

**ANNUAL REPORT**  
**CONTEMPORARY ETHICAL ISSUES FOCUS BOARD**  
**FALL 2002 – SPRING 2003**

**Introduction**

This report provides a brief record of the actions taken by the Contemporary Ethical Issues (CEI) Focus Board during the 2002-2003 academic year. Since no annual report was written for the prior year's activities, some of those actions that impacted the current academic year are also recorded. This report also outlines the current status of CEI course offerings at the Manoa campus and provides a list of priorities for the board in the next academic year.

This report was prepared by the current CEI board members: Ian Robertson (Chair), Andrew Arno, Ernestine Enomoto, Janice Uchida and Cynthia Ward.

**Board Actions**

*Hallmark Revisions:* During the Spring 2002 semester, the board considered revisions to the CEI hallmarks and made a number of recommendations to the General Education Committee (GEC). These included specifying the minimum E-content (equivalent of 1 semester credit) and time spent on discussion of CEI issues (8 hours minimum), and the restriction of E-focus courses to the upper division (300 or 400 level). The GEC had proposed the change to upper division courses so as to provide exposure to ethics in a student's major and to aid spreading the core requirements across all four years of the undergraduate program, a WASC accreditation expectation. The board struggled with this decision primarily because of anticipated backlash from lower division instructors and Community Colleges, but also because of the potential difficulty in generating adequate course offerings for all students at the upper division level. The modification to an equivalent of 1 semester credit of ethical content was proposed to enable more upper division courses to comply with the hallmarks.

During the 2002-2003 school year, it has become apparent that this restriction to upper division has encouraged many departments to develop E-focus courses where none would otherwise be offered. The number of E-courses offered each semester has grown, even with a decrease in 100 and 200 level proposals. Considerable work is still required to increase the number of E-focus offerings and improve the distribution to all departments.

*Lower Division and Community College Interaction:*

Correspondence was received from a number of faculty upset with the restriction of E-focus courses to the upper division. These concerns were addressed as they arose, and the GEC was encouraged to develop a rationale statement for general distribution so as to explain the decision to limit the E-focus to 300 and 400 courses. The GEC was also asked to consider the option of two E-courses, with one restricted to the upper division.

The response was that it was unlikely the faculty senate would entertain an increase in core requirements when one of the primary objectives of core reform was to reduce the overall size of the core.

*Course Proposal Review:* The board reviewed 45 E-course proposals during the year. The review process generally involved individual review by each board member followed by discussion of each proposal at a board meeting. Decisions were generally made by consensus. Less than half of the proposals were approved as submitted. The board often required additional information before making a decision. The chair would contact the instructor by email to request the necessary information. The instructor’s response would be emailed to all board members for their review and feedback. If all members were satisfied with the response, the course was approved without further discussion at a board meeting. If a member had lingering concerns, the proposal and instructor response would be discussed at the next board meeting and a decision made. During this academic year, only four course proposals were declined based on lack of instructor input.

The board established the following criteria for evaluating E-focus proposals:

- Each E-course designation is attached to the individual instructor. The board felt it was important that the information in the course proposal be provided by the individual instructor and not be a generic description of the course content. This would preclude E-designation for a course or section listed as “Staff” even though other sections of the same course may have the E-designation. Once an E-designation is assigned to a section it is not easily reversed, so the board decided not to recommend “pending” courses for approval.
- The most common deficiency in proposals was the lack of information about how students were to gain the skills necessary to deliberate ethical or moral dilemmas.
- Proposals also seldom described how these deliberation skills were to be evaluated. References to written papers and exams were generally not adequate as evaluation techniques.
- Approximately half of all proposals were approved based on the original proposal while additional information was requested of the instructor for the remaining courses. Generally this information proved adequate to recommend approval of the course.

## **Current Status**

### *E-Course Offerings*

Table 1 provides a summary of the E-course offerings for Fall 2002 and Spring 2003.

