

University of Hawai‘i at Mānoa
Portfolio to join the Hawaiian, Asian, & Pacific Issues
multicampus articulation agreement

Required Items

1. *Support.*

- a. Statements from the Chief Academic Officer and Faculty Senate President on the adequacy of campus support for the HAP program.

See Appendix E.

- b. Documentation of the official establishment of a campus HAP Faculty Board that will approve HAP designations.

See excerpts from the *Faculty Governance of University of Hawai‘i at Mānoa General Education*, approved by the Faculty Senate, 12/6/2000 (Appendix A). Full document available at www.hawaii.edu/uhmfs/documents/index.htm.

- c. Brief description of

i. the extent to which faculty show a willingness to serve on a HAP Faculty Board and to teach HAP classes,

UHM faculty members have responded positively to the HAP requirement and have actively participated in the HAP program. Since 2001, 17 faculty members have volunteered to serve 3-year terms on the HAP Faculty Board. Collectively, they have reviewed over 250 proposals for the HAP designation. 127 faculty members have been approved to teach HAP sections.

ii. the campus’s ability to meet student demand for HAP classes, and

Each academic year, UHM offers about 120 HAP sections and students fill over 4,000 seats (see Appendix B). This provides a sufficient number of seats given that 2,800 students earn degrees each year and UHM’s overall undergraduate population is about 12,000 students.

iii. the staff who will record HAP classes correctly in the student registration system (Banner).

The General Education Office staff provides the Office of Admissions & Records (A&R) a list of approved instructors and the sections they teach every semester. A&R staff enters the “HAP” code into the Banner student registration system. “HAP” appears in the online *Check Class Availability* and “H” appears in the printed *Schedule of Classes*. Student’s online transcripts (via STAR) indicate which classes were HAP (note: official, printed transcripts do not indicate HAP status).

2. *Course designation and approval.*

- a. Description of the HAP course proposal review and designation procedures.

Each semester the General Education Office notifies departments and faculty members that HAP proposals are being accepted for the upcoming semester. The General Education Office uploads the received proposals and the HAP Faculty Board views them online at a secure website. The Board then meets to discuss the proposals. If an instructor’s proposal falls short of the Hallmarks or does not include

the necessary elements (e.g., annotated syllabus), a Board member contacts the instructor. Negotiations with the instructor result in a revised proposal or a withdrawal from consideration. If the revised proposal does not meet the Hallmarks, the Board denies the instructor's request for HAP designation.

- b. Recommended: Copies of the campus's actual HAP proposal form used to designate courses (or a draft of a HAP proposal form).

See the *Focus Designation Proposal Form* (Appendix C).

- c. Statements regarding

- i. what the HAP designation will be attached to (i.e., section, course, instructor, or some combination thereof);

The HAP designation will continue to be attached to a course+instructor combination. Each instructor completes and submits the proposal form for his/her section. No "blanket" designations to all sections of a course are given.

- ii. the duration of the HAP designation;

The initial approval period is 3 years. Upon renewal, the approval is 5 years.

- iii. number of members on the campus's HAP Faculty Board, length of their service, and board composition;

The HAP Faculty Board has 5 members plus a non-voting liaison from the General Education Committee. Board members serve 3-year terms (and no member may serve more than 4 consecutive years). No more than one member will be from any one department, with a range of colleges and schools represented as much as possible. At least one member will have experience teaching HAP courses. At least one member will not teach in the area but have an interest in the development of such courses. Departments that teach heavily in that field will be represented.

- iv. the voting process to grant HAP approval (i.e., majority rule, consensus).

Majority rule.

3. *Assessment.*

- a. Statement that the campus will agree to accept the HAP systemwide committee's set of HAP student learning outcomes and participate in any revisions.

UHM agrees to participate in the collaborative development of HAP student learning outcomes. Faculty from our campus will remain active in local and multi-campus assessment activities related to HAP.

- b. Campuses whose WASC guidelines mandate that they assess the HAP requirement should include a statement of intent to create an assessment plan.

As required by WASC, UHM will create a plan to assess the quality of its HAP program and determine how well students are meeting the desired program outcomes (once they are established).

