI courses are not double or triple counted. Each college may add an additional general education category for their students according to particular needs.

All courses that are certified as GE courses must:

1. list student learning outcomes on the syllabus;
2. align course learning outcomes with general education outcomes by including the phase 1 outcomes, one or more of the phase 2 outcomes and one or more of the phase 3 outcomes in some form in the course learning outcomes;
3. include a rigorous written or quantitative assignment that assesses the student learning outcomes.

General Education Learning Outcomes:

Upon completion of the general education requirements, students will demonstrate the ability to:

Phase 1 Student Learning Outcomes
1. think clearly, logically and critically
2. locate, comprehend, and utilize information

Phase 2 Student Learning Outcomes
3. compose effective written materials that assimilate, synthesize and reflect on course information.
4. express and apply numeric and symbolic concepts correctly and accurately

Phase 3 Student Learning Outcomes
5. speak clearly and orally communicate ideas, facts, information, or recitations effectively and in a manner appropriate to the audience.
6. describe the behavior and interactions of human beings in terms of academic theories, concepts and models.
7. investigate the natural world—its forces, principles, and occupants—and formulate conclusions based on the methods of scientific reasoning.
8. recognize the cultural heritage and contributions of world cultures including their art, music, literature, philosophy, and science.
9. identify ethical problems and dilemmas, evaluate the validity of ethical arguments, and critically reflect on value assumptions.
10. use computer technology competently.
11. recognize key aspects of the culture, language, economy, history, or natural environment of Hawai‘i or of another indigenous culture or nation or region of the Pan-Pacific.
12. discuss global and local community issues and engage in activities that promote the quality of life in the local or global community.

Attachment 2
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<th>Basic Requirements</th>
<th>Courses</th>
<th>Requirements for Course Certification</th>
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<td><strong>Composition</strong></td>
<td>ENG 100 or ENG 100T (ESL 100 or ESL 100T for non-native speakers of English only).</td>
<td>- Introduce students to different forms of college-level writing, including, but not limited to, academic discourse, and guide them in writing for different purposes and audiences;</td>
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<td>- teach students to properly document sources;</td>
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<td>- require at least 5000 words of finished prose-equivalent to approximately 20 double-spaced, typewritten pages.</td>
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<td>- Student learning outcomes must align with the certification requirements and General Education Learning Outcomes 1, one of 2 and one of 3.</td>
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<td>- One or more rigorous writing assignments that assess student learning and are substantially correlated with the final course grade.</td>
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<td><strong>Language Arts</strong></td>
<td>Any one lower-division English, Rhetoric, Hawaiian, Foreign Language, Linguistics or Communication course that satisfies the certification requirements and includes the learning outcomes</td>
<td>- Show students how language operates at a structural, functional and social level;</td>
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<td>- engage students in the process of constructing, analyzing, and employing language;</td>
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<td>- teach students techniques and forms that constitute effective communication of ideas, facts and information;</td>
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<td>- require students to show proficiency in analyzing and/or demonstrating modes of communication.</td>
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<td>- Student learning outcomes must align with the certification requirements and General Education Learning Outcomes 1, one of 2 and one of 3.</td>
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<td>- One or more rigorous written assignments--totaling a minimum of 1250 words (approximately five, double-spaced type-written pages)--that assess student learning and are substantially correlated with the final course grade.</td>
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<tr>
<td><strong>Quantitative Reasoning</strong></td>
<td>Any one lower-division math course and one lower division additional course in any field that satisfies the certification requirement and learning outcomes.</td>
<td>- Enable students to understand the use of mathematical or symbolic concepts as representations of real world events and phenomena.</td>
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<td>- require students to develop skills in chains of reasoning from data to conclusions</td>
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<td>- require students to develop skills in problem-solving using mathematical or symbolic concepts and techniques.</td>
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<td>- Student learning outcomes must align with the certification requirements and General Education Learning Outcomes 1, one of 2 and one of 3.</td>
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<td>- One or more rigorous quantitative assignments that assess student learning and are substantially correlated with the final course grade.</td>
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| World Cultures | Any one lower-division course that satisfies the World Cultures requirements and includes learning outcomes. | - Analyze the development of human societies and their cultural traditions through time and throughout the world, including Africa, the Americas, the Middle East, Asia, Europe, and Oceania (Pacific Basin)  
- offer a broad, integrated analysis of cultural, economic, political, scientific, philosophical, religious and social developments that recognizes the diversity of human societies, diverse cultural traditions and cross-cultural interaction.  
- Student learning outcomes must align with certification requirements and General Education Learning Outcomes 1, one of 2 and one of 3.  
- One or more rigorous written assignments--totaling a minimum of 1250 words (approximately five, double-spaced type-written pages)--that assess student learning and are substantially correlated with the final course grade. |