**Table 1: E-course offerings**

<b>Contemporary Ethical Issues</b>					
	Number of Classes Offered*	Number of Seats Available	Number of Seats Filled	Average Enrollment	Median Enrollment
Fall 2002	38	1216	1181 (97%)	31	26
Spring 2003	42	1298	1272 (98%)	30	25

It is estimated that in order to provide adequately for all undergraduate students at UH Manoa, there should be between 1800 and 2000 seats available in E-designated courses. Since the E-designation is limited to 300 and 400 level courses, the board felt it would be best if each department or college were to provide a selection of E-courses for students majoring in that field. Current distribution across colleges and departments is poor, with a large number of E-courses offered by Philosophy and English department faculty, and many fields without any E-course offerings at all. The attached table shows Fall 2002 and Spring 2003 CEI course distribution across all UH Manoa departments.

In order to increase the number of E-courses, the board contacted all Deans by email to encourage their faculty to submit appropriate courses for consideration. Two workshops were also organized with the hope that they would encourage faculty to consider offering their course(s) with the E-designation.

### *Workshops*

Two E-focus workshops were organized during this academic year. The first, on Tuesday, February 11, 2003, was designed as a feedback session for instructors who were already offering E-designated courses. The workshop notification was only sent to faculty already approved for E-focus designation. 13 faculty attended along with the 5 board members. Carl Evensen of NREM gave an overview of the CEI aspects of his E-designated course. The meeting was then opened to general discussion. Feedback from the attendees was helpful in guiding the board's approach to proposal evaluation and generating additional upper division E-courses. The pros and cons of restricting E-focus to upper division courses were discussed at length.

The second workshop was advertised more widely to attract faculty who were interested in offering E-focus courses as well as those already offering such courses. Held on Wednesday, April 16, 2003, this workshop was attended by 24 faculty in addition to the 5 board members. The objective of this workshop was to demonstrate how different courses could be offered as E-focus. Three faculty members offering distinctly different types of E-focus courses were asked to give short presentations on how CEI were included in their course. Dr. Charusheela of Women's Studies described the E-components to her course on Feminist Theory, WS 439. Dr. Babcock described the E-content in the Civil Engineering Capstone Design course, CEE 490, while Dr. Phillips of the English Department outlined the CEI aspects of ENG 320, Introduction to English Studies.

The presentations were well received and generated questions and discussion from the attendees. Dr. Dooley of HNFAS and Dr. Pine from Honolulu Community College raised their opposition to the restriction of E-focus courses to the upper division. Board members explained the rationale for this restriction and stressed that this in no way prevented the offering of 100 and 200 level courses with CEI content. The potential for two E-focus courses, one restricted to upper division, was also discussed as a possible solution satisfactory to both the Community Colleges and the four year campuses.

## **Future Priorities**

Future priorities for the CEI board include:

- Develop CEI webpage with information, examples, and useful links for those instructors interested in offering E-designated courses.
- Provide regular workshops to assist faculty offering E-designated courses.
  - First workshop early in Fall Semester to provide assistance with E-course development and submission of new proposals for Spring semester. Potential speakers should be well versed in the incorporation of ethical deliberation skills into coursework.
  - Second workshop in Spring semester could take the form of a debriefing of faculty who are or have taught E-courses for general benefit and possible assessment purposes.
- Continue efforts to increase the number of E-course offerings and improve the distribution across departments.
- Develop tools for assessment of E-course effectiveness.
- Reconsider proposal requiring two E-designated courses, one restricted to upper division. Feedback from the first workshop indicated that many students seemed quite unprepared to tackle moral and ethical dilemmas in an organized or structured approach. An introductory exposure to ethical deliberation at the 100 or 200 level would significantly improve their preparation for the upper division E-focus course.

**Contemporary Ethical Issues  
Fall 2002 & Spring 2003 Offerings**

updated 10/16/02

(may differ from approved because of cancellations)

	<b>FALL 2002</b>		<b>SPRING 2003</b>	
	Sections offered	Seats available	Sections offered	Seats available
<b>TOTAL</b>	<b>46</b>	<b>1236</b>	<b>45</b>	<b>1158</b>

BA & BS degrees are combined.