Currently, the HAP Faculty Board distributes an end-of-course student survey to instructors (see Appendix D). The average return rate is 60%. Results are at www.hawaii.edu/gened/assessment.htm

FACULTY GOVERNANCE OF UNIVERSITY OF HAWAI‘I AT MĀNOA GENERAL EDUCATION

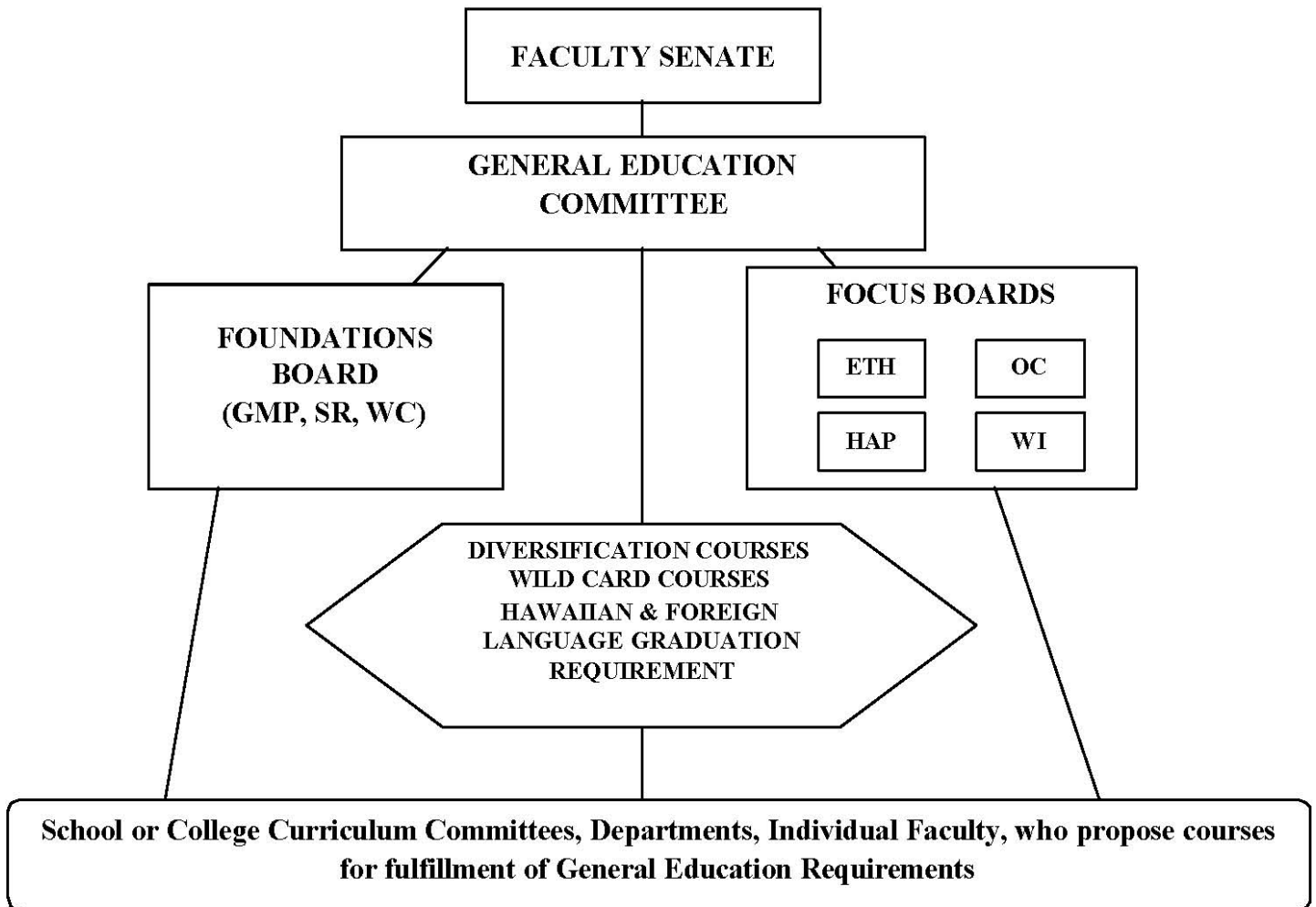
Approved by University of Hawai‘i at Mānoa Faculty Senate, 12/6/2000

With effect from August 2001, General Education at the University of Hawai‘i at Mānoa (UHM) will be governed by the Faculty Senate, according to Board of Regents Policy approved in June, 2000. From this date, the General Education Committee and five faculty Boards will assume responsibility for overseeing and directing the General Education Program as specified in this document. Figure 1 displays the structural relationships involved in these committees.