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<tr>
<th>Area Requirements</th>
<th>Courses Lower-division and upper-division courses are eligible</th>
<th>Requirements for Course Certification</th>
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</table>
| **Humanities**    | Any two certified courses in two different humanities. These include courses taught in the Humanities Division and courses taught in the College of Hawaiian Language (Ka Haka 'Ula O Ke'elikolani College). | - Use the terminology of the visual, performing, or creative arts; or of the study of philosophy, language, communication, or religion; or of literary representations;  
- engage students in the study of artifacts, texts, performances, processes, theories, or issues of the concern in studies of the arts, philosophy, language, communication, religion, or literature;  
- demonstrate the methods or modes of inquiry employed in studies of the arts, philosophy, language, communication, religion, or literature.  
- Student learning outcomes must align with the certification requirements and General Education Learning Outcomes 1, one of 2 and one of 3  
- One or more rigorous written assignments--totaling a minimum of 1250 words (approximately five, double-spaced type-written pages)--that assess student learning and are substantially correlated with the final course grade. |

| **Social Sciences** | Any two certified courses in two different social sciences. These include courses taught in the Social Sciences division, courses from the College of Business, or Agriculture Business courses and courses from the College of Hawaiian Language (Ka Haka 'Ula O Ke'elikolani College). | - Use the terminology of theories, structures, or processes in the social or psychological sciences;  
- engage students in the systematic study human behavior, both social and individual;  
- present theories, concepts, models, practices, research methods, or issues of concern in the study of human behavior and interactions.  
- Student learning outcomes must align with the certification requirements and General Education Learning Outcomes 1, one of 2 and one of 3. |
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<tr>
<th>Natural Science</th>
<th>Any two lecture courses from two different natural sciences and 1 lab course in biological or physical science. These include courses taught in the Natural Sciences Division and courses in the College of Agriculture and the College of Hawaiian Language (KaHaka 'Ula O Ke'elikolani College).</th>
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</table>
| - use the terminology of computational, physical or biological sciences  
- include knowledge and theories of the computational, physical or biological sciences;  
- foster a student's ability to perform inquiry that is guided by the scientific method, including observation/experimentation and scientific reasoning/mathematics.  
- Student learning outcomes must align with the certification requirements and General Education Learning Outcomes 1, one of 2 and one of 3  
- One or more rigorous written assignments (totaling a minimum of 1250 words) and/or quantitative assignments that assess student learning and are substantially correlated with the final course grade. |

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<th>Integrative Requirements Courses</th>
<th>Lower-division and upper-division courses are eligible.</th>
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<td>Requirements for Course Certification</td>
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</table>
| - use writing to promote the learning of course materials;  
- provide interaction between teacher and students while students do assigned writing.  
- Student learning outcomes must align with the certification requirements and General Education Learning Outcomes 1, one of 2 and one of 3.  
- require students to do a substantial amount of writing—a minimum of 4000 words, or about 16 finished, type-written, pages—formal, or informal, including analytic essays, critical reviews, journals, lab reports, research reports, or reaction papers, etc. |

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<th>Writing Intensive</th>
<th>- Three Courses one of which is numbered 300 or above.</th>
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<td>Requirements for Course Certification</td>
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</table>
| - Investigate major aspects of the culture, language, economy, history, or natural environment of Hawai‘i or of another indigenous culture or nation or region of the Pan Pacific region.  
- foster critical understanding of different cultural perspectives, values, and world views and the ability to acquire additional knowledge about these.  
- Student learning outcomes must align with the certification requirements and General Education Learning Outcomes 1, one of 2 and one of 3.  
- One or more rigorous written assignments (totaling a minimum of 1250 words) and/or quantitative assignments that assess student learning and are substantially correlated with the final course grade. |

