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## Written testimony for Student Success committee meeting on April 4

1 message

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**Christine Beale** <beale@hawaii.edu>  
To: bor.testimony@hawaii.edu

Thu, Mar 28, 2024 at 5:32 PM


Aloha,  
Please find attached written testimony in support of Agenda item IV-A (General Education update).  
Thank you,  
Christine Beale

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Christine D. Beale, PhD  
Director, General Education Office  
Professor of Latin American and Iberian Studies  
Department of Languages and Literatures of Europe and the Americas (Spanish)  
University of Hawai'i at Mānoa  
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MĀNOA

March 28, 2024

Aloha Regents,

Mahalo nui for the opportunity to provide written testimony concerning Agenda item IV-a and the proposed revisions to RP 5.213, the Board of Regents policy on General Education. I am a Full Professor at UHM and have served as the full-time Director of UH Mānoa's General Education Office for the past six and a half years. As such, my job is to gather and convey data, research, and examples of approaches to general education programs nationally for the purposes of administering and improving UH Mānoa's general education curriculum and workforce development. The data and research gathered by myself, the General Education Office staff, the 41 faculty-senate appointed members of our General Education Committee and our 6 Gen Ed faculty boards, and 4 UH system-wide Gen Ed committees, have been publicly available from the start of the 2021 redesign efforts. These include all of the data I have linked in this testimony urging you to take action.

#### Academic Freedom and Shared Governance

You are likely to hear testimony that the revised Regents policy violates academic freedom and faculty control of the curriculum, and represents unprecedented interference in matters outside of your kuleana as Regents. I want to present a counter perspective that upholds your responsibility to create the conditions under which faculty constructively respond to the changing needs of our students, and improve our assessment results, time to degree, and issues with transfer. Here is the language from Article 9 of the UH/UHPA Collective Bargaining Agreement that defines [academic freedom](#) for UH faculty:

"Faculty Members are entitled to freedom in the classroom in discussing subjects of expertise, in the conduct of research in their field of special competence, and in the publication of the results of their research. The Employer recognizes that Faculty Members, in speaking and writing outside the University upon subjects beyond the scope of their own field of study, are entitled to precisely the same freedom and are subject to the same responsibility as attaches to all other individuals. When thus speaking as an individual, they should be free from censorship or discipline."

Setting the parameters for the creation of an updated, more efficient and effective general education program does not violate faculty's academic freedom to discuss subjects within their expertise in the classroom or in the conduct or publication of their research. All faculty are free to apply for any Gen Ed course designation they choose, and to do so within the context of their disciplinary and pedagogical expertise, regardless of what those general education requirements might be.

Nor does this proposed policy violate shared governance principles as detailed in [RP 1.210](#), because faculty will select the members of the system General Education Committee, conduct assessment of student learning, including determination of "faculty expectations" for each learning objective, and determine the specific Gen Ed requirements that would be either shared systemwide as part of the core curriculum, or be confined to upper-division requirements for four-year degrees at our three universities. Moreover, faculty will continue to set the

expectations and learning objectives for each requirement, produce and review proposals for courses to meet specific designations, and teach their courses as they see fit. Rather, the proposed policy revision embodies the Board’s kuleana to ensure that proposals to update and revise the general education curricular requirements are produced in a collaborative manner by those faculty with relevant expertise, and overseen by faculty governance on each campus, but subject to Board approval as the requirements are in the current iteration of policy. In sum, the proposed revision of Gen Ed governance does not take the curriculum out of faculty hands; instead it provides important parameters for a Gen Ed that benefits students, is much more in line with our peers and benchmark institutions, and facilitates seamless transfer within the UH system. The Gen Ed curriculum remains in faculty’s hands under the newly specified governance structure.

#### Comparative Perspectives on Regents/Board Gen Ed Policies

The proposed Regents policy revision is far less prescriptive than the Regents or Board policies in nearly every other U.S. state. In the strong majority of states nationwide, including in “blue” states such as California and Massachusetts, Board/Regents policies set the specific requirements, and/or lay out specific parameters (including minimum or maximum numbers of credits). They frequently mandate competencies, courses, transfer and articulation policies, governance structures, and more. The proposed revisions to our RP simply set expectations and credit limits that define the parameters within which faculty from across the system are free to define the specific undergraduate Gen Ed requirements that will work best for all of us.

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Here are some of the many sources of data supporting a revised Regents Policy 5.213 that establishes clear parameters for a unified Gen Ed program that scaffolds learning from foundational coursework through progressively complex development; creates a system-level Gen Ed Committee to respond proactively and productively to assessment results, changing institutional values, and student needs; and incorporates 21st century skills and employer-demanded competencies.

#### Program Review and UH System Proposals for Gen Ed Redesign

To counter arguments that this redesign process is moving too quickly or at a reasonable pace, I want to provide you with a brief summary of the process to date. Efforts to address long-term problems with our Gen Ed program began at UH Mānoa with an [academic program review](#) process that included a thorough [self-study](#) in 2017, coupled with an external review of Mānoa’s Gen Ed program in spring 2018. The [external program review team’s report](#) indicated the need for substantive reform of our Gen Ed curriculum, governance and operations.

The redesign of our 24-year old curriculum was rightly recognized by the Mānoa Faculty Senate’s Senate Executive Committee (SEC) as having substantial system wide implications in early 2021. The SEC’s recommendation that we pursue a proposal for a new shared Gen Ed program as a system resulted in the [2021 General Education Summer Institute](#), during which faculty members appointed by each of our ten faculty senates, and three undergraduate students, studied extensive data, scholarly literature on Gen Ed, and different curricular models. Moreover, they heard from 18 cross-campus teams of UH faculty experts on different competencies (skills and values), who led the redesign team in difficult but productive conversations about how to incorporate much needed instruction in information literacy, critical

thinking, teamwork, project-based learning, Native Hawaiian place of learning, and more into a smaller, more efficient and effective Gen Ed curriculum for the UH system. Links to all materials and presentations from the 2021 Summer Institute are publicly available in the [schedule of their work here](#). That work produced a [2021 proposal](#) for a place-based Gen Ed curriculum that underwent extensive consultation, discussion and feedback collection throughout the 2021-2022 academic year. Those feedback and recommendations were studied and debated in summer 2022 by the Gen Ed Revisions Team, whose task it was to respond to the feedback (summarized on [pages 52-58 here](#)) with a new proposal. The [2022 proposal for a baseline Gen Ed program](#) was released at the beginning of September 2022, and it has again been the subject of numerous public meetings, town halls, and formal [feedback mechanisms](#).

In summary, our system efforts to redesign Gen Ed for the 21st century, to better meet student needs to prepare them for the workforce of today as well as academic success in their journeys, and to do so in a unified suite of Gen Ed requirements that also made room for individual campuses to build institutional values and high-impact practices into their curriculum, were all faculty-driven initiatives. Unfortunately, neither proposal has received a single vote on any UH campus.

### Outdated Curricular Requirements

We have long known that in addition to missing skills and competencies that consistently top the list that employers across the nation (including Hawai'i) want from new hires, our Gen Ed requirements lack integration, scaffolding, and opportunities for interdisciplinary coursework - features reflected in all general education programs instituted at hundreds of institutions across the country in the past decade. Our requirements nominally reflect UH's institutional values of being a globally focused institution of learning from the mid-1990s, but not our current values of becoming a Native Hawaiian place of learning or our institutional value of sustainability in the face of climate change and its threats to our island homes. The expectations included in the revised BOR policy on Gen Ed reflect these skills and values, and so I strongly support their inclusion. The top competencies or skills valued by employers in national reports such as this one from the Association of American Colleges and Universities (see Figure 4, page 6 of [the employers report](#)), include teamwork/ collaboration, problem-solving abilities, critical thinking and more. They are the kinds of 21st century skills that our graduates need to be better prepared for an ever changing workforce.

### Transfer and Articulation

We have long known that problems with transfer and articulation, both within the UH system and from outside institutions, have added substantial time and cost to students' pursuit of degrees (see pages 15-16 and Appendix B of the [revised proposal](#)). Executive and campus-level policies have been unable to overcome [structural differences between UH campuses' Gen Ed programs](#) that have proliferated under the current outdated policy. It took 18 years for the last of our ten UH campuses to adopt the same lower-division requirements, and our additional "special graduation" Gen Ed requirements remain significant obstacles to student transfer. For example, several of our community colleges offer "E" (contemporary ethical issues) and "O" (oral communication) designated courses; these fulfill the E and O requirements at UH West Oahu, but not at UH Mānoa, where both E and O must be fulfilled with 300- or 400-level courses. The proposed revisions to RP 5.213 would specify that the 10 UH campuses share a common lower-division core curriculum, and that upper-division Gen Ed requirements be designed to specifically reinforce competencies introduced in the lower-division core. This

structure would ensure that learning is scaffolded over time, and so I strongly support the lower-division/upper-division distinction included in the proposed revisions to the policy.

### Excessive Credits

The extensive student survey conducted on UH Mānoa's Gen Ed program, coupled with continued input from the Associated Students of the University of Hawai'i (UH Mānoa's student government) and the UH Student Caucus (UH System student government), have clearly shown that students remain deeply frustrated by Gen Ed credits transferring as electives, and by additional requirements they face at our four-year campuses upon transfer. At UH Mānoa, for example, UH community college transfers on average enter with 71 overall credits, but take an average of 71.8 additional credits of Foundations and Focus coursework after transfer. All told, transfer students graduate from UH Mānoa with 146.2 total credits of coursework. Given that a Bachelor's degree is a 120-credit credential, that is an average of *at least one extra year of full-time study*. UH Mānoa students who start on our campus, in contrast, graduate with their Bachelor's degree with an average of 137.4 credits; [the data collected by our campus Registrar](#) clearly show that the current Gen Ed requirements play a substantial role in that excessive coursework. In fact, UH Mānoa students are on average taking many more credits of Gen Ed designated courses than students at our [peer and benchmark institutions](#), which average 31.6 and 27.5 credits of general education requirements respectively.

### Poor Assessment Findings

Despite these excessive credits, UHM's Gen Ed program remains stubbornly ineffective in terms of student learning achievement. UH Mānoa has consistently and systematically conducted direct measurement of student learning achievement of core competencies for some two decades. Because learning outcomes are not scaffolded from simple to complex, and because many competencies are introduced early but not reinforced or deepened as students progress, it should not be surprising that, for example, only 32% of Mānoa graduates meet faculty expectations in quantitative reasoning. Our students fare little better in critical thinking (44%), oral communication (46% to 63%), or information literacy (51%), ethical reasoning (32% to 52%). A summary report is available [here](#), and individual assessment project reports can be found [here](#) and [here](#). Given that the benchmark (minimum) set by our accreditors is 75%, these assessment results are the equivalent of a report card of almost all Fs. If we must be forced to make curricular changes across the board to do better by our haumana, I would argue that it is your kuleana to do exactly that.

### Complex and Ineffective "Double-Dipping" Rules

In an effort to encourage greater efficiencies, the original 1999 Mānoa faculty senate resolution adopting our current program, approved by the BOR in 2000 with an effective date of fall 2001, included "double-dipping" policies that allowed Diversifications (disciplinary breadth) to appear on the same course with Focus requirements. Moreover, individual faculty could apply for up to all four of the Focus designations (Writing Intensive, Oral Communication, Contemporary Ethical Issues, and Hawaiian, Asian and Pacific Issues) on the same course. Thus, for example, a single course could simultaneously fulfill a Diversifications Humanities (DH) requirement, one of students' five Writing Intensive (WI) and their only Contemporary Ethical Issues (E) requirement. After 24 years, however, it is clear that these double dipping rules have done little to bring credit proliferation under control. Of UH Mānoa's 2300+ individual courses that carry a Diversification designation, more than 70% of them do not carry any Focus designations. Indeed, some of our most credit-intensive and popular majors have four or fewer of students'

eight Focus requirements built into major requirements, forcing their majors to take extra, non-major courses (costing them more time and tuition) to graduate. Moreover, although courses can in theory carry more than one of the four Focus designations, over 95% of them fulfill only a single requirement.

In contrast, many institutions on the continent and private universities in Hawai'i have successfully combined disciplinary breadth with progressively structured skills development, added competencies to learning outcomes such as critical thinking, and incorporated high-impact practices that research overwhelmingly shows positively impact students' sense of belonging, their engagement, persistence, and overall academic success. High-impact practices such as first year seminars, internships and apprenticeships, interdisciplinary coursework, civic and community engagement, and project-based learning are common features of revised Gen Ed programs at institutions across the nation. I encourage you to explore recently redesigned Gen Ed curricula at institutions such as the [University of Arizona at Tucson](#) (a UHM peer institution) and [University of North Carolina at Chapel Hill](#) (a UHM benchmark institution).

With 55-67 credits of Gen Ed requirements, Mānoa has little room to introduce high-impact practices into our common undergraduate curriculum, let alone redesign our Gen Ed program to reflect our campus' and system's strategic priority of becoming a Native Hawaiian place of learning. I fear that unless a revised Regents policy on Gen Ed forces us, with clear curricular expectations and lower credit limits, to work together to revise our Gen Ed program, opportunities to effectively combine skills development, institutional values, and disciplinary breadth will remain out of reach.

#### Recent History of Delay and Inaction

The undeniable fact is that our Gen Ed program is demonstrably out of date, with far too many credits of unstructured and unintegrated graduation requirements, long-standing problems in transfer and articulation, and above all, consistently and unacceptably poor assessment results of student learning achievement in Gen Ed. While change on this scale is always difficult, our progress has been stymied by a series of procedural actions that have stifled faculty and student voices, inhibited robust engagement and discussion, prevented the dissemination of information about problems and potential solutions with Gen Ed, and sidelined the participation of much needed expertise. Recent Mānoa faculty senate actions have made it clear that, far from representing the varied views of Mānoa faculty on these issues, the senate's own Gen Ed committees' reports, comprehensive reports from Hawaiinuiākea's 'Aha Kuhina Governing Council ([2022 report](#), [2023 report](#)), and even a [resolution](#) from our student governance leaders on ASUH, continue to be ignored. Years of delay and inaction mean that not only is expertise systematically silenced, but there has not been a single vote on either of the two proposals (neither received a hearing nor have they been openly discussed by the faculty on my campus, including in the faculty senate). Our senate's Committee on Academic Policy and Planning was [charged](#) with "broad consultation" with the Mānoa faculty at large and summarizing feedback from across campus on both Gen Ed proposals. Instead, the [draft CAPP report](#) this year is not only riddled with factual errors, but it deliberately excludes the reports in favor of redesign efforts submitted to them by Mānoa's General Education Committee, six General Education Boards, and Hawai'inuiākea's 'Ahu Kuhina committee. It characterizes a sample of our poor assessment results under the heading "Gen Ed is Doing Okay", and presents the results of a November 2022 survey that garnered only a few dozen responses from over 1600 Mānoa faculty members as representative of the diversity of faculty views. (For a more detailed history of Gen



Ed reform efforts, please see [this page](#).) I urge you to instead heed the reasoned, evidence-driven reports ([2022 report](#), [2023 report](#)) from the senate-appointed experts charged by Mānoa's faculty senate with overseeing and administering Gen Ed on our campus, and their central message that we must do better by our students.