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FIGURE 1
Structure of General Education at Mānoa



Hawaiian, Asian, & Pacific Issues

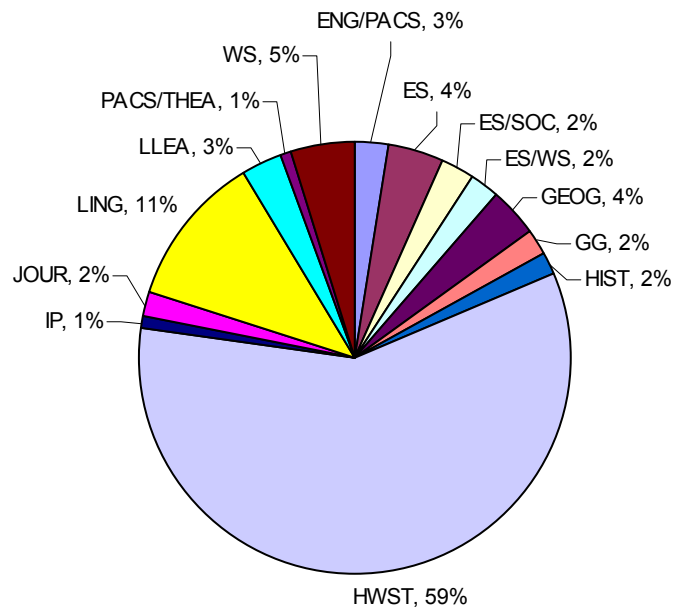
updated
10/4/2007

Enrollment (snapshot taken between the 3rd and 6th week of classes)

	Number of Classes Offered	Number of Seats Available	Number of Seats Filled	Percent Filled	Average Enrollment	Median Enrollment
Fall 2007	56	2140	1957	91%	35	34
Spring 2007	63	2343	2081	89%	33	31
Fall 2006	58	2335	2229	95%	38	35
Spring 2006	67	2173	2049	94%	31	29
Fall 2005	54	1987	1807	91%	33	30
Spring 2005	71	2330	2230	96%	31	30
Fall 2004	66	2478	2520	102%	38	35
Spring 2004	63	2372	2246	95%	36	33
Fall 2003	64	2353	2282	97%	36	33
Spring 2003	39	1221	1199	98%	31	28
Fall 2002	38	1190	1177	99%	31	26

Fall 2007: Enrollment by subject

(1,957 students)



Focus Designation Proposal Form**Fall 2008***for individual instructors who want a Focus designation for their Fall 2008 course section(s)*¹

Instructions. Submit this form along with the requested information (see pp. 2-6) to the General Education Office (fax 956-9170). A Faculty Board will review the materials and contact you if needed.

Deadline. FRIDAY, FEBRUARY 1, 2008²

Fall 2008 CRN(s): ³	Subject:	Course #:	Section #(s): ³
_____	_____	_____	_____
Cross-listed CRN(s):	Cross-listed subject:	Cross-listed course #:	Cross-listed section #(s):
_____	_____	_____	_____
Course Title:		# of credits:	
_____		_____	

<u>FOCUS AREA(S) REQUESTED</u> ⁴	<u>NEW</u>	<u>RENEWAL</u>	NOTE: Requests for multiple designations must include 1. an integrated syllabus that shows how all requested Focus areas will be addressed; and 2. information (see pp. 2-6) for all requested Focus areas, <i>even if approvals are still active.</i> ⁵
Contemporary Ethical Issues (p. 2)	<input type="checkbox"/>	<input type="checkbox"/>	
Hawaiian, Asian, & Pacific Issues (p. 3)	<input type="checkbox"/>	<input type="checkbox"/>	
Oral Communication (p. 4)	<input type="checkbox"/>	<input type="checkbox"/>	
Writing Intensive (pp. 5-6)	<input type="checkbox"/>	<input type="checkbox"/>	

Instructor's printed name:	Signature:	Date:	Instructor's UH #:
_____	_____	_____	_____
Instructor's email address:	Campus address:	Phone #:	
_____	_____	_____	
Department Chair's printed name:	Signature:	Date:	Dept. Phone #:
_____	_____	_____	_____

Fax this completed form and the requested information (see following pages) to 956-9170.