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<th>Hawai‘i-Pan-Pacific (HPP)</th>
<th>Any lower-division or upper-division course that satisfies the Hawai‘i-Pan-Pacific requirement</th>
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Global and Community Citizenship (GCC)

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<th>Any lower-division or upper-division courses that satisfy the Global and Community Citizenship requirements.</th>
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<td>- Enhance awareness of local and global community and environmental issues;</td>
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<td>- stress application of knowledge and skills to solving community or environmental challenges and/or benefiting the community through course conducted workshops;</td>
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<td>- encourage interaction with community, business and/or government sectors in order to effect positive change;</td>
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<td>- encourage students to become informed and active participants in their communities;</td>
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<td>- include a field work, community workshop, or service learning component.</td>
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<td>- Student learning outcomes must align with the certification requirements and General Education Learning Outcomes 1, one of 2 and one of 3.</td>
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<td>- One or more rigorous written assignments (totaling a minimum of 1250 words) and /or quantitative assignments that assess student learning and are substantially correlated with the final course grade.</td>
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**Implementation**

During the 2008-2009 academic year, a General Education Curriculum review committee will be established to certify courses that satisfy the general education requirement; these courses will be listed in the catalogue for the following year. Extra-compensation will be arranged for these committee members who will be responsible for deciding which courses qualify for general education certification in terms of the requirements listed above. There will be five members (Math and English will be given priority for two of the five positions). The General Education Curriculum review committee will be a subcommittee of the General Education Committee.

The General Education Curriculum Review Committee will create a website with a matrix which programs can fill out to indicate which outcomes their proposed general education courses teach to.

Programs will also be able to submit sample syllabi on line for GE committee review. It will only be necessary to submit one sample syllabus for multiple-section courses and courses taught by different faculty. Programs will insure that all sections of the same class share a core set of learning outcomes (additional learning outcomes may be added according to the discretion of individual instructors). Departments will also insure that the same courses taught by different faculty share some sort of rigorous writing/quantitative assignment. This does not have to be the same assignment.
After the General Education Curriculum Review Committee has compiled a list of recommended GE courses, the list will be submitted to the Faculty Congress for final approval.

After the GE courses have been approved, the GE Curriculum review committee will create a matrix which shows which UHH classes teach to which learning outcomes and at what level and will post the matrix on the UHH website.

### Sample Matrix for General Education Learning Goals

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<th>Outcome</th>
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I = Introduced, D = Developed & Practiced with Feedback, M = Demonstrated at Mastery Level Appropriate for Graduation

### Follow-up

A General Education Curriculum review committee will be maintained in subsequent years to certify new courses and audit existing general education courses to insure that these courses continue to comply with general education standards.

All courses approved for the general education program are advised to put a cap on their classes of 35 students (and can be smaller according to the requirements of individual programs and WI restrictions).

Recertification of the whole program will take place at least every seven years.

### General Education Learning Outcomes Assessment

Two ad-hoc committees will be created every year to assess one of the 1-4 learning outcomes and one of the 5-12 learning outcomes. The assessment process will systematically cycle through the learning outcomes. The committees will be composed of faculty who teach to the area being assessed. The number of outcomes assessed each year will increase as the numbers of faculty and resources permit.

The ad-hoc assessment committees will:

a. request a representative sample of paper and assignments from a variety of courses that teach to the particular learning outcome at the mastery level and evaluate those materials; or
b. arrange an exam to be administered to a representative sample of students. Funds will be made available to purchase tests that the committees deem to be appropriate for their purposes; and/or

c. interview a representative sample of students.

Faculty development will be integrated into the assessment process. Funds will be made available to local or national experts in assessment relating to particular areas to teach faculty how to effectively assess a specific learning outcome. Funds will also be made available to include instructors and lecturers, who teach in the general education program, in this process.