## Recommendations

### 1. Lower Maximal Credits Limits

Although we know that curricular change on this scale is very difficult, I ask you to reconsider the maximal credit limit of 31 credits of requirements in the core. As this [spreadsheet](#) of general education requirements at UH Mānoa's peer and benchmark institutions shows, our peer institutions have on average 31.6 semester credits of Gen Ed requirements, while our benchmark institutions average 27.5 required credits.

It should be noted that for some of these institutions, such as the UC and CSU systems, the state of California has mandated minimal shared requirements, which individual programs and colleges/schools may supplement. However, for high-credit, highly structured programs such as education, engineering, and many professionally accredited or natural science programs, these state minimums ensure student learning of (1) core competencies, (2) exposure to interdisciplinary perspectives, and (3) institutional values through requirements that simultaneously address all three. In contrast, our requirements to address core competencies such as written communication, disciplinary breadth (arts and humanities, social sciences, and natural sciences), and values (Hawaiian, Asian and Pacific issues, and Hawaiian/Second Language) are separately addressed in requirements that total 55 semester credits. Because of these high credits, over half of UH Mānoa's schools/colleges have modified or waived the Hawaiian/Second Language requirement, which can take up to 12 more credits to satisfy. Were you to mandate a cap of 31 credits on the shared lower-division core, this would effectively undermine arguments to update the competencies and requirements included in our current 31-credit core. Moreover, a 31-credit core curriculum will continue to cost students significant time and money in the completion of their two-year degrees, which UHCC students are on average taking 68.5 credits to earn.

I strongly urge you to modify this draft language to include a **24-credit lower division core** that, coupled with no more than 12 credits of upper-division coursework to reinforce competencies introduced in the core, will put us at the upper end (36 total credits for a four-year degree) of our peers and benchmarks.

### 2. Exceptions to Maximal Credit Limits for Specific Academic Programs

At the same time, I readily recognize that our most common two-year transfer degree, the AA in Liberal Studies, is a general education-centered degree program (coupled with electives that together total 60 credits). Faculty who teach in the AA Liberal Studies program at our community colleges have expressed fear that were the size of the core reduced, that students would transfer after just 24 credits of coursework on their campuses. [IRAPO data](#) shows, however, that students are not only staying to complete their degrees, but earning an average of 68.5 credits before transferring to a four-year campus. Nonetheless, I have surveyed general education requirements at the UHCC system's peers and benchmarks and more than 50

additional community colleges, and recommend an important caveat to be added to this draft policy:

*specific academic degree programs are allowed to include up to 12 additional credits of Gen Ed coursework, as long as it is made clear to students that these additional credits will not meet the upper-division ("special graduation") Gen Ed requirements at our four-year campuses.*

This important change would allow for a smaller system-wide core curriculum of 24 shared credits, with up to 36 credits of Gen Ed courses (more than the current 31-credit core) included in programs such as the AA in Liberal Studies program that provides such a richly diverse educational foundation for so many of our internal UH transfer students.

### **3. System General Education Committee Membership**

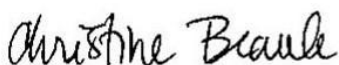
Finally, I would like to suggest specific language regarding the composition of the proposed system General Education Committee's size and representation. My fear is that if campus representation is the baseline, that we will end up with an unmanageably large committee of several dozen representatives. Instead, I suggest focusing on the split between four-year and two-year full-time equivalent undergraduate students. Using this Spring 2024 [FTE breakdown](#) (full-time equivalency), and consistently rounding up in favor of community college representation yields three possibilities:

1. a committee of 13 with 11 faculty (6 from the 4-year campuses and 5 from the community colleges), plus 2 undergraduate students (1 community college student and 1 four-year student), or
2. a committee of 15 with 13 faculty (7 from the four-year campuses and 6 from the community colleges), plus 2 undergraduate students (1 community college student and 1 four-year student), or
3. a committee of 17 with 15 faculty (9 from the four-year campuses and 6 from the community colleges), plus 2 undergraduate students (1 community college student and 1 four-year student).

I believe the suggested committee sizes and proportional compositions are reasonable, given that there are a greater number of two-year campuses but with collectively smaller students FTE.

I thank you for reading this lengthy testimony, and would be happy to provide any further reports, examples, data, and details you request to inform your deliberations.

Mahalo nui,



Prof. Christine Beaulé  
Director, UH Mānoa General Education Office  
[beaule@hawaii.edu](mailto:beaule@hawaii.edu)  
<https://manoa.hawaii.edu/gened/>





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## Agenda item IV.A. General Education Update

1 message

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**Cindy Hunter** <cindyh@hawaii.edu>  
To: bor.testimony@hawaii.edu

Sat, Mar 30, 2024 at 4:23 PM

Dear Regents,

I strongly oppose the proposed changes to RP 5.213. Please reject the redline version and restore the shared-governance process.

Simplifying and streamlining doesn't always guarantee improvement. There are important consultations and safeguards in place on each campus that are critical to the functionality of many of our majors.

Please think this through carefully and avoid a disastrous impact.

Mahalo,  
Cindy

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Cynthia Hunter, Ph. D.  
Director, Marine Option Program  
Professor, School of Life Sciences  
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**When you have the chance, eat more plants!**

<https://www.ecowatch.com/which-is-worse-for-the-planet-beef-or-cars-1919932136.html>



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**please reject the redline changes to RP 5.213**

1 message

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**Kathy E Ferguson** <kferguso@hawaii.edu>  
To: bor.testimony@hawaii.edu

Sun, Mar 31, 2024 at 5:41 AM

Dear Regents,

I am a faculty member with 39 years experience at UHM. I am currently serving on CAPP (the committee on academic policy and planning) of the Manoa Faculty Senate. We have done and continue to do considerable work on the Gen Ed curriculum. Our process is thoughtful and open. Please do not undermine it.

I oppose the redline changes to RP 5.213. Please reject the redline version and restore the collegial shared-governance process through the campus-level faculty senates for reviewing and updating curricula.

Thank you,  
Kathy Ferguson  
Professor, Departments of Political Science and Women's, Gender and Sexuality Studies

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## I oppose the redline changes to RP 5.213

1 message

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**Ashley Rubin** <atrubin@hawaii.edu>  
To: bor.testimony@hawaii.edu

Sun, Mar 31, 2024 at 10:24 AM

Dear Regents,

I oppose the redline changes to RP 5.213. Please reject the redline version and restore the collegial shared-governance process through the campus-level faculty senates for reviewing and updating curricula.

The redline changes negatively affect UH Manoa, with its 98 distinct majors, many of which would be adversely affected by these rules. These changes are another in a growing list of concerns that the Board does not recognize the unique contribution that UH Manoa offers the State of Hawai'i as a Research-I University, distinct from all other UH System schools.

Moreover, I am concerned that this is a solution in search of a problem. Why exactly have these redline changes been suggested? What problem do they solve? Or do they create many more problems than initially realized? If there is a problem, what evidence has been provided that this problem exists or that this solution would address it?

Finally, this is a concerning departure from our model of shared governance. Curriculum has always been the purview of the faculty at each campus through their senates, as is the practice nationally. Faculty have the disciplinary expertise to oversee their majors and are closest to the students.

This proposal does not account for the substantial work of oversight of policy versus implementation, and circumvents our existing shared governance structures:

CAPP: Manoa Faculty Senate Committee on Academic Policy and Planning (policy)

GEC: MFS General Education Committee (implementation).

Again, please reject the redline version and restore the collegial shared-governance process.

Best,  
Ashley

### **Dr. Ashley T. Rubin**

Associate Professor of Sociology  
University of Hawai'i at Mānoa  
Co-Editor, *Law & Society Review*

**Office:** 213 Saunders Hall | Department of Sociology | [2424 Maile Way, Honolulu, HI 96822](#)

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Read my pieces in *The Conversation* on [how prisons were designed to prevent disease](#) and [what we can learn from the Stanford Prison Experiment](#)

My first book, *The Deviant Prison: Philadelphia's Eastern State Penitentiary and the Origins of America's Modern Penal System, 1829-1913* (Cambridge Historical Studies in American Law and Society), is available on the [Cambridge](#) website, [Amazon](#), and other booksellers' websites.

My second book, *Rocking Qualitative Social Science: An Irreverent Guide to Rigorous Research* (Stanford University Press), is available on the [Stanford](#) website, [Amazon](#) and other booksellers' websites.

My articles are available via [Google Scholar Link](#) (some paywalls) and [ResearchGate Link](#) (no paywalls) and on my website [Link](#) (no paywalls)

Watch my [TEDx talk](#), [How did Sending People to Prison Become So Normal?](#)

Check out the [Punishment & Society Blog](#) (Official Blog of the Law and Society Association's CRN 27)

What is Law and Society? Or the Sociology of Law?



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## Agenda item IV.A. General Education Update

1 message

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**Christoph Baranec** <baranec@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Apr 1, 2024 at 8:56 AM

Aloha Regents,

I oppose the redline changes to RP 5.213. Please reject the redline version and restore the collegial shared-governance process through the campus-level faculty senates for reviewing and updating curricula.

Mahalo,  
Christoph

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[Christoph Baranec](#)  
Astronomer, Institute for Astronomy



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## please urge the revision of Gen Ed at UHM

1 message

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**Christina Higgins** <cmhiggin@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Apr 1, 2024 at 11:51 AM

Aloha,

As Chair of the Dept of Second Language Studies at UHM, I would like to submit a statement of support for changes to our General Education requirements. UHM is out of date with regard to the number of credits required for Gen Ed, and it would modernize our policies if we embrace reducing the requirements to a number closer to our peer and benchmark institutions. This would require reducing our current load of Gen Ed requirements from 55+ credits to approximately 30 credits for students.

I believe this would make UHM a more attractive option for students considering their options and would keep more resident students in state.

best,  
Christina Higgins

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Dr. Christina Higgins  
Professor and Chair  
[Department of Second Language Studies](#)  
Director, [Charlene J. Sato Center for Pidgin, Creole, and Dialect Studies](#)  
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## Comments requiring Regents Policy 5.213 and proposed changes to General Education Requirement

1 message

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**Miriam Stark** <miriams@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Apr 1, 2024 at 12:31 PM

Aloha kakou,

I write in support of revisions to Regents Policy 5.213 that will, among other steps, limit the number of General Education requirements to 31 credits. I am an anthropological archaeologist who has taught here at UH Manoa since 1995. As a Full Professor, research and teaching are integral to my practice. I have taught thousands of UHM students in my classrooms, I have mentored UROP and Honors undergraduates in my labs, and taken them with me to my field sites in Cambodia. I have also advised dozens of MA students and served on 36 completed PhD committees.

I am a committed and experienced teacher, and I am also a committed parent of a college-aged student: which makes me intimately familiar with the credit process and with tuition costs. The fact that our undergraduates often take 55 credits or more to fulfill their Gen Ed requirements is costly and time-consuming. Proposed changes to the policy should reduce the time to graduation for our undergraduates and particularly our transfer students, who take, on average, 6.5 years to complete their degrees because of our high GenEd requirements. It is for these two reasons that I ask the Board to support revisions to Regents Policy 5.213: to streamline our students' educational experience without sacrificing pedagogical effectiveness, and to reduce the cost of their baccalaureate degrees.

We owe it to our students to facilitate their studies through the UH system, and particularly at Manoa. That requires more time and effort to design thoughtful, scaffolded courses, and we have colleagues who are prepared to do this. Please help us help our students and make these changes to Regents Policy 5.213. Mahalo nui loa.

Respectfully submitted,  
Dr. Miriam Stark  
Anthropology

-----  
Miriam T. Stark, Ph.D.  
[Director, Center for Southeast Asian Studies](#)  
[cseashawaii.org](http://cseashawaii.org)  
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## Support for revisions to Regents Policy 5.213

1 message

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**Maryann Overstreet** <overst@hawaii.edu>  
To: BOR Testimony <bor.testimony@hawaii.edu>

Mon, Apr 1, 2024 at 12:56 PM

Dear Regents,

I am writing to express strong and enthusiastic support for the proposed revisions to RP 5.213 in order to make room for a universal H/SL requirement, which is so crucial, especially in our multicultural, multilingual state.

Aloha,  
Maryann Overstreet  
Professor, LLEA Department



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## Support Modernizing General Education Requirements

1 message

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Tom Pearson <tpearson@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Apr 1, 2024 at 12:07 PM

The following testimony is also provided in an attachment for better formatting:

April 1, 2024

I fully support the UH Board of Regents modifying its policies to support undergraduate student success throughout the UH system and reduce the amount of required general education to a maximum of 31 credit hours. I believe the proposed policy reforms will help to ensure that all parts of the UH undergraduate curriculum are effective, accountable and efficient, including general education.

I am sure that the changes and reduction in required general education courses will not lengthen the time to graduation, as suggested by at least one individual who appears resistant to changing general education requirements that have existed for the last quarter of a century. Instead, I believe the policy changes better ensure student success through “**responsible shared governance.**”

I am motivated to write because of my strong belief that faculty governance for many years has unfortunately failed to reform UHM’s general education curriculum towards 21<sup>st</sup> century knowledge and skills needed for future student success, especially in the new era of generative artificial intelligence.

In March, the Manoa Faculty Senate’s (MFS) Committee on Academic Policy and Planning (CAPP) proposed to extend the UHM general education status quo even longer than its quarter-century existence, **despite a dynamically changing world.** CAPP also wanted to retain the current bureaucratic diversification requirements (a meaningless check-off system), rather than advancing inter-disciplinary critical thinking from various academic field perspectives through student selection of an educational theme involving aspects of project or problem-based learning.

When faculty and the university fail to perform a fundamental task, such as maintaining an up-to-date curriculum advancing Hawaii, adverse consequences are likely. The governance problem was glaringly obvious when those who are resistant to change can block needed reforms. This problem was made even more apparent by MFS’ internal focus in recent years effectively preventing the full MFS from discussing alternative ideas arising from its general education committee (GEC) (a joint administrative-faculty committee); instead, the MFS had a misguided focus on trivial internal political concerns about the composition of the General Education Committee (GEC).

This letter represents my own personal testimony. Thank you.

*Tom Pearson*

Tom Pearson, Professor of Accounting at Shidler College of Business  
(currently one of Shidler’s Manoa Faculty Senators).

--

Tom Pearson, Professor of Accounting  
University of Hawaii at Manoa, Shidler College of Business



**GOALS-gen-ed-apr'24.docx**

18K

April 1, 2024

I fully support the UH Board of Regents modifying its policies to support undergraduate student success throughout the UH system and reduce the amount of required general education to a maximum of 31 credit hours. I believe the proposed policy reforms will help to ensure that all parts of the UH undergraduate curriculum are effective, accountable and efficient, including general education.

I am sure that the changes and reduction in required general education courses will not lengthen the time to graduation, as suggested by at least one individual who appears resistant to changing general education requirements that have existed for the last quarter of a century. Instead, I believe the policy changes better ensure student success through “**responsible shared governance.**”

I am motivated to write because of my strong belief that faculty governance for many years has unfortunately failed to reform UHM’s general education curriculum towards 21<sup>st</sup> century knowledge and skills needed for future student success, especially in the new era of generative artificial intelligence.

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This letter represents my own personal testimony. Thank you.

*Tom Pearson*

Tom Pearson, Professor of Accounting at Shidler College of Business (currently a Manoa Faculty Senator).