COLLEGE	MAJOR or SUBJECT	Majors & Degrees Earned		Contemporary Ethical Issues Number of Sections & Seats Offered				MAJOR or SUBJECT	Student Semester Hours		
		Declared Majors (avg)	Degrees earned (avg)	Fall 2002 Sections	F02 Seats (max)	Spring 2003 Sections	S03 Seats (max)		SSH: Lower Division 2001	SSH: Upper Division 2001	SSH: TOTAL 2001
AH	AMST	36	17	4	78	3	38	AMST	1029	429	1458
AH	ART	387	85					ART	4045	1704	5749
AH	DNCE	23	6					DNCE	533	292	825
AH	HIST	131	46			1	10	HIST	5733	1900	7633
AH	MUS	132	14					MUS	1014	1503	2517
AH	PHIL	26	8	9	190	2	60	PHIL	1326	510	1836
AH	REL	12	4	2	65	3	80	REL	2769	396	3165
AH	SP	56	29					SP	2409	1471	3880
AH	THEA	57	9					THEA	1130	837	1967
AIA	AS	NA	NA					AS	73	63	136
AIA	MSCI	NA	NA					MSCI	116	140	256
ARCH	ARCH-B	210	38					ARCH-B	977	713	1690
CAS	CAS	NA	NA					CAS	426	0	426
CAS	GEN A&S	4166	NA					GEN A&S	NA	NA	NA
CAS	HON	NA	NA					HON	0	221	221
CAS	IS	NA	NA					IS	100	69	169
CAS	LIB STUD	140	122					LIB STUD	NA	NA	NA
CBA	ACC	234	145					ACC	1638	1278	2916
CBA	BLAW	NA	NA	4	236	4	236	BLAW	693	0	693
CBA	BUS ECON	NA	NA					BUS ECON	0	105	105
CBA	FIN	40	96					FIN	0	888	888
CBA	GEN BUS	374	2					BUS	0	4097	4097
CBA	HRM	24	27					HRM	7	135	142
CBA	INTL BUS	30	36					INTL BUS	0	NA	NA
CBA	IR	NA	NA					IR	0	204	204
CBA	ITM	64	81					ITM	927	126	1053
CBA	MGT	18	36					MGT	0	264	264
CBA	MKT	48	88					MKT	0	1155	1155
CBA	RE	3	4					RE	0	66	66
ED	EDEA	NA	NA					EDEA	0	153	153
ED	EDEF	NA	NA					EDEF	40	441	481
ED	EDEP	NA	NA					EDEP	0	570	570
ED	EDUC	NA	NA					EDUC	0	544	544
ED	ELEM ED	296	150					ELEM ED	NA	NA	NA
ED	ETEC	NA	NA					ETEC	0	291	291
ED	KLS	24	20	1	75	1	40	KLS	1676	819	2495
ED	SEC ED	167	59					SEC ED	NA	NA	NA
ED	SPED	NA	NA					SPED	0	1300	1300
ED	TECS	NA	NA					TECS	0	3847	3847
ENG	CEE	257	57			1	20	CE	389	929	1318
ENG	EE	270	41					EE	700	1300	2000
ENG	ME	112	20					ME	86	536	622
LLL	CHN	16	5					CHN	453	466	919
LLL	EALL	NA	NA					EALL	294	264	558
LLL	ENG	252	88	4	105	4	72	ENG	4400	3154	7554
LLL	FR	14	8					FR	813	300	1113
LLL	GER	3	2					GER	321	15	336
LLL	HAW	29	10					HAW	2206	612	2818
LLL	HIPL-MISC*	NA	NA					HIPL-MISC*	1913	361	2274
LLL	IT	NA	NA			1	20	IT	0	86	86
LLL	ITAL	NA	NA					ITAL	150	0	150
LLL	JPN	100	28					JPN	2417	1084	3501
LLL	KOR	4	2					KOR	167	153	320
LLL	LATN/GRK	1	1					LATN/GRK	510	9	519