Transfer

Students who transfer with an AA degree from a U.S. accredited university will be admitted with junior level standing and be considered to have completed all of the GE requirements except the Hawai‘i-Pan-Pacific Requirement (H/A/P), the Global and Community Citizenship (GCC) requirement, and two required writing intensive courses. Students transferring in from another campus within the UH System will be considered to have met all of the basic and area GE requirements, except two required writing intensive courses, and will be admitted with junior level standing.

Transfer courses do not have to correspond precisely with a UHH course that is certified as a GE course in order to count as fulfilling a GE requirement. With the exception of the composition requirement, to which transfer courses from outside the UH System must directly correspond, transfer courses will be accepted as fulfilling GE requirements if the course satisfies the spirit of the certification requirements.

The appropriate administrators will communicate this new GE program to the other University of Hawai‘i campuses and coordinate the transfer process.
Members Present: Michael Bitter, Emmeline dePillis, Sevki Erdogan, Ramon Figueroa-Centeno, Alohalani Housman, Kerri Inglis, Raina Ivanova, Jim Juvik, Barbara Leonard, Gail Makuakane-Lundin, Gail Makuakane-Lundin, Chuck Malenfant, Bruce Matthews, Cam Muir, Mark Panek, Jennifer Richardson, Sabry Shehata, Regina Titunik.

UHHSA Members: Georgia Pinsky, Lani-Thur-Fine, Christina Sloss

OTHERS PRESENT: Nina Azari, Phil Castille, Hank Hennessey, Kenny Simmons

3:04 pm: Meeting called to order by Chair, Barbara Leonard.

1. **Motion:** Cam Muir moved to approve the minutes from the October and November meetings; Regina Titunik seconded the motion. (Please go to: http://www.uhh.hawaii.edu/uhh/congress/minutes.php to view the minutes.)  
   *Motion passed unanimously.*

2. Report from the Chair: The Chair reported on the ACCFSC meeting and deferred discussion of the performance indicators until the Budget Committee report.

3. Report from Regina Titunik, Chair of General Education Committee. The General Education Proposal was discussed and amended by acclamation as follows:

   - Agriculture Business was added to the Social Sciences category. Agriculture business courses can also be counted as satisfying the Social Sciences area requirement.
   - Workshops conducted by performing arts students were included in the Global and Community Citizenship (GCC) category. These course workshops can be counted as satisfying the GCC requirements.
   - The course level assessment column was deleted.
   - Transfer issues were clarified. With the exception of the composition requirement, to which transfer courses must precisely correspond, transfer courses will be accepted as GE courses if the course content satisfies the spirit of the category certification requirements.

The amended proposal from the General Education Committee was then voted on by the Faculty Congress.

*Motion passed unanimously*

The amended motion will be mailed out to all tenured and tenure-track faculty for endorsement.

4. Report from Emmeline dePillis, Chair of the Admission Committee. The Admissions Committee Chair pointed out that more than half of UHH students are not subject to UHH’s admission standards because they transfer in with AA
degrees, and suggested that "quality control" would better be handled by the 1st-Year Program Committee, which should also come up with a 1st-Year Program for transfer students.

5. Report from Mike Bitter, Chair of the Academic Policy Committee: The APC has broken down the recent T and P survey results into "areas of faculty concern." Barbara Leonard suggested that the APC provide a recommendation for changes to the contract by the April meeting, since UHPA is hoping to begin negotiations at that time. The APC Chair said that the committee could come up with some recommendations by April, but that the committee's work would extend beyond April. This work will include the global changes to the T and P document currently posted on the VCAA's website.

6. Report from Barbara Leonard, Chair of the Budget Committee. Please go to: http://www.hawaii.edu/ovppp/uhplan/strategicoutcomes.pdf for a copy of the latest version of the Vice President for Academic Planning and Policy's performance measures based on the strategic plan. The performance indicators were discussed and the Chair reported that the Long-range Budget Planning Committee will be discussing these measures when formulating the UHH biennium budget request.

New Business:

7. Review of administrators. Given the fact that the new Vice Chancellors have not been on the job long enough for a review to make sense at this time, the Congress decided by consensus to postpone such reviews until next year.