---

## CC perspective on system Gen Ed initiative for Student Success regents

---

Lance Uyeda <lkuyeda@hawaii.edu>

Mon, Apr 1, 2024 at 10:41 AM

To: bor@hawaii.edu

Aloha Student-Success Regents Tochiki, Haning, Mawae, Loo, and Wilson,

Greetings from the Windward Community College faculty senate. I hope that this message can be forwarded to you.

I'm contacting you as my campus's point person on our ongoing UH General Education redesign/overhaul. I'm a former chair of WCC's curriculum committee, and I chaired last year's system "conference committee" on Gen Ed. After seeing the materials posted on the board's website last Friday, I thought it would be good to reach out to you with a personal(ish) message.

This weekend I made a couple of videos for you to consider. In them, I try to present a community college perspective on the proposed policy revisions as well as the overall gen ed review process that began in fall 2021. I tried to be as brief as possible but if you'd also like the fastest-to-scan option, I've also included a link to the slides beneath the video links below:



Gen Ed for Regents.mp4



UH Strengths for Regents.mp4



For Regents.pptx

If you have time to watch or listen to the videos before or after Thursday's meeting, thank you thank you. As my campus's "off-campus" faculty senate chair, I've carefully followed the board's deliberations over the last three years. I appreciate the care and tremendous amount of work you volunteer in your role, most recently for contentious discussions of the ongoing presidential search.

If you'd want me to follow up on anything, or to try to answer any questions, I'm happy to talk (or text?) with you or respond via email--whatever you prefer. [REDACTED]; my email is [lkuyeda@hawaii.edu](mailto:lkuyeda@hawaii.edu).

Thank you so much for your time and attention.

Lance Uyeda

WCC | Faculty Senate off-campus chair

[go.hawaii.edu/JRr](https://go.hawaii.edu/JRr) 808-236-9229





## Revision to Regents Policy 5 213

1 message

---

**Niklaus Schweizer** <niklaus@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Apr 1, 2024 at 1:14 PM

Honolulu, April 1, 2024

Dear Regents,

May I emphasize my support for the proposed revision of your Policy 5 213. A certain familiarity with foreign languages is highly important in the global economy in which Hawai'i participates. Anything we can do to further such knowledge is welcome.

Respectfully, a me ke aloha nui,  
Niklaus Schweizer, Ph.D.  
Professor, Department of Languages and Literatures  
of Europe and the Americas



## Support for revisions to RP 5.213

1 message

---

**Anna Hawajska-Waters** <hawajska@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Apr 1, 2024 at 1:23 PM

Dear Regents,

I am writing to express strong support for the proposed revisions to RP 5.213 in order to make room for a universal H/SL requirement, which is so crucial, especially in our multicultural, multilingual state.

Aloha,  
Anna Hawajska-Waters  
Instructor, LLEA Department



---

## Revision to Regents Policy 5.213

1 message

---

**Makena Coffman** <makenaka@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Apr 1, 2024 at 1:26 PM

Dear Board of Regents,

I strongly support the proposed revision to Regents Policy 5.213 as it relates to the inclusion of sustainability within general education across the UH system. Value and understanding of human impacts to the natural environment is central to becoming an informed citizen, both locally and globally. As such, I suggest a mild language amendment: "Incorporate key institutional values, **specifically including** sustainability and Native Hawaiian place of learning."

Sincerely,

Makena Coffman  
UH Mānoa Institute for Sustainability and Resilience | Director  
Department of Urban and Regional Planning | Professor  
University of Hawai'i Economic Research Organization | Research Fellow  
[manoa.hawaii.edu/isr](http://manoa.hawaii.edu/isr)

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

***\*\*All written testimony submitted are public documents. Therefore, any testimony submitted is public information and will be posted on the board's website.***

Your Name (required) \*

Meredith Lee

Your Organization (optional)

Leeward Community College

Your e-mail address (in case we need to reach you) \*

mjlee@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.

Your Testimony (pdf or word)

No file attached

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***\*\*All written testimony submitted are public documents. Therefore, any testimony submitted is public information and will be posted on the board's website.***

Your Name (required) \*

Donald Maruyama

Your Organization (optional)

Leeward CC

Your e-mail address (in case we need to reach you) \*

donaldkm@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

*General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.*

Your Testimony (pdf or word)

No file attached

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Your Name (required) \*

Tiffany Hayler

Your Organization (optional)

Windward Community College

Your e-mail address (in case we need to reach you) \*

haylert@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

*General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.*

Your Testimony (pdf or word)

No file attached



## Public Testimony Form - University of Hawaii Board of Regents

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Your Name (required) \*

Michele Mahi

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

mhamada@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

General Education redesign should be faculty-driven, not imposed from the top down. Forcing General Education redesign through policy revision goes against the faculty's authority over General Education curricula and curricular changes.

Your Testimony (pdf or word)

No file attached

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Your Name (required) \*

Erika Molyneux

Your Organization (optional)

Leeward Community College

Your e-mail address (in case we need to reach you) \*

erikaj@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.

Your Testimony (pdf or word)

No file attached

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Your Name (required) \*

Mackenzie manning

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

mmanning@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

Dear Regents,

I am a faculty at WCC. I recently learned about BOR Policy 5.213 on general education. The changes in this policy would disproportionately affect community college students, especially on Maui and Kauai, which lack a university campus. They would also have an unfair impact on lower-income, first generation, and minority students at every community college campus.

I also learned that you are being asked to approve the policy changes even while the official feedback process for faculty and counselors is ongoing. Putting in changes to every UH campus through a single policy whose details haven't been cleared first by the faculty, administrators, or students is a disappointing sign of micromanagement and poor decision making.

I understand you are extremely busy, particularly at this time of year, and greatly appreciate your consideration. Mahalo for your efforts on behalf of UH students and the people of Hawaii.

[Your Testimony \(pdf or word\)](#)

No file attached

## Public Testimony Form - University of Hawaii Board of Regents

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Your Name (required) \*

I-Chia Shih

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

shih@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

Although it is good to discuss the redesign of the general education, the process should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.

Your Testimony (pdf or word)

No file attached

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Your Name (required) \*

Tara Severns

Your Organization (optional)

Windward Community College

Your e-mail address (in case we need to reach you) \*

severns@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

The redesign of General Education ought to be spearheaded by the faculty, rather than mandated from an administrative level. Implementing changes to General Education through policy amendments undermines the faculty's prerogative in shaping General Education curricula and making curricular modifications.

Your Testimony (pdf or word)

No file attached



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Your Name (required) \*

Evan Yoshimura

Your Organization (optional)

Kapiolani Community College

Your e-mail address (in case we need to reach you) \*

eyoshimu@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

*General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes. Gathering input from faculty is not the same as letting faculty make the decision. As content experts who teach our area of expertise, faculty are in the best position to decide on General Education requirements (or any changes).*

Your Testimony (pdf or word)

No file attached

## Public Testimony Form - University of Hawaii Board of Regents

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Your Name (required) \*

Jenny Kelly

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

jennyrk@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.

Your Testimony (pdf or word)

**BOR test jk.pdf** (103.5 kB)

April 1, 2024

Aloha Regents,

I am a faculty member and I recently learned about BOR Policy 5.213 on general education by from my colleagues. The changes in this policy would disproportionately affect community college students, especially on Maui and Kauai, which lack a university campus. They would also have an unfair impact on lower-income, first generation, and minority students at every community college campus.

I also learned that you are being asked to approve the policy changes even while the official feedback process for faculty and counselors is ongoing. Putting in changes to every UH campus through a single policy whose details haven't been cleared first by the faculty, administrators, or students is a disappointing sign of micromanagement and poor decision making. Though we are one system, each campus is unique and students at each campus have different needs.

I understand you are extremely busy, particularly at this time of year, and greatly appreciate your consideration. Mahalo for your efforts on behalf of UH students and the people of Hawaii.

Mahalo,

A handwritten signature in black ink that reads "JKelly". The letters are cursive and fluid, with the "J" and "K" being particularly prominent.

Jenny Kelly

## Public Testimony Form - University of Hawaii Board of Regents

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Your Name (required) \*

Ann Inoshita

Your Organization (optional)

Leeward Community College

Your e-mail address (in case we need to reach you) \*

ati@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

*General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.*

Your Testimony (pdf or word)

No file attached

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Your Name (required) \*

Kelli Yoshie Nakamura

Your Organization (optional)

Kapi'olani Community College

Your e-mail address (in case we need to reach you) \*

Kellinak@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

General Education redesign should be faculty-driven, not imposed from the top down. Forcing General Education redesign through policy revision goes against the faculty's authority over General Education curricula and curricular changes. Additionally, these changes do NOT account for the unique programs and curriculum ONLY offered at the community colleges and are not aligned with our accrediting body's standards (we have a different accreditation body from the four-year institutions). Please help to ensure that FACULTY (as content matter experts and the actual teachers in the classroom) maintains control over their curriculum rather than administrators.

Your Testimony (pdf or word)

No file attached



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## Testimony Submission

1 message

---

**Petersen Gross** <grossp@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Apr 1, 2024 at 3:16 PM

Hi,

Please find attached a statement regarding the redline revisions to Regents Policy 5.213 from the CCCFSC.

Thank you.  
Pete



UNIVERSITY of HAWAII\*  
**LEEWARD**  
COMMUNITY COLLEGE

**CompTIA**  
National CTE Advisory Council Member

---

### **Petersen Gross**

**Associate Professor, ICS**

Phone: (808)455-0494 | [grossp@hawaii.edu](mailto:grossp@hawaii.edu)

Website: <http://www.leeward.hawaii.edu/ics>



**CCCFSC Statement on Redline RP 5.213.pdf**  
86K

# Community College Council of Faculty Senate Chairs (CCCFSC)

## Statement Regarding Redline Revisions to Regents Policy 5.213 on General Education

March 15, 2024

The CCCFSC submits this statement **in opposition to redline revisions to Regents Policy 5.213 on General Education** for the following reasons:

- UH Executive Policy 5.209 on Student Transfer and Inter-Campus Articulation was recently revised in 2020 and continues to address the most common credit transfer scenarios, ensuring seamless transfer of Gen Ed core credits between UH campuses.<sup>1</sup>
- Gen Ed redesign by policy (and perhaps Gen Ed redesign in general) is an unsuitable vehicle for resolving transfer articulation issues: if current procedures and norms are insufficient to ensure campuses' adherence to Executive Policy EP 5.209, new norms and procedures ought to be collaboratively developed.
- Designing an academic program for the system via a Regents Policy, which is what the redline draft attempts to do, is not feasible in part because it would force regents into continuous deliberation of ever-finer details.
  - For example, the draft revision's stipulation that gen ed courses have no prerequisites (except for developmental ed or corequisite remediation) would exclude a majority of courses currently offered at UHCC campuses.
- Properly set prerequisites are essential to student success because they convey expectations and guide student self-enrollment, thereby supporting positive learning environments and efficient educational programs.
- Prerequisites are a key component of student-persistence interventions, such as the "guided pathways" described in the redline revisions, which without them become no more than loose suggestions.
- The UHCC system has already spent several years implementing curriculum modifications similar to, but above and beyond, the RP 5.213 redline revisions' prescription regarding common course numbering, to correct differences in course titles, credits, contact hours, and prerequisites of courses sharing the same "ALPHA" and number.

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<sup>1</sup> <https://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=5&policyNumber=209>

- 2021-23 Gen Ed deliberations highlighted key areas where the curriculum's efficiency and effectiveness can be improved through systemwide review, so a UHCC system Gen Ed team was established and this year has continued to deliberate about ways in which CCs can improve our own Gen Ed programs, especially in areas where we have been characterized as lagging behind UH Mānoa, such as by adjusting approval procedures for special graduation requirements.
- An element of the problem of UH transfer students' excess credits is the removal of 200-level survey courses from BA degrees such that, for example, at UH Mānoa as few as one or zero 200-level courses count toward BA in economics, English, political science, or sociology, where common practice includes at least two or three survey-type courses at the 200-level in a bachelor of arts (at UHM, these have often been elevated to the 300-level).
  - Therefore, from a UH community college perspective, suggestions that the existing Gen Ed core is a, or "the," significant impediment to transfer students' bachelor's degree attainment are untrue, or at best lacking context.
- At present, UHCC students benefit from the current Gen Ed program's transfer allowances for select "special graduation requirements" (namely, Hawaiian/Asian/Pacific issues and writing intensive), especially when their 4-year degree goals change.<sup>2</sup>
- Current transfer allowances and a complement of CC-based student support interventions have a disproportionate positive impact on students from underrepresented groups, particularly low-income and Native Hawaiian/Pacific Islander students, who according to a 2024 Community College Research Center report, exceed the national average of comparable students in bachelor's degree attainment by three and eight percentage points, respectively.<sup>3</sup>
- By contrast, eliminating transfer allowances for special graduation requirements as proposed in the redline draft will not only inequitably increase pressure on all CC students, and on underrepresented students especially, to make early decisions about their academic program and career paths, it will perhaps make the best choice, from a earned-credits-efficiency perspective, to transfer to a university such as Chaminade, which has no graduation requirements restricted to the upper division and whose Gen Ed requirements UHCC transfer courses can fulfill entirely.
- The kind and number of changes proposed in the attached redline draft of RP 5.213 on General Education appear to fall outside UH regents' responsibilities, as well as to oppose in character the Regents Policy 1.210 statement on faculty

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<sup>2</sup> According to a US education department analysis, thirty percent of students change their declared major at least once: <https://nces.ed.gov/pubs2018/2018434/index.asp>

<sup>3</sup> <https://ccrc.tc.columbia.edu/tracking-transfer-state-outcomes.html>



involvement in academic policy development that “It is the policy of the university to maintain and strengthen organized and systematic involvement by faculty in academic decision-making and policy development.”

In summary, the CCCFSC urges the University of Hawaii Board of Regents to oppose the adoption of the revisions proposed in the redline draft of RP 5.213 as well as any future use of Regents Policy revisions to make sweeping curriculum changes of the kind, number, and specificity in the redlines.

Approved on Friday, March 15, 2024.

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## Modernizing (and reducing) the general education core

1 message

---

**Kenton Harsch** <kenton@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Apr 1, 2024 at 2:34 PM

Dear Board of Regents,

I am writing to voice my enthusiastic support of the proposed revisions to BOR Policy 5.213, focusing on General Education. The current set of Gen Ed requirements (55-67, depending on department) is way too high, and makes it much more difficult for the average student to graduate on time. The proposed 31-credit maximum for the General Education core (offered in the first two years at any UH campus) seems far more reasonable for ensuring that our students gain the inter- and cross-disciplinary knowledge and skills to be well-rounded graduates of our university. More than that is clearly excessive, especially compared to those of our peer and benchmark universities (per information provided by the General Education office).

At the same time, I also want to emphasize the importance of maintaining graduation requirements related to global awareness and cooperation. This is often accomplished through Hawaiian or foreign language courses, but perhaps could also be met by courses that raise students' awareness and appreciation of global differences in perspectives.

Further, there is important value in keeping graduation requirements for our 4-year universities, those focusing on developing students' ability to effectively write, communicate orally, understand ethical perspectives and how to use tools to make decisions when ethical challenges arise, and raise their understanding of Hawai'iian values and perspectives, as well as the newly introduced importance of technological literacy. However, reducing the Gen Ed core is a separate issue from these graduation requirements.

Thank you very much for your attention to this important matter, and for taking the time to read my letter.