Important Points to Note:

- Instructors with active Focus approval for a course (check www.hawaii.edu/gened) will have that designation automatically placed on their Fall 2008 sections. Requests to remove a designation must be received by the General Education Office by Friday, February 29, 2008.
- Courses that fulfill a Foundations requirement are not eligible for a Focus designation.
- New Focus requests are given a 3-year approval. Renewal requests receive a 5-year extension upon approval. Exception: Directed reading/research/study courses (e.g., 499) and "staff" proposals receive approval for one semester only.
- This form should not be used for an unstaffed section. Departments should submit the "STAFF Focus Designation Proposal Form" to request a Focus designation for a section that does not have an assigned instructor.

Footnotes

¹ Complete this form if you will be teaching in Fall 2008 and a) you do not have active Focus approval for your Fall 2008 course(s) or b) you want an additional Focus designation for one of your already-approved Fall 2008 Focus courses. (Check active approvals at www.hawaii.edu/gened.)

² The Faculty Boards will accept late proposals through Friday, April 4, 2008. However, submitting a late proposal may not allow time for the negotiation that is sometimes necessary to secure approval. Late proposals that are approved will have their Focus appear online only. The Focus designation will not appear in the printed Schedule of Classes, which may affect course enrollment.

³ If the CRN or section number is not yet available, leave blank.

⁴ Check the correct box to identify the requested Focus designation(s). Indicate whether the request is "new" (you are applying for the first time) or a "renewal" (you previously applied as the instructor and received approval).

⁵ The addition of another Focus area presumes a shift in how the course is taught. Therefore, submission of Focus information for all requested areas is required.

HAWAIIAN, ASIAN, AND PACIFIC ISSUES (H OR HAP)

Hallmarks

To fulfill the Hawaiian, Asian, and Pacific Issues Focus requirement, at least two-thirds of a class must satisfy the following Hallmarks:

- H1. The content should reflect the intersection of Asian and/or Pacific Island cultures with Native Hawaiian culture.
- H2. A course can use any disciplinary or multi-disciplinary approach provided that a component of the course uses assignments or practica that encourage 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.
- H3. A course should include at least one topic that is crucial to an understanding of the histories, or cultures, or beliefs, or the arts, or the societal, or political, or economic, or technological processes of these regions; for example, the relationships of societal structures to the natural environment.
- H4. A course should involve an in-depth analysis or understanding of the issues being studied in the hope of fostering multi-cultural respect and understanding.

Request or Renew an H A P ISSUES (H) Designation:

The concept of intersection of Native Hawaiian culture with either or both of the other two regions is key to a HAP designation. A course exclusively about Hawai'i, the Pacific Islands, or Asia is not eligible for an H designation. A course that does not include relationships with Native Hawaiian culture is not eligible for an H designation.

For an H Focus designation (both new and renewal) you must **submit a detailed course syllabus** with the following information requested below. The information will allow the H Focus Board to determine whether your class meets the H Focus Hallmarks (above).

1. Include a statement in the syllabus describing how the course relates to all the Hallmarks of the HAP designation.
2. Include in the syllabus a detailed week by week listing that identifies where and how each of the HAP Hallmarks is met. There are no prescribed percentages for each Hallmark, but two thirds of the course must address the Hallmarks, and each Hallmark must be addressed. The week by week listing must include detailed information about readings, assignments, and other activities that are pertinent to the Hallmarks.
3. Identify in the syllabus where exposure to or engagement with the native voices that represent the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai'i, and the area of your intersection (the Pacific, and/or Asia), respectively, is provided. This can be readings, videos, guest speakers or field trips. Both the native Hawaiian voice and the native voice from the indigenous people of your area of intersection must be included.
4. Provide a complete course bibliography.
5. Provide a way to contact you should the Board have questions about your syllabus. The Board will contact you if clarification is needed

