

Hawaiian, Asian and Pacific Issues Board

Annual Report AY 2006-2007

The Board consisted of Spencer Leineweber, Chair (Architecture), Naomi Losch (Hawaiian, & Indo-pacific Languages), Reina Whitiri (English), Carlos Andrade (Center for Hawaiian Studies), and Dean Alegado, Fall Only, (Ethnic Studies). George Wong served as liaison to the GEC. Elaine Nakao (General Education Office) provided administrative assistance.

Courses Reviewed and Approved for Calendar Year 2007

	S07	SS07	F07	TOTAL
approved	12	4	5	21
denied	1	0	0	1
withdrawn	0	0	0	0
TOTAL	13	4	5	22

Procedures

1. This academic year was the first time that proposals were submitted through a digital review process on WebCT. This made review quicker and more comprehensive as everyone could have an individual copy of the proposals and review them when their schedules permitted.
2. The Board met every two weeks to review proposals. The Board met more frequently when there were outstanding proposals and deadlines approaching.
3. The Board worked by consensus for the first review and by vote for the final review. For the first review if **any** Board member had a question or an issue regarding a submitted course, the question was asked through the HAP Chair via e-mail to the proposing faculty. Each proposing faculty was given the opportunity to revise the submittal and the course was reviewed a second (or sometimes more) time. This process worked well for all concerned and only one proposal was pending at the end of the year due to a non response from a submitting faculty.

Year Highlights

1. There were several very good and well developed courses that used the HAP Hallmarks as a spring board to develop new coursework.
2. The most common problems were proposals that did not adequately address two of the HAP Hallmarks, HAP 1 and Hap 2.
 - a. HAP 1 requires a course to reflect the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture. Several proposals did not have adequate intersection beyond Hawaii, particularly several HWST 107 submittals.
 - b. HAP 2 encourages learning that comes from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai'i, the Pacific, and Asia. This is interpreted by the Board to be “native voice” or writings, oral presentations, or videos by indigenous people representing the places of intersection. Several submittals did not have adequate “native voice”.
3. The HAP Board requires a complete course syllabus as well as complete bibliography of course readings. Many initial submittals did not include these items making the review delayed.
4. Many hours were spent working with individual instructors to assist in clarifying the HAP Hallmarks. This had a positive result in having all but one course approved.
5. Several instructors were changed after the posting of courses on Banner, particularly with HWST 107. Often new instructors did not use the approved syllabus of the listed instructor or the standard HWST 107 syllabus. This caused several sections to be listed as HAP that did not use the HAP Hallmarks. This

issue was addressed with the Hawaiian Studies Chair but still appears to be a problem as there was no discernible change that “substitute” instructors consistently followed the original or approved syllabi.

6. An all campus committee was set up to discuss multi-campus articulation and approval of HAP courses reviewed and approved at the campus level. There were four meetings and agreement was reached on articulation. Each campus will follow the agreed upon procedures in setting up a HAP Board and procedures for review.

Assessment

The enrollment in HAP courses was down with 2081 students in the Spring 07 term compared with 2229 students in the Fall 06 term. The vast majority of students (1090) are enrolled in HWST 107.

The results of the HAP survey for Fall 06 classes were very positive that the Course work assisted the students in better understanding the indigenous culture of Hawai`i. In Fall 06 there was a response rate of 65% in surveys returned, down from 72% from Spring 06. Several approved courses consistently did not return the surveys.

The issue of consistent learning outcomes for the HAP Hallmarks was discussed and deferred until the next academic year.