Sincerely,

Kenton Harsch (retired)  
Former Director, English Language Institute (and ex-officio member of the W Board)  
Former Undergraduate Coordinator & Advisor, Department of Second Language Studies

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Your Name (required) \*

Donald Carreira Ching

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

donaldc@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

Aloha,

I am writing because I am deeply concerned about the proposed changes.

General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes. In addition, the redesign is not in the interest of the those doing the work and the students and communities that are served.

I strongly oppose.

Take care,

Donald

Your Testimony (pdf or word)

No file attached

## Public Testimony Form - University of Hawaii Board of Regents

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Your Name (required) \*

Scott Sutherland

Your Organization (optional)

University of Hawaii - Windward Community College

Your e-mail address (in case we need to reach you) \*

scottjks@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

General Education redesign should be faculty-driven, not imposed from the top down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.

Your Testimony (pdf or word)

No file attached

## Public Testimony Form - University of Hawaii Board of Regents

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***\*\*All written testimony submitted are public documents. Therefore, any testimony submitted is public information and will be posted on the board's website.***

Your Name (required) \*

Brad Dempsie

Your Organization (optional)

Kauai Community College

Your e-mail address (in case we need to reach you) \*

bdempsie@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

As a lecturer at the community college, my teaching happens to focus mostly on STEM oriented students in the ASNS program, however, many students still utilize these courses as general education. The policy is contradictory at the moment in not offering courses with pre-requisites or at 200 level for general education students (which is required in each of my classes PHYS 151, PHYS 152, PHYS 170, PHYS 272, and accompanying labs), even though some students have specific needs for being in general education and taking these courses. The policy as it stands would therefore be an unnecessary and negative effect on all students needing physics who also are choosing or needing to enrollment in general education. The current policy does not take these details into account, which is just one example of why these type of policy changes should not be enacted through administrators who don't understand curriculum/teaching. My colleagues

have many problems as well, so many such that my own issue is clearly just a smaller concern, but this again highlights how poorly planned this policy must have been and that it should be a faculty decision, not an administration decision.

[Your Testimony \(pdf or word\)](#)

No file attached

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Your Name (required) \*

Matthew Tuthill

Your Organization (optional)

University of Hawaii

Your e-mail address (in case we need to reach you) \*

MTUTHILL@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

*General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.*

Your Testimony (pdf or word)

No file attached



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Your Name (required) \*

Sarah Myhre

Your Organization (optional)

Honolulu Community College

Your e-mail address (in case we need to reach you) \*

smyhre@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.

Your Testimony (pdf or word)

No file attached

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Your Name (required) \*

Li-Anne Delavega

Your Organization (optional)

Kapi'olani Community College

Your e-mail address (in case we need to reach you) \*

ldelaveg@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

General Education redesign should be faculty-driven, not imposed from the top down. Forcing General Education redesign through policy revision goes against the faculty's authority over General Education curricula and curricular changes.

Your Testimony (pdf or word)

No file attached

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Your Name (required) \*

Brenda Coston

Your Organization (optional)

Honolulu CC

Your e-mail address (in case we need to reach you) \*

bmcoston@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

*General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.*

Your Testimony (pdf or word)

No file attached

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Your Name (required) \*

Leon F. Florendo

Your Organization (optional)

Leeward CC - Counselor

Your e-mail address (in case we need to reach you) \*

leonflor@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

General Education redesign is best led by faculty, rather than imposed from above. Encouraging faculty involvement ensures that General Education curricula and changes reflect their expertise and insights, maintaining their rightful authority in shaping academic programs.

Your Testimony (pdf or word)

No file attached

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Your Name (required) \*

Amy Yamashiro

Your Organization (optional)

Kapi'olani Community College

Your e-mail address (in case we need to reach you) \*

patz@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

General Education redesign is a curricular issue that needs to be driven by faculty. In addition, the proposed changes disproportionately affect underserved students in a negative way. This is due to the students being required to take more of their degree requirements at the more expensive 4-year colleges, where classes may also be larger and less likely to be taught by a seasoned teaching professional whose primary duties are focused on the craft of teaching and engaging diverse students. Finally, I strongly oppose the proposal that core requirements must not include a prerequisite. This is not in the best interest of students.

Your Testimony (pdf or word)

No file attached

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Your Name (required) \*

Patrick Patterson

Your Organization (optional)

Honolulu Community College

Your e-mail address (in case we need to reach you) \*

ppatters@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

*General Education redesign should be faculty-driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes. In addition, a top-down change in this way will force the BOR to continuously micromanage General Education and transfer, miring it in a slew of needs, changes, and student complaints for the foreseeable future. Finally, the Community College System works, and transfer works. It is natural for faculty discussion to take some time, but the outcome of such a process is much more universally acceptable, and produces situations in which faculty can solve manini problems, rather than having to kick everything up to the Board of Regents for review. This policy is ill-conceived, violates current BOR policy on faculty-driven curriculum and faculty review. Please vote against this revision.*

Your Testimony (pdf or word)

No file attached

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Your Name (required) \*

Renee Arnold

Your Organization (optional)

KCC

Your e-mail address (in case we need to reach you) \*

reneearn@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

*General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.*

Your Testimony (pdf or word)

No file attached



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Your Name (required) \*

Susan Wood

Your Organization (optional)

Leeward Community College

Your e-mail address (in case we need to reach you) \*

shamilto@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

General Education redesign should be faculty-driven. Forcing General Education redesign through policy revision goes against the faculty's authority over General Education curricula and curricular changes.

Your Testimony (pdf or word)

No file attached

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Your Name (required) \*

Seth Quintus

Your Organization (optional)

University of Hawai'i at Manoa

Your e-mail address (in case we need to reach you) \*

squintus@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Support

Your Testimony/Comments

I am writing to support Revision to Regents Policy 5.213. While I am writing as an individual faculty member, I have served as a member and Chair of the Foundations General Education board. I have also taught a number of General Education requirements. During this time, it has become clear that our current General Education curriculum does not serve our students. Assessment data consistently highlights the gaps between what we want our students to know and what are students learn in General Education, with under 40% of students reaching expectations in such areas as Ethics and Quantitative Learning. This failure, and it is a failure, is not due to the individuals teaching the courses. Rather, it is due to the structure of our General Education curriculum. What we are currently doing clearly does not teach students the skills we want them to have and is causing students to spend money on an outdated, burdensome, and ineffective curriculum. This is well recognized amongst faculty and substantial work has been done to develop alternative models for that could be implemented at the system or campus level. However, the Manoa Faculty Senate has thus far refused to engage in a

substantive way to modify our General Education curriculum to better serve the needs of our students. While I prefer for the faculty to design the curriculum ourselves, the revision to Regents Policy 5.213 is the best option to realize actual change so that we can begin to serve our students more effectively.

[Your Testimony \(pdf or word\)](#)

No file attached

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Your Name (required) \*

Colleen Rost-Banik

Your Organization (optional)

UH, Manoa

Your e-mail address (in case we need to reach you) \*

mcrb@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

Aloha Board of Regents,

I am a faculty member at UH, Manoa within the Department of Sociology. I have also taught as a lecturer for all of the UH community colleges on Oahu. I urge you to oppose the General Education redesign proposal. General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.

Mahalo for your time.

Colleen Rost-Banik, Ph.D.

Department of Sociology, Instructor

[Your Testimony \(pdf or word\)](#)

No file attached

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Your Name (required) \*

Maiana Minahal

Your Organization (optional)

Kapi'olani Community College

Your e-mail address (in case we need to reach you) \*

mminahal@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

*General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.*

Your Testimony (pdf or word)

No file attached

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Your Name (required) \*

Malia Lau Kong

Your Organization (optional)

Windward Community College

Your e-mail address (in case we need to reach you) \*

maliakon@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

Dear Regents,

I have been a full-time faculty member at Windward Community College since 2007. I recently learned about BOR Policy 5.213 on general education from Windward Community College's Faculty Senate. The changes in this policy would disproportionately affect community college students, especially on Maui and Kauai, which lack a university campus. They would also have an unfair impact on lower-income, first generation, and minority students at every community college campus.

I also learned that you are being asked to approve the policy changes even while the official feedback process for faculty and counselors is ongoing. Putting in changes to every UH campus through a single policy whose details haven't been

cleared first by the faculty, administrators, or students is a disappointing sign of micromanagement and poor decision making. In short, General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.

I understand you are extremely busy, particularly at this time of year, and greatly appreciate your consideration. Mahalo for your efforts on behalf of UH students and the people of Hawaii.

Respectfully,  
Malia Lau Kong  
Professor, History  
Windward Community College

[Your Testimony \(pdf or word\)](#)

No file attached



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Your Name (required) \*

Amanda Candēns

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

candens@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

*Forcing General Education redesign through policy revision goes against the faculty's authority over General Education curricula and curricular changes. General Education redesign should be faculty-driven, not imposed from the top down.*

Your Testimony (pdf or word)

No file attached

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Your Name (required) \*

Cara Chang

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

cmchang@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.

Your Testimony (pdf or word)

No file attached

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Your Name (required) \*

Cara Chang

Your Organization (optional)

on behalf of the Systemwide Sustainability Curriculum Coordination Council

Your e-mail address (in case we need to reach you) \*

cmchang@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Comments Only

Your Testimony/Comments

Attached is a memo sent to UH administration regarding General Education on behalf of the Systemwide Sustainability Curriculum Coordination Council (SSCCC).

While the SSSCC noticed the mention that "key institutional values such as sustainability and Native Hawaiian place of learning" will be incorporated into Gen Ed, the SSSCC was wondering how it will be incorporated and whether there will be some mechanism to ensure that all campuses are incorporating sustainability. To recap, the attached memo mentions that the SSSCC proposes that the General Education Redesign include one additional requirement – that all students be required to take a Foundations or Diversifications course that is either S- designated, SSM or SUST cross-listed.

While my comments to the Regents Policy 5.213 on General Education may be outside the scope of the policy itself, we wanted to make sure the SSCCC's stance is noted.

[Your Testimony \(pdf or word\)](#)

**SSCCC\_GenEd\_Letter (2).pdf** (264.9 kB)



December 16, 2022

**MEMORANDUM:**

**TO:** Deborah Halbert, Vice President for Academic Strategy  
University of Hawai'i System

Christine Beaulé, Director, Office of General Education  
University of Hawai'i at Mānoa

General Education Committee  
All Campus Council of Faculty Senate Chairs (ACCFSC)

**FROM:** *System-wide Sustainability Curriculum Coordination Council*

Debbie Weeks, Instructor of Chemistry, Hawai'i Community College  
Cara Chang, Assistant Professor of English, Leeward Community College  
Co-Chairs, System-wide Sustainability Curriculum Coordination Council

Makena Coffman, Director, Institute for Sustainability and Resilience, UH Mānoa  
Kuan-Hung Chen, Assistant Professor of Philosophy, Kapi'olani Community College  
Michael Ferguson, Professor of Chemistry, Windward Community College  
Krista Hiser, Professor, Kapi'olani Community College  
Lelemia Irvine, Assistant Professor of Physics, UH West O'ahu  
Meagan Jones, Assistant Professor, Sustainable Science Management, UH Maui College  
Drew Kapp, Assistant Professor of Geography, Hawai'i Community College  
Chris Knudson, Assistant Professor of Geography, UH Hilo  
Wendy A. Kuntz, Professor of Biology/Ecology, Kapi'olani Community College  
Bruce Lindquist, Associate Professor of Geography & Environment, Leeward  
Community College  
Michelle Nathan, Assistant Professor of Natural Science, Honolulu Community College  
Puuli'ili'imaikalani Rossi-Fukino, Assistant Professor of Hawaiian Studies, Kaua'i  
Community College  
Robert D. Silva Jr., Assistant Professor of Automotive Technology, Honolulu  
Community College  
Hsin-l Tong, Assistant Professor of Natural Science, Honolulu Community College



**SUBJECT:** Sustainability Curriculum for General Education Across the University of Hawai'i System

The University of Hawai'i System-wide Sustainability Curriculum Coordination Council (SSCCC) proposes that the General Education Redesign include one additional requirement – that all students be required to take a Foundations or Diversifications course that is either S-designated, SSM or SUST cross-listed. This would ensure that all students gain foundational knowledge of sustainability without increasing credit hours. This proposal is immediately implementable within the nine campuses that either have S-, SSM, or SUST courses. Kaua'i Community College has begun their process to identify S-focused courses, and with general education as a requirement, will be able to meet this requirement once implemented.

The General Education Redesign offers a tremendous opportunity to make contemporary the University of Hawai'i's general education program – to meet 21<sup>st</sup> century environmental, social and civic challenges. The SSCCC serves as a guiding body for all ten campuses to spearhead and steward sustainability-focused curriculum across all ten campuses, in response to the 2015 establishment of the Executive Sustainability Policy, EP 4.202.

The work of the SSCCC and each of the University of Hawai'i campuses has led to the identification and development of sustainability-focused courses across the system. Sustainability courses are ones that explicitly and predominantly focus on the interrelationships between human and natural systems, with an emphasis on meeting these challenges. These classes aim to better equip students to meet the critical environmental challenges facing the earth and humanity – where climate change in particular poses existential threats to livelihoods, ways of being, earth systems and security. Campuses have developed their own means of identifying and stewarding these courses, with an S-designation in many campuses and a cross-list (SUST) for Mānoa. The Maui College has developed a BAS degree in Sustainability Science, with designated SSM courses that address core sustainability competencies.

Given the tremendous work on sustainability curriculum over the last seven years, the SSCCC strongly feels that sustainability principles should be brought into general education. We acknowledge that there are many worthy topics and that it is important to not increase the burden of credit hours for students. However, with the groundwork laid by already identified courses, there is opportunity to bring sustainability into general education without increasing credit hour requirements. Moreover, unless sustainability is explicitly and directly included in general education, there is no way of meeting UH Mānoa's Institutional Learning Objective that *all* students learn to value *Stewardship of the Natural Environment*. While thematic pathways and other learning opportunities are appreciated, they will always serve a subset of interested students. Broad inclusion is necessary for these learning hallmarks to be met.

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Your Name (required) \*

Marci Amii

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

mamii@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

*General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.*

Your Testimony (pdf or word)

No file attached

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***\*\*All written testimony submitted are public documents. Therefore, any testimony submitted is public information and will be posted on the board's website.***

Your Name (required) \*

Michael Oishi

Your Organization (optional)

Leeward Community College

Your e-mail address (in case we need to reach you) \*

mtoishi@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

**opposition\_to\_rp5.213.pdf** (109.7 kB)



1 April 2024

Michael Oishi  
Arts and Humanities Division  
Leeward Community College  
96-045 Ala 'Ike  
Pearl City, HI 96782

Dear Regents,

I strongly oppose the proposed revisions to Regents Policy (RP) 5.213: General Education, and urge you to do the same.

While many of my colleagues have already submitted testimony against the proposed changes to the UH General Education curriculum (being introduced by UH administration and devised by the UH General Education Revisions Team in Fall 2022), I wish to bring your attention to the many problems of process that mitigate strongly against approval or acceptance of the proposed revisions to RP 5.213.