Before you submit your HAP proposal, make sure the following are included:

- Page 1 of this proposal form
- Signatures of the instructor and Department Chair
- Annotated syllabus
- Course bibliography

Appendix D. End-of-course survey

Questionnaire for Students in Hawaiian, Asian, and Pacific Issues (H) Focus Classes

To: Students in H Focus Classes
 From: H Focus Board

We are trying to evaluate how this class improved your understanding of the perspectives of peoples indigenous to Hawai'i, the Pacific, and Asia. We will use your responses to advise instructors on making H classes more effective. Your comments will be shared with your instructor after grades have been turned in.

After finishing the form, please place it in the manila envelope. One student should be chosen to take the envelope to Bilger 104 or to a nearby office to put in campus mail. Thank you!

A. Course _____ Section _____ Semester _____ Instructor _____
 (e.g., Anth 450) (e.g., Fall 2002)

B. Circle your standing: Freshman Sophomore Junior Senior Graduate Student

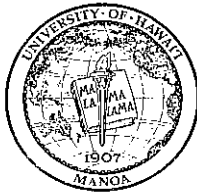
C. Circle your level of agreement with the following statements (score from 5 to NA):

C I R C L E O N E

	strongly agree				strongly disagree	NA=Not applicable
1. The course included activities or assignments which referred to a Hawaiian viewpoint.	5	4	3	2	1	NA
2. The course brought a greater understanding of Hawai'i and its indigenous culture.	5	4	3	2	1	NA
3. The course helped me to appreciate the perspectives of Native Hawaiians .	5	4	3	2	1	NA
4. The course included activities or assignments which referred to a Pacific viewpoint.	5	4	3	2	1	NA
5. The course brought a greater understanding of the Pacific region and culture.	5	4	3	2	1	NA
6. The course included indigenous perspectives from the Pacific and Native Hawai'i .	5	4	3	2	1	NA
7. The course helped me to appreciate a perspective of cultures of the Pacific .	5	4	3	2	1	NA
8. The course provided an in-depth understanding of significant relationships of the Pacific with Hawaiian culture.	5	4	3	2	1	NA
9. The course included activities or assignments which referred to an Asian viewpoint.	5	4	3	2	1	NA
10. The course brought a greater understanding of the Asian region and cultures.	5	4	3	2	1	NA
11. The course helped me to appreciate a perspective of cultures of Asia .	5	4	3	2	1	NA
12. The course included indigenous perspectives from Asia and Native Hawai'i .	5	4	3	2	1	NA
13. The course provided an in-depth understanding of significant relationships of Asia with Hawaiian culture.	5	4	3	2	1	NA

D. Please write out responses to these questions on the back of this sheet.

1. Which understandings from questions 1-13 do you feel were the most valuable? Explain why.
2. Briefly, what are some of the useful cross-cultural understandings you gained from the course?



UNIVERSITY OF HAWAII AT MĀNOA

OFFICE OF THE CHANCELLOR

April 15, 2008

To Whom It May Concern:

Since 2001, UH Mānoa students have been required to complete one (1) Hawaiian, Asian, and Pacific Issues ("HAP" or "H") course to graduate with a bachelors degree. We have maintained our commitment to this requirement by:

- (a) offering enough sections of HAP courses to allow timely student progress toward degree (over 2,000 students complete a HAP course every semester)
- (b) providing training, samples of successful proposals, and one-on-one consultations with faculty members who seek a HAP designation on their courses.

Faculty commitment to the requirement remains strong. More than 20 professors have been willing to serve three-year terms on the HAP Faculty Board, and over 125 professors have modified their courses to meet the HAP Hallmarks.

Handwritten signature of David Chin in black ink.

David Chin, Chairperson
Mānoa Faculty Senate Executive Committee

Date:

4/18/08

Handwritten signature of Linda K. Johnsrud in black ink.

Linda K. Johnsrud
Interim Vice Chancellor for Academic Affairs

Date:

4-15-08