8. MOTION from the Executive Committee: That the UHH Congress conduct its own elections of at-large members this year in time for the new members to attend the April Faculty Congress meeting as guests, and in time for the committee chairs to be selected for the following year and so that appropriate course releases be negotiated before the end of the term. (see attached motion). Motion passed unanimously.

9. Library fees for interlibrary loans were discussed. Chuck Malenfant explained that "rising costs have met a shrinking budget," so the library will be charging students (not including senior thesis students) one dollar for each interlibrary loan. He said that the library is charging students partly as a way to discourage them from making interlibrary loan requests because of the rising cost of postage, approximately $6 per book. Barbara Leonard suggested that the Executive Committee look further into why the library is forced by its budget constraints to take such drastic measures that potentially limit our students' research opportunities.

10. Notice that the WASC special visit team wish to meet with faculty to discuss governance, general education and assessment issues.
11. A motion from the Executive Committee regarding the failure of a faculty member’s promotion and tenure process. **Discussion:** Vice Chancellor Castille objected strongly to the statement as presented, saying that it undermines the concept of privacy in faculty personnel matters, in effect making a “sham” of such a concept of privacy. Jim Juvik disagreed, saying that the real “sham” was in how the administration had “laid down” in failing to stand up to the acting president and protect its own faculty. Regina Titunik pointed out that no one was ever held accountable for the shameless way the faculty member in question was treated. Michael Bitter pointed out that Congress has “a responsibility to our faculty to protect them, or otherwise, all of our junior faculty are at risk” when they come up for tenure and promotion. “It cannot happen again,” he said. Regina Titunik moved to delete the “process” part of the document, enumerated 1-9, since the real point of the document is to question the roles of the system’s acting president, and of our administration, in the affair. Jim Juvik seconded the motion. **Motion TO AMMEND passes with two abstentions.** Michael Bitter suggests re-wording the statement. Jim Juvik moved to send the statement back to the Congress Executive Committee for further revision. **Motion to send the statement to Executive Committee for revision passed with one abstention.**

12. 5:03 Meeting adjourned by Chair, Barbara Leonard.

Respectfully submitted, 3/4/08, by Mark Panek, Secretary.

**Appendix A:**
**Motion from the UHH Faculty Congress Executive Committee Regarding Elections**

**Motion:**
That the UHH Faculty Congress conduct elections for its members-at-large for the 2008-2009 academic year in time for the new members to attend the April Faculty Congress meeting as guests, and in time for the committee chairs to be selected for the following year and so that appropriate course releases be negotiated before the end of the term. Each College Senate shall elect its own Senate Chair, who is automatically a member of UHH Faculty Congress.

**Rationale:**
Faculty Congress has a budget, a student worker, and enough interested members to conduct elections for members-at-large. Elections will be held in a timely manner in April so that new members may attend the April Faculty Congress meeting. Committee Chairs for the next academic year be will elected when the new members are officially seated at the May Faculty Congress meeting, and course releases for the Committee Chairs will be applied for in a timely manner before the semester ends. Senates will be asked to hold elections for Senate Chairs before the April Faculty Congress meeting so that their Senate Chairs may be involved in this process.

The following process will be followed:
1. A call for nominations will be sent out to the tenured and tenure-track faculty via email. Faculty will be asked to confirm that another faculty member is willing to serve before nominating another faculty member. Faculty members may nominate themselves.

2. A list of faculty nominated for each Division/College will be mailed to all the tenured and tenure-track faculty in that Division/College. Faculty will be asked to choose enough members to fill the empty seats on Congress from that Division/College.

3. The ballots will be sent to the Congress Chair with a blank envelope containing the ballot inserted inside the mailing envelope. Each voting member will sign the mailing envelope for security purposes.

4. An election committee of no less that three members of Faculty Congress will check the names on the mailing envelopes off a master list (to ensure the validity of the ballot), open the mailing envelope, remove the blank envelope containing the ballot, and place the blank envelope within a box. After all mailing envelopes have been processed, the blank envelope will be opened and the ballots tallied for each Division/College. Faculty nominated will be ordered by number of votes, and those that receive the most votes will be selected to fill the empty seats. In the case of a tie, a coin toss will determine the result.