UH administration proposes unilateral revisions to RP 5.213 under the claim that no consensus about a UH General Education curriculum is possible, and that a decision must be made. However, this is a misrepresentation of the process and history of the redesign efforts. From the very beginning, recent efforts to redesign the UH General Education curriculum (beginning with the Summer Institute in Summer 2021) have proceeded from a faulty premise. Even before determining the core competencies or skills that students need to thrive in a twenty-first century global society, there was pressure on redesign teams to reduce requirements. Yet it was not until the General Education Conference Committee began its work in Spring 2023 that anyone has bothered to interrogate in earnest whether these requirements are important—indeed, necessary—to students' academic and civic education. Proceeding from the assumption that cuts must be made to our General Education curriculum without first examining their need is faulty logic and threatens our students' ability to navigate their increasingly complex worlds. Moreover, and perhaps most importantly, there has not been an honest and fair attempt to forge a consensus given that the Spring 2023 General Education Conference Committee was only given five weeks to conduct its work—a timeline far too short and unreasonable to work out differences of opinion on complicated curricular issues of this magnitude and scope. In this way, the process has not had a fair chance to succeed, and claims that it has not or cannot are both inaccurate and unfair.

Additionally, Reference Section 20 (R-20) of the 2021-2025 UH Faculty Collective Bargaining Agreement explicitly states that issues related to “Initiation, modification, and review of courses, **general education requirements**, student and program learning outcomes, and degree requirements” shall be referred to faculty senates (my emphasis, pg. 109, Part I, number 2). By

avoiding a vote among faculty senates, UH administration is violating the terms of our faculty contract to obtain the curriculum it desires. Again, UH administration is advocating for a predetermined outcome rather than thoughtfully examining the need and number of General Education requirements—and allowing faculty the opportunity (that is theirs by right) to determine what those requirements should be. Considered thus, approving the proposed revisions to RP 5.213 would set a terrible precedent of regents abrogating the rights of faculty to recommend changes to curriculum—curriculum which faculty have practical and expert knowledge of.

In noting this, I do not mean to suggest that changes to our General Education curriculum cannot or should not be made. Rather, it is to say that the proposed revisions to RP 5.213, which would enable top-down, unilateral, unpopular, and possibly pernicious changes to the vital knowledge and skill sets our students stand to inherit, is not the way to achieve positive and sustainable change. Indeed, if the Board of Regents is serious about making thoughtful and impactful changes that will prepare our students for their futures, give faculty a reasonable timeline and a fair opportunity to come a consensus about General Education curriculum.

**Please vote against the proposed revisions to RP 5.213.**

Mahalo for your time and consideration.

*Michael Oishi*

Michael Oishi  
Associate Professor, Literature  
Arts and Humanities Division  
Leeward Community College

---

## Agenda item IV.A. General Education Update, HonCC Opposition

1 message

---

**Brent Rubio** <brubio@hawaii.edu>  
To: bor.testimony@hawaii.edu

Mon, Apr 1, 2024 at 4:35 PM

Dear Regents,

As a Faculty Senate Executive Committee (FSEC) Chair of Honolulu Community College (HonCC), I oppose the redline changes to RP 5.213. The FSEC of HonCC unanimously approved the attached resolution in opposition to the redline changes to RP 5.213. Please note that this is not an opposition to change, we in fact support change with due process that includes the voice of our faculty and campus administration.

Please reject the redline version and restore the collegial shared-governance process through the campus-level faculty senates for reviewing and updating curricula.

E Mālama Pono,  
Ascc. Prof. Brent Rubio, FSEC System Chair 2023-2024

### **Brent K. Rubio, Ph.D. (he/him/his)**

Ascc Professor, Chemistry

874 Dillingham Blvd.

Honolulu, HI 96817

Phone: 808-845-9491

URL: <http://go.hawaii.edu/fwv>



UNIVERSITY of HAWAII\*

**HONOLULU**  
COMMUNITY COLLEGE

Ke Kulanui Kaiāulu o Honolulu

[www.honolulu.hawaii.edu](http://www.honolulu.hawaii.edu)

#### **Follow Honolulu CC:**



*Matibay ang walis, palibhasa'y magkabigkis:*

*A broom is sturdy, because its strands are tightly bound*

---

#### **2 attachments**

 **Cover letter Resolution RP 5.213 HonCC.pdf**  
72K

 **Resolution Opposing Redlined RP 5.213.pdf**  
455K

March 6, 2024

Honolulu Community College  
Faculty Senate

**Opposing Redline Revisions to Regents Policy 5.213 on General Education**

The Honolulu Community College Faculty Senate opposes redline revisions to Regents Policy 5.213 on General Education.

**Opposition to Process**

The Honolulu Community College Faculty Senate is not opposed to making curricular changes. In fact, faculty are continually making improvements and changes to their curricula, based on assessment and evidence, within their classrooms. The Faculty Senate is opposed to making system-wide General Education curricular changes through the mechanism of Regents Policy revision. As codified in R-20 of the agreement between the [University of Hawai'i Professional Assembly and the Board of Regents](#), the University is to refer the “initiation, modification, and review of courses, general education requirements, student and program learning outcomes, and degree requirements” to faculty senates. As codified in Board of Regents Policy 1.210, “with unanimous agreement and understanding that the faculty of an educational institution contributes to its quality, spirit, aspiration, and effectiveness, the board issues this policy to provide for organized faculty involvement in the development and maintenance of a collegial approach to academic decision-making and policy development.” It is the stance of the Faculty Senate that approving the redline revisions in RP 5.213 would contravene both R-20 of our UHPA contract with the BOR and RP 1.210.

The redline revisions in RP 5.213 strip individual colleges of their authority to define general education requirements and impose system-wide changes without sufficient faculty input. Faculty members feel coerced by these revisions, which bypass the established expectations outlined in R-20 of our UHPA contract with the BOR and RP 1.210. There have been two recent efforts to revise our General Education curriculum. Both efforts failed due to process design. The UH administration needs to put another good faith effort into reconvening a diverse and representative group of faculty to develop a General Education curriculum collaboratively, ensuring shared governance in academic decision-making.

As codified in Executive Policy 2.201, Regents Policies are “broad statements which support the purpose, principles and philosophy of the mission of the University.” The academic and

curricular specificity of the redline revisions in RP 5.213 and the procedures outlined in the “Expectations” section are inappropriate for Regents Policy and unlike any other Regents Policy under Academic Affairs.

### **Opposition to Content**

The redline revisions in RP 5.213 reflect serious differences between UH administration and faculty on one of the most important academic policy matters that face the UH system and should not be approved pursuant to Executive Policy 1.201. As of March 6, 2024, the most recent redline version of RP 5.213 reflect these serious differences:

- Stripping the campuses of their authority to define their General Education curricula.
- Using Regents Policy to create a General Education curriculum for the entire system.
- Using Regents Policy to outline specific procedures for the implementation of a UH General Education curriculum.
- Not allowing prerequisites for common core (100 and 200-level courses), which does not serve the needs of community college students.
- Requiring common core courses to share 80 % of their course content, a violation of Article IX Academic Freedom of our UHPA contract with the BOR.

Our students deserve a well-designed General Education curriculum that meets the needs of our students now and prepares them for their careers and/or further academic studies. Changes to our General Education curriculum need to be intentional, evidence-based, and achieved through consensus-building, not through the redline revisions in RP 5.213.

Sincerely,

Jerry Saviano, FSEC Campus Chair 2023-2024

Brent Rubio, FSEC System Chair 2023-2024

## **Resolution Opposing Redline Revisions to Regents Policy 5.213 on General Education**

Whereas, regular claims about hurdles Gen Ed requirements create for students transferring between one UH campus and another gloss over UH Executive Policy 5.209 on Student Transfer and Inter-Campus Articulation, most recently revised in 2020, which ensures seamless transfer of Gen Ed core credits when students move from one UH campus to another, painstakingly accounting for most every common credit transfer scenario;<sup>1</sup> and,

Whereas, Gen Ed redesign by policy (and perhaps Gen Ed redesign in general) is an unsuitable vehicle for resolving transfer articulation issues: if current procedures and norms are insufficient to ensure campuses' adherence to Executive Policy EP 5.209, new norms and procedures ought to be collaboratively developed; and,

Whereas, designing an academic program for the system via a Regents Policy, which is what the redline draft attempts to do, is not feasible in part because it would force regents into continuous deliberation of ever-finer details; and,

Whereas, for example, the draft policy's stipulation that gen ed courses have no prerequisites would exclude a majority of courses currently offered at UHCC campuses, where our open-access mission precludes admissions requirements, and where prerequisites are a key component of a variety of student-persistence interventions—without them, determining students' academic needs in order to target developmental course supports and student services is difficult; and,

Whereas, the UHCC system has already spent several years implementing curriculum modifications similar to, but above and beyond, one of the RP 5.213 redline revisions' prescriptions, to correct differences in titles, credits, contact hours, and prerequisites of courses sharing the same "ALPHA" and number; and,

Whereas, 2021-23 Gen Ed deliberations highlighted key areas where the curriculum's efficiency and effectiveness can be improved through systemwide review, so a UHCC system Gen Ed team was established and this year has continued to deliberate about ways in which CCs can improve our own Gen Ed programs, especially in areas where we have been characterized as lagging behind UH Mānoa, such as by adjusting approval procedures for special graduation requirements; and,

Whereas, an element of the problem of UH transfer students' excess credit accumulation that remains unacknowledged by the system, despite CC faculty prompting, is that when students move from a UHCC campus to any of a number of UH Mānoa departments such as economics,

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<sup>1</sup> <https://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=5&policyNumber=209>

English, political science, and sociology, as few as one or zero previously completed 200-level courses count toward their BA in fields where common practice includes at least two or three survey-type courses at the 200-level in a bachelor of arts degree (at UHM, these have not infrequently been pulled up to the 300-level); and,

Whereas, therefore, from a UH community college perspective, suggestions that the existing Gen Ed core is a, or “the,” significant impediment to transfer students’ bachelor’s degree attainment are untrue, or at best lacking context; and,

Whereas, at present, UHCC students benefit from the current Gen Ed program’s shared 31-credit core and its transfer allowances for select “special graduation requirements” (namely, Hawaiian/Asian/Pacific issues and writing intensive), especially when their 4-year degree goals change;<sup>2</sup> and,

Whereas, existing Gen Ed credit requirements and transfer-allowances provide an “umbrella” that gives students broad enough in-program financial aid coverage to 1) earn an AA degree or something close to 60 credits at their CC campus, while 2) completing their 4-year program admissions requirements, and to 3) change their mind once or perhaps twice about what 4-year program they prefer; and,

Whereas, current transfer allowances and a complement of CC-based student support interventions have a disproportionate positive impact on students from underrepresented groups, particularly low-income and Native Hawaiian/Pacific Islander students, who according to a 2024 Community College Research Center report, exceed the national average of comparable students in bachelor's degree attainment by three and eight percentage points, respectively;<sup>3</sup> and,

Whereas, by contrast, reducing the gen ed core and eliminating transfer allowances for special graduation requirements as proposed in the redline draft will not only inequitably increase pressure on all CC students, and on underrepresented students especially, to make early decisions about their academic program and career paths, it will perhaps make the best choice, from a earned-credits-efficiency perspective, for O‘ahu CC students, for reasons including various UHM departments’ disclaiming of 200-level courses, to enroll at a community college campus for as little time as possible, or to transfer to a university such as Chaminade, which has no graduation requirements restricted to the upper division and whose Gen Ed requirements UHCC transfer courses can fulfill entirely; and,

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<sup>2</sup> According to a US education department analysis, thirty percent of students change their declared major at least once: <https://nces.ed.gov/pubs2018/2018434/index.asp>

<sup>3</sup> <https://ccrc.tc.columbia.edu/tracking-transfer-state-outcomes.html>

Whereas the proposed reduction to 24 lower-division (100-200 level) semester credits is, furthermore, a significant departure from national norms and ~30%-45% lower than most peer institutions in the Western Interstate Commission for Higher Education, such as all of the following, whose listed credits can be fulfilled with lower-division courses and do not include language requirements: the 27-campus California State University system (40), University of Utah (42), Washington State University (34), University of Nevada Las Vegas (43), University of Colorado-Denver (46), Northern Arizona University (35), and Idaho State University (39); and,

Whereas, under a shrunken Gen Ed core, when students who remain at a CC campus for two years, the normative number, then find themselves at a 4-year UH campus even more overburdened with excess credits by comparison to their peers than they are now, they will increasingly put to the test our institutions' mission statements; and,

Whereas, the attached redline draft bluntly reshapes the UH Gen Ed system in a way that will land like a flat tax on UHCC students; and,

Whereas, finally, the kind and number of changes proposed in the attached redline draft of RP 5.213 on General Education appear to fall outside UH regents' responsibilities, as well as to oppose in character the Regents Policy 1.210 statement on faculty involvement in academic policy development that "It is the policy of the university to maintain and strengthen organized and systematic involvement by faculty in academic decision-making and policy development."

**Therefore Be It Resolved,** that the Honolulu Community College Faculty Senate asks the University of Hawaii Board of Regents to oppose the adoption of the revisions proposed in the attached redline draft of RP 5.213 as well as any future use of Regents Policy revisions to make sweeping curriculum changes of the kind, number, and specificity in the attached redline draft.

**Be it further resolved,** that the faculty senate asks regents to support the formation of a systemwide group of faculty, including instructors and counselors both, charged to make iterative and continual improvements to Gen Ed curriculum requirements, as well as to associated policies, processes, and procedures, whose decision-making process will prioritize consensus-building.



## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

***\*\*All written testimony submitted are public documents. Therefore, any testimony submitted is public information and will be posted on the board's website.***

Your Name (required) \*

Gabriel Peckham

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

peckham@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

*General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.*

Your Testimony (pdf or word)

No file attached

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Your Name (required) \*

Conred ...red... Maddox

Your Organization (optional)

Honolulu Community College

Your e-mail address (in case we need to reach you) \*

conred@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

*General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.*

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Your Name (required) \*

Marilyn Whitehorse

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

whitehor@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

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Your Name (required) \*

Lisamarie Bensman

Your Organization (optional)

Windward Community College

Your e-mail address (in case we need to reach you) \*

bensman@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes. The impacts of this redesign, should it move forward, will be numerous and negative. Our students deserve better than what this redesign would do to their educational experience.

Your Testimony (pdf or word)

No file attached

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Your Name (required) \*

Anthony Silva

Your Organization (optional)

Kapiolani Community College

Your e-mail address (in case we need to reach you) \*

silvaa@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

General Education redesign should be a faculty driven initiative, not something imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.

Your Testimony (pdf or word)

No file attached

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Your Name (required) \*

Bed Paudyal

Your Organization (optional)

Honolulu Community College

Your e-mail address (in case we need to reach you) \*

paudyal@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

General Education redesign should be faculty-driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.

Your Testimony (pdf or word)

No file attached

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Your Name (required) \*

Mary Ann Esteban-Geil

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

marye@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

*General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes. Please consider listening to working faculty system-wide.*

Your Testimony (pdf or word)

No file attached

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Your Name (required) \*

Davin Kubota

Your Organization (optional)

Kapi'olani Community College

Your e-mail address (in case we need to reach you) \*

davink@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

*General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.*

*It seems genuinely appalling that a small body of individuals can decide content that has lasting impact upon ALL faculty at all campuses, without the buy-in, carefully-constructed consensus of said faculty.*

*This is an appalling element that happens too frequently within the system.*

Your Testimony (pdf or word)

No file attached



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Your Name (required) \*

Patricia Taylor

Your Organization (optional)

Kapiolani Community College

Your e-mail address (in case we need to reach you) \*

taylorp

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

*General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.*

Your Testimony (pdf or word)

No file attached



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## Agenda item IV.A General Education Update

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Jonathan Padwe <padwe@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Apr 2, 2024 at 7:11 AM

To the Regents,

I write in opposition to proposed changes to the Gen Ed system detailed in redline RP 5.213. I ask you to reject this proposal as it currently stands.

