

**Hawaiian, Asian and Pacific Issues Board  
Annual Report AY 2007-2008**

The Board consisted of Carlos Andrade, Chair (Center for Hawaiian Studies), Naomi Losch (Kawaihuelani Center for Hawaiian Language, Reina Whaitiri (English), Lonny Carlile (Asian Studies) and Jane Moulin (Music), Susan Johnson served as liaison to the GEC. Elaine Nakao (General Education Office) provided administrative assistance.

**Courses Reviewed and Approved for Academic Year 2007-2008**

	F07	S08	SS08	F08	TOTAL
approved	9	14	0	5	28
denied	0	3	0	0	3
withdrawn	0	1	1	0	2
TOTAL	9	18	1	5	33

**Procedures**

1. The use of WebCT made reviewing proposals quicker and more comprehensive as everyone could have an individual copy and review them as well as make comments for other members of the committee to see when their schedules permitted.
2. The Board met whenever there were proposals needing to be reviewed. 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, an issue regarding a submitted course or suggestions for making adjustments the HAP Chair would communicate these via e-mail to the faculty member whose proposal was being reviewed. 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. Some faculty opted to revise and others withdrew their proposals.

**Year Highlights**

1. There were several new proposals that used the HAP Hallmarks as a springboard to include and expand the number of contributions from the "native voice" in their courses. In addition, more attention and inclusion of ways in which the intersection of Hawaiian and Asian and/or Pacific Island cultures were apparent in the proposals in response to the consultation with the HAPS board.
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. Some revised to include the intersection and were approved. Others decided to keep their focus entirely on Hawai'i and so decided to withdraw their proposals.
  - 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. Some initial submittals did not include these items making the review delayed. One issue involved in this area is the recognition of the indigenous contributions. The HAPS board put together several examples of syllabi with the indigenous contributors highlighted as well as the intersection of Hawaiian with Asian and/or Pacific cultures which assisted both the faculty submitting proposals as well as facilitating review by the board.
4. A continuing issue seems to be that instructors were changed after the posting of courses on Banner, most who are GTA's. This was particular to the introductory survey course, HWST 107. Often new instructors did not use the approved syllabus of the listed instructor or the standard HWST 107 syllabus. This issue was and continues to be addressed with the Hawaiian Studies Chair regarding development of a standard, approved syllabus which is used by all who teach that course.
5. 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 several meetings and official written agreement is being reached on articulation as each campus submits its own plan. The main point is that each campus will have the freedom to work out their own procedures in setting up a HAP Board and procedures for review. However, all review and approval of the H focus will be based on the Hallmarks as they stand and that they remain as the standard for assessing proposals across all units in the system.

## **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 as yet, there has been no procedure set up for assessing these outcomes. However, this will continue to be an area that the board will need to develop more fully.