COLLEGE	MAJOR or SUBJECT	Declared Majors (avg)	Degrees earned (avg)	Fall 2002 Sections	F02 Seats (max)	Spring 2003 Sections	S03 Seats (max)	MAJOR or SUBJECT	SSH: Lower Division 2001	SSH: Upper Division 2001	SSH: TOTAL 2001
LLL	LING	NA	NA					LING	1617	336	1953
LLL	LLEA	NA	NA					LLEA	312	386	698
LLL	RUS	5	2					RUS	36	12	48
LLL	SLS	NA	NA					SLS	1314	357	1671
LLL	SPAN	30	11					SPAN	2300	588	2888
MED	BIOC	NA	NA					BIOC	0	228	228
MED	BIOM	NA	NA					BIOM	0	112	112
MED	CMB	NA	NA			1	60	CMB	0	6	6
MED	MEDT	21	11					MEDT	56	68	124
MED	PATH	NA	NA					PATH	0	3	3
MED	PHRM	NA	NA					PHRM	327	0	327
MED	PHYL	NA	NA					PHYL	888	497	1385
MED	SPA	32	12					SPA	0	692	692
NS	ASTR	NA	NA					ASTR	1131	6	1137
NS	BIOL	426	66					BIOL	3303	543	3846
NS	BOT	25	6					BOT	450	382	832
NS	CHEM	85	16					CHEM	4386	176	4562
NS	ICS	471	42					ICS	3962	1853	5815
NS	LIS	NA	NA					LIS	153	0	153
NS	MATH	75	16					MATH	4810	690	5500
NS	MICR	36	9					MICR	516	577	1093
NS	PHYS	34	7					PHYS	2778	157	2935
NS	ZOOL	163	36					ZOOL	402	474	876
NURS	DH	58	14					DH	200	448	648
NURS	NURS	194	63					NURS	0	2307	2307
OEST	GES	19	1					GES	NA	NA	NA
OEST	GG	34	10					GG	1169	359	1528
OEST	MET	20	4	1	10			MET	321	54	375
OEST	OCN	NA	NA	1	24			OCN	1439	345	1784
OEST	OEST	NA	NA	1	15			OEST	51	141	192
OEST	ORE	NA	NA					ORE	0	30	30
SHAPS	ASAN	75	30	1	20	1	20	ASAN	129	365	494
SHAPS	HAPS	NA	NA					HAPS	?	?	?
SHAPS	HWST	96	30					HWST	1071	416	1487
SHAPS	PACS	NA	NA					PACS	?	?	?
SS	ANTH	58	18					ANTH	1078	1009	2087
SS	COM	188	86			1	15	COM	231	1328	1559
SS	ECON	106	42					ECON	3165	918	4083
SS	ES	28	16	2	30	4	72	ES	834	771	1605
SS	GEOG	44	15					GEOG	1404	903	2307
SS	JOUR	183	50	1	20	1	20	JOUR	423	392	815
SS	PACE	NA	NA					PACE	84	177	261
SS	PLAN	NA	NA					PLAN	0	42	42
SS	POLS	157	66	2	40	4	85	POLS	906	1753	2659
SS	PPST	NA	NA					PPST	0	48	48
SS	PSY	493	149					PSY	4050	2368	6418
SS	SOC	246	91	3	132	3	120	SOC	1812	2404	4216
SS	SS	NA	NA					SS	177	25	202
SS	WS	NA	NA	5	62	4	50	WS	423	806	1229
SW	SW	50	24					SW	84	355	439
TAHR	AGRIC	4	1					AGRIC	753	105	858
TAHR	AGRN	5	1					AGRN	0	27	27
TAHR	ANSC	53	6	1	20			ANSC	60	153	213
TAHR	APDM	93	24					APDM	657	509	1166
TAHR	BE	19	3					BE	0	57	57
TAHR	FAMR	141	69			1	20	FAMR	1398	2108	3506
TAHR	FSHN	102	29					FSHN	1645	514	2159
TAHR	GEN AG	12	1					GEN AG	NA	NA	NA
TAHR	HORT	see TPPS	see TPPS					HORT	51	167	218
TAHR	MBBE	NA	NA					MBBE	0	232	232
TAHR	NREM			1	20	2	30	NREM			
TAHR	PEPS	1	1	1	20	1	10	PEPS	0	125	125
TAHR	TPSS	27	6					TPSS	51	239	290
TIM	TIM	302	91	2	74	2	80	TIM-BS	744	1750	2494

\*BURM, CAM, CHAM, HNDI, FIL, ILO, IPL, IND, SAM, SNSK, TAG, TAHT, TIBT