Some of the proposed modifications to the Gen Ed system are welcome: the system is currently overly burdensome and convoluted, and the proposed changes seek to reduce the number of Gen Ed requirements placed on students. This is a welcome change.

However, the proposed changes limit the Gen Ed curriculum to lower-level (100- and 200-level) courses, which limits students' choices.

More importantly: Among the changes proposed is the removal of decision-making about the program from our campuses to a centralized committee, the result of which is a sort of command economy for gen ed across the entire system.

As a tenured faculty member, my own experience with the Gen Ed program has been frustrating, largely due to the way that the Gen Ed office on my campus (UHM) has issued increasingly complicated guidance that interferes with professor's abilities to create innovative learning experiences for their students. Further centralizing decision-making will remove the delicate process of developing creative classroom experiences even farther from professors and classrooms.

An overly-prescriptive approach to Gen Ed can derail the program's intent -- which is to ensure that students on our campuses receive a balanced and comprehensive education. As an example of how a complicated, centralized, Gen Ed system negatively affects student outcomes, I wanted to convey to you my recent experience applying for an ethics focus designation (one of several Focus Designations administered by Gen Ed) for my 300-level course on environmental ethics.

Initiating my re-application recently, I was surprised to find that the form one submits to request the designation has changed significantly in the interim since my last renewal, requiring several hours or more of work to complete. It had grown immensely, asked for numerous examples of the kinds of activities that would be engaged to meet criterion a, b, etc., and required that I fill my course syllabus with voluminous text about the bureaucratic intricacies of the ethics designation, including coded entries to each assignment or activity showing how such an action fulfilled some part of the requirement. Why are these forms so complicated, I wondered, and why the insistence on colonizing syllabi with text that students will almost certainly never read? Why does this administrative burden, like so many others, continue to grow in size and in effort required, just so that I can do the job I was trained to do: to teach?

Most disturbing to me was the form that asked me to select, from a list, the "framework" of ethics that informed my approach to teaching, and to demonstrate how such a framework is incorporated into my plans for the course. As an example of the kinds of frameworks I might choose from, the form directed me to a resource developed by the Gen Ed office, with links to websites that provided different kinds of ethics frameworks -- basically some online materials from different think tanks and institutes. The one from James Madison University suggested 8 questions students must engage with. The Gen Ed office also suggested looking to the ethics statements of professional societies, such as that of the Society for American Archaeology, for examples of ethics in action -- hardly a paragon of pedagogy, these associations! We might just as well look to the ethics statements of the pipe fitters' union for applicable course material.

I have studied environmental ethics in depth. The material in the sites proposed by the Gen Ed office was fine - it discussed ethics, raised some common issues in the field. But why should I justify my teaching of this subject in relation to a picklist of "content" generated by non-experts in my field at the Gen Ed office? Does the Gen Ed office think I am incapable of developing a course on environmental ethics? I have a PhD from a top university and underwent a rigorous process to be hired and then to receive tenure. I am fully capable of developing a course on this subject.

In the end, I became so frustrated with the process, and with the administrative overreach demonstrated by this incursion into the teaching process, that I decided not to fill out the form, and will let the ethics designation for this course lapse. I think this is a shame for students: my class on environmental ethics is provocative and very rewarding to students. It easily fulfills the intentions of the gen ed program and the ethics focus designation. What a shame it will not be included as an option for students.

Good learning comes about when students put effort into learning. But good learning depends on good teaching. When we hear about good teachers, when students recall the contribution a teacher made to their personal and professional development, what we hear about is passion, creativity, the ability to inspire. The Gen Ed model of teaching is that of service delivery: there are competencies and bodies of knowledge that must be delivered to students, and it is the role of the Gen Ed program to see that students receive delivery. In order to ensure that delivery is made, proponents of change to that program seek to override faculty expertise and substantively shape what occurs in the classroom. This is not a formula that will result in positive outcomes for students.

The example I've just provided is drawn from our *current* system. The proposal the board is reviewing is a product of the current UHM Gen Ed Office -- the office that was responsible for making the application process I've just described far more burdensome and intrusive than it should be. I thus have some doubts that the proposed revamping will result in a more streamlined and efficient system.

I would urge the BOR, then, to reject the proposal as it currently stands.

It would be exciting if there were a proposal on the table that did not seek to remove decisionmaking from faculty. I suspect that faculty would embrace a less complex, less onerous system.

For instance: in proposing the new system, the Gen Ed office has suggested there are *too many credits of Gen Ed requirements* currently, resulting in students falling short in meeting learning objectives. I agree with this piece of the new initiative: the Gen Ed requirements should be leaner.

The proposed changes *limit Gen Ed requirements to lower division courses*. I do not believe this is wise: students should be able to get Gen Ed requirements addressed when doing advanced work at the end of their degrees, if it suits them. Finally, the proposed changes *remove oversight of the Gen Ed program to a single system-wide committee*. Again, this is a bad idea. The farther these decisions are taken out of the hands of faculty themselves, the worse the outcomes will be. Flexibility and creativity are not going to emerge when one committee is making decisions to govern this process across numerous campuses.

I am thus a proponent of the pieces of the current proposal that reduce the overall Gen Ed burden on students. This should be done in a way that provides students with as much agency to direct their own pathways as possible. Overall, my principal concern is that changes to the Gen Ed system increasingly involve centralized committees exercising control over what is taught in the classroom, to the detriment of students. Changes that extend this trend even further are detrimental to our university.

Jonathan Padwe  
Associate Professor of Anthropology  
University of Hawai'i at Mānoa



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## Support for revision to RP5.213

1 message

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**Victoria Fan** <vfan@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Apr 2, 2024 at 8:29 AM

Dear University of Hawaii Board of Regents,

This message is in support of the revised Regents Policy RP5.213.

There are several reasons for the need for this policy change.

1. General Education is a minimum educational standard defining a shared curriculum, vocabulary, and way of thinking of alumni of any UH campus, and by extension, the workforce of the state of Hawaii.
2. The General Education policy has not been revised in 24 years, but much has changed since then, demanding a nimbler workforce that is able to respond to massive societal changes while still holding true to what Hawaii is and needs, including addressing two key values of a Native Hawaiian Place of Learning and sustainability.
3. Enabling shared system-wide requirements across all campuses will improve transfers from community colleges to 4-year campuses, thereby reducing cross-campus frictions from the perspective of students and also reducing the specific monopolistic power than any one campus might have.

Thank you very much.

Best wishes,

Victoria



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## Testimony- April 4 Student Success- Agenda Item IV. A. General Education Update

1 message

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**Kelsie Aguilera** <kelsieag@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Apr 2, 2024 at 9:22 AM

Aloha,

Regarding the April 4, 2024 Student Success Committee Agenda Item IV. A. General Education Update, I am submitting the attached cover letter and resolution on behalf of the Leeward CC Faculty Senate.

Thank you,  
Kelsie Aguilera  
Faculty Senate Chair

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### 2 attachments

 **Leeward CCGover letter RP 5.213.pdf**  
88K

 **Gen Ed Resolution Signed.pdf**  
267K

April 2, 2024



Leeward Community College  
Faculty Senate

### **Opposing Redline Revisions to Regents Policy 5.213 on General Education**

The Leeward Community College Faculty Senate opposes [redline revisions to Regents Policy 5.213](#) on General Education.

#### **Opposition to Process**

The Leeward Community College Faculty Senate is not opposed to making curricular changes. In fact, faculty are continually making improvements and changes to their curricula, based on assessment and evidence, within their classrooms. The Faculty Senate is opposed to making system-wide General Education curricular changes through the mechanism of Regents Policy revision. As codified in R-20 of the agreement between the [University of Hawai'i Professional Assembly and the Board of Regents](#), the University is to refer the “initiation, modification, and review of courses, general education requirements, student and program learning outcomes, and degree requirements” to faculty senates. As codified in [Board of Regents Policy 1.210](#), “with unanimous agreement and understanding that the faculty of an educational institution contributes to its quality, spirit, aspiration, and effectiveness, the board issues this policy to provide for organized faculty involvement in the development and maintenance of a collegial approach to academic decision-making and policy development.” It is the stance of the Faculty Senate that approving the redline revisions in RP 5.213 would contravene both R-20 of our UHPA contract with the BOR and RP 1.210.

The redline revisions in RP 5.213 strip individual colleges of their authority to define general education requirements and impose system-wide changes without sufficient faculty input. Faculty members feel coerced by these revisions, which bypass the established expectations outlined in R-20 of our UHPA contract with the BOR and RP 1.210. There have been two recent efforts to revise our General Education curriculum. Both efforts failed due to process design. The

UH administration needs to put another good faith effort into reconvening a diverse and representative group of faculty to develop a General Education curriculum collaboratively, ensuring shared governance in academic decision-making. The proposal that is generated from this group needs to be voted upon by Faculty Senates before being codified into policy.

As codified in [Executive Policy 2.201](#), Regents Policies are “broad statements which support the purpose, principles and philosophy of the mission of the University.” The academic and curricular specificity of the redline revisions in RP 5.213 and the procedures outlined in the “Expectations” section are inappropriate for Regents Policy and unlike any other Regents Policy under Academic Affairs.

### **Opposition to Content**

The redline revisions in RP 5.213 reflect serious differences between UH administration and faculty on one of the most important academic policy matters that face the UH system and should not be approved. [As stated in RP 1.210](#), “the faculty has primary responsibility for such fundamental academic areas as curriculum content, subject matter, and methods of instruction and research. On these matters the power of review and concurrence or final decision lodged in the board or delegated to administration officers should be exercised adversely only in exceptional circumstances and for reasons communicated to the faculty.” As of March 6, 2024, the most [recent redline version of RP 5.213](#) reflects the following serious differences between UH administration and faculty, and approving the redline revisions in RP 5.213 would be adverse to faculty involvement in academic decision-making and academic policy-development:

- Stripping the campuses of their authority to define their General Education curricula.
- Using Regents Policy to create a General Education curriculum for the entire system.
- Using Regents Policy to outline specific procedures for the implementation of a UH General Education curriculum.
- Not allowing prerequisites for common core (100 and 200-level courses), which does not serve the needs of community college students.
- Requiring common core courses to share 80 % of their course content, a violation of Article IX Academic Freedom of our UHPA contract with the BOR.
- Disallowing transfer of 100-and 200-level Hawaiian, Asian, and Pacific Issues and Writing Intensive graduation requirements.

Our students deserve a well-designed General Education curriculum that meets the needs of our students now and prepares them for their careers and/or further academic studies. Changes to our General Education curriculum need to be intentional, evidence-based, and achieved through consensus-building among faculty, not through the redline revisions in RP 5.213.

## **Resolution of UHCC Faculty Senates Opposing Redline Revisions to Regents Policy 5.213 on General Education**

Whereas, UH Executive Policy 5.209 on Student Transfer and Inter-Campus Articulation was recently revised in 2020 and continues to address the most common credit transfer scenarios, ensuring seamless transfer of Gen Ed core credits between UH campuses;<sup>1</sup> and,

Whereas, Gen Ed redesign by policy (and perhaps Gen Ed redesign in general) is an unsuitable vehicle for resolving transfer articulation issues: if current procedures and norms are insufficient to ensure campuses' adherence to Executive Policy EP 5.209, new norms and procedures ought to be collaboratively developed; and,

Whereas, designing an academic program for the system via a Regents Policy, which is what the redline draft attempts to do, is not feasible in part because it would force regents into continuous deliberation of ever-finer details; and,

Whereas, for example, the draft revision's stipulation that gen ed courses have no prerequisites (except for developmental ed or corequisite remediation) would exclude a majority of courses currently offered at UHCC campuses; and,

Whereas, properly set prerequisites are essential to student success because they convey expectations and guide student self-enrollment, thereby supporting positive learning environments and efficient educational programs; and,

Whereas, prerequisites are a key component of student-persistence interventions, such as the "guided pathways" described in the redline revisions, which without them become no more than loose suggestions; and,

Whereas, the UHCC system has already spent several years implementing curriculum modifications similar to, but above and beyond, the RP 5.213 redline revisions' prescription regarding common course numbering, to correct differences in course titles, credits, contact hours, and prerequisites of courses sharing the same "ALPHA" and number; and,

Whereas, 2021-23 Gen Ed deliberations highlighted key areas where the curriculum's efficiency and effectiveness can be improved through systemwide review, so a UHCC system Gen Ed team was established and this year has continued to deliberate about ways in which CCs can improve our own Gen Ed programs, especially in areas where we have been characterized as lagging behind UH Mānoa, such as by adjusting approval procedures for special graduation requirements; and,

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<sup>1</sup> <https://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=5&policyNumber=209>



Whereas, an element of the problem of UH transfer students' excess credits is the removal of 200-level survey courses from BA degrees such that, for example, at UH Mānoa as few as one or zero 200-level courses count toward BA in economics, English, political science, or sociology, where common practice includes at least two or three survey-type courses at the 200-level in a bachelor of arts (at UHM, these have often been elevated to the 300-level); and,

Whereas, therefore, from a UH community college perspective, suggestions that the existing Gen Ed core is a, or "the," significant impediment to transfer students' bachelor's degree attainment are untrue, or at best lacking context; and,

Whereas, at present, UHCC students benefit from the current Gen Ed program's transfer allowances for select "special graduation requirements" (namely, Hawaiian/Asian/Pacific issues and writing intensive), especially when their 4-year degree goals change;<sup>2</sup> and,

Whereas, current transfer allowances and a complement of CC-based student support interventions have a disproportionate positive impact on students from underrepresented groups, particularly low-income and Native Hawaiian/Pacific Islander students, who according to a 2024 Community College Research Center report, exceed the national average of comparable students in bachelor's degree attainment by three and eight percentage points, respectively;<sup>3</sup> and,

Whereas, by contrast, eliminating transfer allowances for special graduation requirements as proposed in the redline draft will not only inequitably increase pressure on all CC students, and on underrepresented students especially, to make early decisions about their academic program and career paths, it will perhaps make the best choice, from a earned-credits-efficiency perspective, to transfer to a university such as Chaminade, which has no graduation requirements restricted to the upper division and whose Gen Ed requirements UHCC transfer courses can fulfill entirely; and,

Whereas, the kind and number of changes proposed in the attached redline draft of RP 5.213 on General Education appear to fall outside UH regents' responsibilities, as well as to oppose in character the Regents Policy 1.210 statement on faculty involvement in academic policy development that "It is the policy of the university to maintain and strengthen organized and systematic involvement by faculty in academic decision-making and policy development."

**Therefore Be It Resolved**, that the following UH Community College Faculty Senates ask the University of Hawaii Board of Regents to oppose the adoption of the revisions proposed in the redline draft of RP 5.213 as well as any future use of Regents Policy revisions to make sweeping curriculum changes of the kind, number, and specificity in the redlines.

---

<sup>2</sup> According to a US education department analysis, thirty percent of students change their declared major at least once:  
<https://nces.ed.gov/pubs2018/2018434/index.asp>

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*Janet Smith*

Janet Smith, Hawaii Community College Academic Senate Chair

*[Handwritten signature]*

Janet SMith

*Shawn Ford (Apr 1, 2024 15:39 HST)*

Shawn Ford, Kapi'olani Community College Faculty Senate Chair

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*Dirk N. Soma (Apr 1, 2024 17:02 HST)*

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*Kelsie Aguilera (Mar 30, 2024 15:00 HST)*

Kelsie Aguilera, Leeward Community College Faculty Senate Chair

*Lance Uyeda*

Lance Uyeda, Windward Community College Faculty Senate Off-Campus Chair

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## WCC Faculty Senate testimony on SS - IV.A. General Education Update

1 message

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**Lance Uyeda** <lkuyeda@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Apr 2, 2024 at 10:17 AM

Aloha Student-Success Regents Tochiki, Haning, Mawae, Loo, and Wilson,

Greetings from the Windward Community College faculty senate.

Windward's senate testimony consists in a cover message and resolution developed jointly by UHCC faculty senate chairs (see attachments). We were motivated to organize on a tight timeline because making the gen ed program highly centralized and bringing it in its particulars under board control is not the best for UH community college students.

Broad prescriptions meant to meaningfully change things at 4-year campuses don't work at 2-year campuses, and vice versa. A lockstep approach will hinder implementation of best practices at individual campuses, which are currently matched to student populations, the capacities of campus personnel, and opportunities provided by our communities and institutional contexts.

Thank you for your work shepherding the UH system through our complex times. I really appreciate your time and attention.

Lance Uyeda

[WCC](#) | Faculty Senate off-campus chair  
 [go.hawaii.edu/JRr](https://go.hawaii.edu/JRr)  808-236-9229

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### 2 attachments

 **WCC FS Letter for BOR Student Success.pdf**  
202K

 **Gen Ed Resolution Signed.pdf**  
267K



March 6, 2024

Windward Community College  
Faculty Senate

## **Opposing Redline Revisions to Regents Policy 5.213 on General Education**

The Windward Community College Faculty Senate opposes [redline revisions to Regents Policy 5.213](#) on General Education.

### **Opposition to Process**

The Windward Community College Faculty Senate is not opposed to making curricular changes. In fact, faculty are continually making improvements and changes to their curricula, based on assessment and evidence, within their classrooms. The Faculty Senate is opposed to making system-wide General Education curricular changes through the mechanism of Regents Policy revision. As codified in R-20 of the agreement between the [University of Hawai'i Professional Assembly and the Board of Regents](#), the University is to refer the “initiation, modification, and review of courses, general education requirements, student and program learning outcomes, and degree requirements” to faculty senates. As codified in [Board of Regents Policy 1.210](#), “with unanimous agreement and understanding that the faculty of an educational institution contributes to its quality, spirit, aspiration, and effectiveness, the board issues this policy to provide for organized faculty involvement in the development and maintenance of a collegial approach to academic decision-making and policy development.” It is the stance of the Faculty Senate that approving the redline revisions in RP 5.213 would contravene both R-20 of our UHPA contract with the BOR and RP 1.210.

The redline revisions in RP 5.213 strip individual colleges of their authority to define general education requirements and impose system-wide changes without sufficient faculty input. Faculty members feel coerced by these revisions, which bypass the established expectations outlined in R-20 of our UHPA contract with the BOR and RP 1.210. There have been two recent efforts to revise our General Education curriculum. Both efforts failed due to process design. The UH administration needs to put another good faith effort into reconvening a diverse and representative group of faculty to develop a General Education curriculum collaboratively, ensuring shared governance in academic decision-making. The proposal that is generated from this group needs to be voted upon by Faculty Senates before being codified into policy.

As codified in [Executive Policy 2.201](#), Regents Policies are “broad statements which support the purpose, principles and philosophy of the mission of the University.” The academic and curricular specificity of the redline revisions in RP 5.213 and the procedures outlined in the “Expectations” section are inappropriate for Regents Policy and unlike any other Regents Policy under Academic Affairs.

### **Opposition to Content**

The redline revisions in RP 5.213 reflect serious differences between UH administration and faculty on one of the most important academic policy matters that face the UH system and should not be approved. [As stated in RP 1.210](#), “the faculty has primary responsibility for such fundamental academic areas as curriculum content, subject matter, and methods of instruction and research. On these matters the power of review and concurrence or final decision lodged in the board or delegated to administration officers should be exercised adversely only in exceptional circumstances and for reasons communicated to the faculty.” As of March 6, 2024, the most [recent redline version of RP 5.213](#) reflects the following serious differences between UH administration and faculty, and approving the redline revisions in RP 5.213 would be adverse to faculty involvement in academic decision-making and academic policy-development:

- Stripping the campuses of their authority to define their General Education curricula.
- Using Regents Policy to create a General Education curriculum for the entire system.
- Using Regents Policy to outline specific procedures for the implementation of a UH General Education curriculum.
- Not allowing prerequisites for common core (100 and 200-level courses), which does not serve the needs of community college students.
- Requiring common core courses to share 80 % of their course content, a violation of Article IX Academic Freedom of our UHPA contract with the BOR.
- Disallowing transfer of 100-and 200-level Hawaiian, Asian, and Pacific Issues and Writing Intensive graduation requirements.

Our students deserve a well-designed General Education curriculum that meets the needs of our students now and prepares them for their careers and/or further academic studies. Changes to our General Education curriculum need to be intentional, evidence-based, and achieved through consensus-building among faculty, not through the redline revisions in RP 5.213.

**Resolution of UHCC Faculty Senates Opposing Redline Revisions  
to Regents Policy 5.213 on General Education**

Whereas, UH Executive Policy 5.209 on Student Transfer and Inter-Campus Articulation was recently revised in 2020 and continues to address the most common credit transfer scenarios, ensuring seamless transfer of Gen Ed core credits between UH campuses;<sup>1</sup> and,

Whereas, Gen Ed redesign by policy (and perhaps Gen Ed redesign in general) is an unsuitable vehicle for resolving transfer articulation issues: if current procedures and norms are insufficient to ensure campuses' adherence to Executive Policy EP 5.209, new norms and procedures ought to be collaboratively developed; and,

Whereas, designing an academic program for the system via a Regents Policy, which is what the redline draft attempts to do, is not feasible in part because it would force regents into continuous deliberation of ever-finer details; and,

Whereas, for example, the draft revision's stipulation that gen ed courses have no prerequisites (except for developmental ed or corequisite remediation) would exclude a majority of courses currently offered at UHCC campuses; and,

Whereas, properly set prerequisites are essential to student success because they convey expectations and guide student self-enrollment, thereby supporting positive learning environments and efficient educational programs; and,

Whereas, prerequisites are a key component of student-persistence interventions, such as the "guided pathways" described in the redline revisions, which without them become no more than loose suggestions; and,

Whereas, the UHCC system has already spent several years implementing curriculum modifications similar to, but above and beyond, the RP 5.213 redline revisions' prescription regarding common course numbering, to correct differences in course titles, credits, contact hours, and prerequisites of courses sharing the same "ALPHA" and number; and,

Whereas, 2021-23 Gen Ed deliberations highlighted key areas where the curriculum's efficiency and effectiveness can be improved through systemwide review, so a UHCC system Gen Ed team was established and this year has continued to deliberate about ways in which CCs can improve our own Gen Ed programs, especially in areas where we have been characterized as lagging behind UH Mānoa, such as by adjusting approval procedures for special graduation requirements; and,

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Whereas, an element of the problem of UH transfer students' excess credits is the removal of 200-level survey courses from BA degrees such that, for example, at UH Mānoa as few as one or zero 200-level courses count toward BA in economics, English, political science, or sociology, where common practice includes at least two or three survey-type courses at the 200-level in a bachelor of arts (at UHM, these have often been elevated to the 300-level); and,

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Whereas, at present, UHCC students benefit from the current Gen Ed program's transfer allowances for select "special graduation requirements" (namely, Hawaiian/Asian/Pacific issues and writing intensive), especially when their 4-year degree goals change;<sup>2</sup> and,

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Whereas, the kind and number of changes proposed in the attached redline draft of RP 5.213 on General Education appear to fall outside UH regents' responsibilities, as well as to oppose in character the Regents Policy 1.210 statement on faculty involvement in academic policy development that "It is the policy of the university to maintain and strengthen organized and systematic involvement by faculty in academic decision-making and policy development."

**Therefore Be It Resolved**, that the following UH Community College Faculty Senates ask the University of Hawaii Board of Regents to oppose the adoption of the revisions proposed in the redline draft of RP 5.213 as well as any future use of Regents Policy revisions to make sweeping curriculum changes of the kind, number, and specificity in the redlines.

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Janet Smith, Hawaii Community College Academic Senate Chair

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Janet SMith

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*Lance Uyeda*

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***\*\*All written testimony submitted are public documents. Therefore, any testimony submitted is public information and will be posted on the board's website.***

Your Name (required) \*

Shawn Ford

Your Organization (optional)

Kapi'olani Community College Faculty Senate

Your e-mail address (in case we need to reach you) \*

sford@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

Testimony from the Kapi'olani Community College Faculty Senate is attached.

Your Testimony (pdf or word)

**KapCC\_Gen\_Ed-Revision\_BOR\_04022024.pdf** (463.5 kB)



UNIVERSITY of HAWAII®  
**KAPI'OLANI**  
COMMUNITY COLLEGE  
Engage. Learn. Achieve.

Faculty Senate

To: University of Hawai'i Board of Regents, Committee on Student Success  
Regents Tochiki, Haning, Mawae, Loo, and Wilson

From: Shawn M. Ford, Faculty Senate Chair **Shawn Ford**

Digitally signed by Shawn  
Ford  
Date: 2024.04.02 12:48:40  
-10'00'

RE: Opposing Redline Revisions to Regents Policy 5.213 on General Education  
Thursday, April 4, 2024 Meeting, Agenda Item A

Date: April 2, 2024

The Kapi'olani Community College Faculty Senate opposes [redline revisions to Regents Policy 5.213](#) on General Education.

### Opposition to Process

The Kapi'olani Community College Faculty Senate is not opposed to making curricular changes. In fact, faculty are continually making improvements and changes to their curricula, based on assessment and evidence, within their classrooms. The Faculty Senate is opposed to making system-wide General Education curricular changes through the mechanism of Regents Policy revision. As codified in R-20 of the agreement between the [University of Hawai'i Professional Assembly and the Board of Regents](#), the University is to refer the "initiation, modification, and review of courses, general education requirements, student and program learning outcomes, and degree requirements" to faculty senates. As codified in [Board of Regents Policy 1.210](#), "with unanimous agreement and understanding that the faculty of an educational institution contributes to its quality, spirit, aspiration, and effectiveness, the board issues this policy to provide for organized faculty involvement in the development and maintenance of a collegial approach to academic decision-making and policy development." It is the stance of the Faculty Senate that approving the redline revisions in RP 5.213 would contravene both R-20 of our UHPA contract with the BOR and RP 1.210.

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4303 Diamond Head Road  
Honolulu Hawai'i 96816-4221

Website: <https://facultysenate.kapiolani.hawaii.edu>  
An Equal Opportunity/Affirmative Action Institution

reconvening a diverse and representative group of faculty to develop a General Education curriculum collaboratively, ensuring shared governance in academic decision-making. The proposal that is generated from this group needs to be voted upon by Faculty Senates before being codified into policy.

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*Lance Uyeda*

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Janet SMith

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Your Name (required) \*

Dirk N. Soma

Your Organization (optional)

Kauai Community College

Your e-mail address (in case we need to reach you) \*

dsoma@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

Kauai CC Opposes any revisions to RP 5.213. We support the UHCC Resolution.

Your Testimony (pdf or word)

**KauCC Gen Ed RP 5.213 Cover Letter.docx (604.5 kB)**



March 13, 2024

Kauai Community College  
Faculty Senate

### **Opposing Redline Revisions to Regents Policy 5.213 on General Education**

The Kauai Community College Faculty Senate opposes redline revisions to Regents Policy 5.213 on General Education.

#### **Opposition to Process**

The Kauai Community College Faculty Senate is not opposed to making curricular changes. In fact, faculty are continually making improvements and changes to their curricula, based on assessment and evidence, within their classrooms. The Faculty Senate is opposed to making system-wide General Education curricular changes through the mechanism of Regents Policy revision. As codified in R-20 of the agreement between the [University of Hawai'i Professional Assembly and the Board of Regents](#), the University is to refer the “initiation, modification, and review of courses, general education requirements, student and program learning outcomes, and degree requirements” to faculty senates. As codified in [Board of Regents Policy 1.210](#), “with unanimous agreement and understanding that the faculty of an educational institution contributes to its quality, spirit, aspiration, and effectiveness, the board issues this policy to provide for organized faculty involvement in the development and maintenance of a collegial approach to academic decision-making and policy development.” It is the stance of the Faculty Senate that approving the redline revisions in RP 5.213 would contravene both R-20 of our UHPA contract with the BOR and RP 1.210.

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**Resolution of UHCC Faculty Senates Opposing Redline Revisions to  
Regents Policy 5.213 on General Education**

Whereas, UH Executive Policy 5.209 on Student Transfer and Inter-Campus Articulation was recently revised in 2020 and continues to address the most common credit transfer scenarios, ensuring seamless transfer of Gen Ed core credits between UH campuses;<sup>1</sup> and, Whereas, Gen Ed redesign by policy (and perhaps Gen Ed redesign in general) is an unsuitable vehicle for resolving transfer articulation issues: if current procedures and norms are insufficient to ensure campuses' adherence to Executive Policy EP 5.209, new norms and procedures ought to be collaboratively developed; and, Whereas, designing an academic program for the system via a Regents Policy, which is what the redline draft attempts to do, is not feasible in part because it would force regents into continuous deliberation of ever-finer details; and, Whereas, for example, the draft revision's stipulation that gen ed courses have no prerequisites (except for developmental ed or corequisite remediation) would exclude a majority of courses currently offered at UHCC campuses; and, Whereas, properly set prerequisites are essential to student success because they convey expectations and guide student self-enrollment, thereby supporting positive learning environments and efficient educational programs; and, Whereas, prerequisites are a key component of student-persistence interventions, such as the "guided pathways" described in the redline revisions, which without them become no more than loose suggestions; and, Whereas, the UHCC system has already spent several years implementing curriculum modifications similar to, but above and beyond, the RP 5.213 redline revisions' prescription regarding common course numbering, to correct differences in course titles, credits, contact hours, and prerequisites of courses sharing the same "ALPHA" and number; and, Whereas, 2021-23 Gen Ed deliberations highlighted key areas where the curriculum's efficiency and effectiveness can be improved through systemwide review, so a UHCC system Gen Ed team was established and this year has continued to deliberate about ways in which CCs can improve our own Gen Ed programs, especially in areas where we have been characterized as lagging behind UH Mānoa, such as by adjusting approval procedures for special graduation requirements; and,

p. 2

Whereas, an element of the problem of UH transfer students' excess credits is the removal of 200-level survey courses from BA degrees such that, for example, at UH Mānoa as few as one or zero 200-level courses count toward BA in economics, English, political science, or sociology, where common practice includes at least two or three survey-type courses at the 200-level in a bachelor of arts (at UHM, these have often been elevated to the 300-level); and,

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<sup>1</sup> <https://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=5&policyNumber=209>

Whereas, therefore, from a UH community college perspective, suggestions that the existing Gen Ed core is a, or “the,” significant impediment to transfer students’ bachelor’s degree attainment are untrue, or at best lacking context; and,

Whereas, at present, UHCC students benefit from the current Gen Ed program’s transfer allowances for select “special graduation requirements” (namely, Hawaiian/Asian/Pacific issues and writing intensive), especially when their 4-year degree goals change; <sup>2</sup> and,

Whereas, current transfer allowances and a complement of CC-based student support interventions have a disproportionate positive impact on students from underrepresented groups, particularly low-income and Native Hawaiian/Pacific Islander students, who according to a 2024 Community College Research Center report, exceed the national average of comparable students in bachelor’s degree attainment by three and eight percentage points, respectively;<sup>3</sup> and,

Whereas, by contrast, eliminating transfer allowances for special graduation requirements as proposed in the redline draft will not only inequitably increase pressure on all CC students, and on underrepresented students especially, to make early decisions about their academic program and career paths, it will perhaps make the best choice, from a earned-credits-efficiency perspective, to transfer to a university such as Chaminade, which has no graduation requirements restricted to the upper division and whose Gen Ed requirements UHCC transfer courses can fulfill entirely; and,

Whereas, the kind and number of changes proposed in the attached redline draft of RP 5.213 on General Education appear to fall outside UH regents’ responsibilities, as well as to oppose in character the Regents Policy 1.210 statement on faculty involvement in academic policy development that “It is the policy of the university to maintain and strengthen organized and systematic involvement by faculty in academic decision-making and policy development.”

**Therefore Be It Resolved,** that the following UH Community College Faculty Senates ask the University of Hawaii Board of Regents to oppose the adoption of the revisions proposed in the redline draft of RP 5.213 as well as any future use of Regents Policy revisions to make sweeping curriculum changes of the kind, number, and specificity in the redlines.

p. 3

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<sup>2</sup> According to a US education department analysis, thirty percent of students change their declared major at least once: <https://nces.ed.gov/pubs2018/2018434/index.asp>

<sup>3</sup> <https://ccrc.tc.columbia.edu/tracking-transfer-state-outcomes.html>

*Janet Smith*

Janet Smith, Hawaii Community College Academic Senate Chair

*Shawn Ford*

Shawn Ford, Kapi'olani Community College Faculty Senate Chair

*Dirk N. Soma*

Dirk N. Soma, Kauai Community College Faculty Senate Chair

*Kelsie Aguilera*

Kelsie Aguilera, Leeward Community College Faculty Senate Chair

Janet SMith

*Lance Uyeda*

Lance Uyeda, Windward Community College Faculty Senate Off-Campus Chair

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

***\*\*All written testimony submitted are public documents. Therefore, any testimony submitted is public information and will be posted on the board's website.***

Your Name (required) \*

Stephen Taylor

Your Organization (optional)

UHCC General Education Inquiry Team

Your e-mail address (in case we need to reach you) \*

svt@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

Our primary concern is that the proposed policy changes come at the expense of UH Community College (UHCC) students, disproportionately impacting lower-income, first generation, and minority students. It may seem like mundane changes are being proposed, but details imply drastic change to how UHCCs and the UH system operate now and in the future. These changes are made without the exact nature of the problems warranting each of these changes credibly identified, let alone any explanation of how these specific changes are necessary or effective solutions.

The main justification is simply untrue, i.e. the UH already has "a single system-wide general education curriculum that promotes common outcomes, student mobility and success." We already have exact agreement on Gen Ed. There are no differences between UH campuses in credits required, in [foundations](#) and [diversifications](#) hallmarks, or in learning objectives.

What the changes to RP 5.213 are really about is power and control. The purpose is to wrest control of curriculum from faculty and hand it over to a committee - a committee structurally designed to bypass faculty senate oversight to make specific changes favored by VP Halbert (and cater to any future UH Administration wishes). There appears to be no concern for the negative impact on UHCC students and no consideration for logistical implementation challenges.

Instead, we are in favor of creating a new system-wide committee on graduation requirements (not Gen Ed) that makes recommendations to faculty senates for approval. The consensus Gen Ed with existing diversification and foundations requirements should remain as it is. Graduation requirements vary between campuses and could be improved.

[Your Testimony \(pdf or word\)](#)

**Summary\_BOR\_StudentSuccess.pdf** (72.2 kB)

# Proposed Changes to RP 5.213 on General Education

## Summary of UHCC Faculty Perspectives

### Primary Concern

Our primary concern is that the proposed policy changes come at the expense of UH Community College (UHCC) students, disproportionately impacting lower-income, first generation, and minority students. It may seem like mundane changes are being proposed, but details imply drastic change to how UHCCs and the UH system operate now and in the future.

### Widespread Opposition

All six UHCCs have signed a [joint resolution in opposition to the proposed changes to RP 5.213](#). The Community College Council of Faculty Senate Chairs approved a [statement in opposition](#) to proposed changes to Regents Policy (RP) 5.213. We are less familiar with sentiment outside the UHCCs. But we know there will also be testimony from ASUH student government officials in opposition. And Mānoa's CAPP, their top curriculum committee, will soon release a report on Gen Ed that is highly critical of the proposed changes to RP 5.213.

### UHCC Student Success - Don't Mess with a Good Thing

The proposed changes disrupt the core curriculum basis of our nationally-recognized UHCC transfer success (UH News, [UH among nation's best in community college transfer students earning bachelor degrees](#), Academic News, Feb 15, 2024). The General Education curriculum forms the basis of the program responsible for the majority of UHCC student transfers, i.e. Associate of Arts in Liberal Arts. RP 5.213 would force large changes to the General Education curriculum. This current Gen Ed curriculum is clearly working.

UHCC transfers outperform peer community colleges in other states in key educational metrics including:

- Low-Income students (#2 nationally)
- Non-traditional students (#3 nationally)
- Graduation rates (#8 nationally)
- Fall to Fall Retention
- Time to Degree

### Weak and Shifting Justifications

One would expect extremely compelling reasons to radically change the current Gen Ed curriculum, considering the success of UHCC transfer students. Yet there is little justification provided for the specific changes and seemingly no concern regarding the impacts on UHCC students. All of the various, shifting justifications presented amount to nothing more than vaguely positive buzzwords or generalities e.g. "modernize," "transfer issues" that are never identified, "excess credits" that are actually unrelated to Gen Ed, etc.. No data, theory, citations, or evidence are presented to support the need for the specific changes. No specific harm to students is identified. No issue or problem with the existing curriculum is presented, let alone that the specific remedies proposed are necessary or would be effective.

# Proposed Changes to RP 5.213 on General Education

## Summary of UHCC Faculty Perspectives

The main justification is simply untrue, i.e. the UH already has “a single system-wide general education curriculum that promotes common outcomes, student mobility and success.” We already have exact agreement on Gen Ed. There are no differences between UH campuses in credits required, in [foundations](#) and [diversifications](#) hallmarks, or in learning objectives.

### **Key Redline RP 5.213 Changes**

What the changes to RP 5.213 are really about is power and control. The purpose is to wrest control of curriculum from faculty and hand it over to a committee - a committee structurally designed to bypass faculty senate oversight to make specific changes favored by VP Halbert (and cater to any future UH Administration wishes).

The curriculum changes replace some courses in the existing consensus Gen Ed with what are currently graduation requirements at some campuses (Hawaiian culture and sustainability). The policy calls for a hard cap on Gen Ed curriculum, moving lower-division graduation requirements to upper-division which cannot be taught at UHCCs, and preventing the current widespread use of prerequisites to guide students. The exact nature of the problems warranting each of these changes is not credibly identified, let alone any explanation of how these specific changes are necessary or effective solutions. VP Halbert also asks the Regents to approve the 2022 Revised Proposal, which calls for reducing social science, natural science, and multicultural perspectives courses to make room for a second oral communication requirement. This is referred to as “modernizing” the curriculum.

### **Key Unanswered Questions**

After completing the maximum 31 credits of Gen Ed, what would UHCC students do to make meaningful progress toward their bachelor degree requirements? Would they be able to continue making progress at their UHCC? Please show some examples of how that would work for transfers to the most popular BA majors, i.e. Travel Industry Management, Psychology, Communications, Elementary Education, Accounting, Cinematic Arts, and Political Science. We have raised these simple requests repeatedly with VP Halbert last year and, most recently, on Feb 29. We still have no answers. For context, 31 credits of combined lower-division Gen Ed and graduation requirement coursework makes the UH curriculum significantly smaller than national norms and recent trends, e.g. **40**-credits for the entire 27-campus [California State University system](#) (approved for fall 2021), **43**-credits for [UNLV](#) (reviewed in 2022), and peer institutions: **39**-credits at [University of Utah](#) (for BA degrees, approved for fall 2024) and **38-45** credits at [University of Illinois-Chicago](#). These include only lower-division Gen Ed coursework and graduation requirements (excluding any second language requirements)..

### **What we want**

We are in favor of creating a new system-wide committee on graduation requirements (not Gen Ed) that makes recommendations to faculty senates for approval. The consensus Gen Ed with existing diversification and foundations requirements should remain as it is. Graduation requirements vary between campuses and could be improved.





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## Testimony for Agenda item IV.A. General Education Update

1 message

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**Marguerite Butler** <mbutler808@gmail.com>

Tue, Apr 2, 2024 at 11:56 AM

To: Zoom on behalf of Board of Regents <bor.testimony@hawaii.edu>

Enclosed please find my testimony.

Thank you!

Marguerite

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Marguerite A. Butler  
Professor

School of Life Sciences  
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<http://butlerlab.org>

<http://manoa.hawaii.edu/biology/people/marguerite-butler>

<http://www2.hawaii.edu/~mbutler>

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 **M\_Butler\_BOR Testimony Re Gen Ed Update April 2, 2024.pdf**  
322K

From: Marguerite Butler, Professor, School of Life Sciences  
Date: April 2, 2024  
Subject: Agenda item IV.A. General Education Update

Dear Regents,

I oppose the redline changes to RP 5.213. Please reject the redline version and restore the collegial shared-governance process through the campus-level faculty senates for reviewing and updating curricula.

As a faculty member in Life Sciences, I am concerned that this proposal will be detrimental for our majors in Biology, Marine Biology, Microbiology, Molecular Biology, and Botany. Our majors account for approximately 10% of undergraduates.

**1. The redline version is different from both the 2022 "Baseline" proposal, as well as the 2023 "Multi-Campus Accord",** but was provided for consultation to the Manoa faculty only a few weeks ago (in early March). This is not enough time for consultation by Manoa faculty. *We cannot be sure that this proposal will "do no harm".*

**2. Why? Currently, our graduation rates and time-to-degree are improving.** It is unclear what problems the redline version is attempting to solve, and the data supporting these proposals have not been provided for study in a transparent manner.

**3. The presentation describes general surveys to all faculty which is a first step.** Opinion polls may be useful in the process to gather initial ideas, but are not necessarily a good way to prioritize curriculum goals. Faculty are experts in their subject matter. Each degree program must be given a chance to weigh in.

**4. The redline version is oddly specific for a regents policy and yet vague.**

- Restricted to 31 credits at the lower division. *Which 31 credits? Why lower division only? How do restrictions encourage students to follow their interests?*
- Are expected to introduce interdisciplinary knowledge. *Interdisciplinarity is generally considered mastery of more than one discipline, generally around a common theme or problem. How do students achieve mastery at the 100 level?*
- Have the same name and course number with an 80% overlap in content across all 10 campuses. *Why? There are other ways to ensure transferability that do not harm the freedom to choose a diversity of study.*

**5. The redline version is more restrictive than our current program in ways that may harm our majors.** There is not enough detail in the redline changes to Gen Ed policy, to assess whether it will lengthen time to graduation. It has not been tested against our major requirements, which are substantial.

Compare, for example the minimum number of required credits for a major from the liberal-arts tradition vs. a BS in a STEM field:

- BA in Political Science 120cr: **70 in core & major + 50 in electives**
- BS in Civil Engineering 125cr: **125 in core & major + 0 in electives**
- BS in Marine Biology 123 cr: **123 in core & major 0 in electives**
- BS in Tropical Agriculture (Env. Soil Science) 120 cr: **115 in core & major + 5 in electives**

Increasing lower division requirements is problematic for STEM majors, who are required to take a large number of lower-division prerequisite courses. This redline version seems unaware of the needs of STEM majors.

Currently, our STEM majors have the ability to "double dip" fulfilling *many Gen Ed requirements through their major requirements*. They can complete DB, DP, and QR requirements *within the major* (but many of these have prereqs or placements), as well as WI, OC, E, HAP focus, but a significant number of these major courses are at the 300-400 level. These courses provide the ability to develop competence in the skills relevant to their future careers. For example, here is a four year degree map for our popular Marine Biology major (the first two years are fairly typical of STEM majors):

University of Hawai'i at Mānoa – Four-Year Academic Plan 2023-2024							
College of Natural Sciences/School of Life Sciences							
Bachelor of Science (BS) in Marine Biology							
This is a sample academic plan. Students should meet with an academic advisor prior to registration to formulate their own plan.							
Year 1	Year 2		Year 3		Year 4		
Fall	Fall	Fall	Fall	Fall	Fall	Fall	
BIOL 171 or 172 (DB)	3	BIOL 265	3	BIOL 275	3	BIOL/BOT 220	4
BIOL 171L or 172L (DY)	1	CHEM 272	3	BIOL 275L	2	BIOL 499	2
CHEM 161 (DP)	3	CHEM 272L	2	PHYS 152	3	MICR 401	3
CHEM 161L	1	FG (A/B/C)	3	PHYS 152L	1	MICR 401L	1
MATH 215, 241 or 251A (FQ)	4	HSL 101	3	Marine Biology Elective	3	DA/DH/DL	3
FW	3			HSL 201	3	DS	3
Credits	15	Credits	14	Credits	15	Credits	16
Spring	Spring	Spring	Spring	Spring	Spring	Spring	
BIOL 172 or 171 (DB)	3	PHYS 151	3	BIOL 375	3	BIOL 404	3
BIOL 172L or 171L (DY)	1	PHYS 151L	1	BIOL 375L	2	BIOL 499	2
CHEM 162	3	BIOL 301	3	BIOL 485	3	BOT 480	4
CHEM 162L	1	BIOL 301L	2	BIOL 485L	2	Marine Biology Elective	3
MATH 216, 242, or 252A	3	HSL 102	3	Marine Biology Elective	3	DA/DH/DL	3
OCN 201	3	FG (A/B/C)	3	HSL 202	3	DS	3
Credits	14	Credits	15	Credits	16	Credits	18
Summer	Summer	Summer	Summer	Summer	Summer	Summer	
Credits	0	Credits	0	Credits	0	Credits	0
<b>Total Credits</b>	<b>29</b>	<b>Total Credits</b>	<b>58</b>	<b>Total Credits</b>	<b>89</b>	<b>Total Credits</b>	<b>123</b>
<b>Notes:</b>							
Students must take placement exams to be able to register for CHEM 161 and MATH 215 or 241. BIOL 403 can replace 4 credits of BIOL 499.							
BIOL 403 can replace 4 credits of BIOL 499. Students must incorporate all focus requirements into this plan. Focus designations (i.e., W, E, O, H) are CRN specific & semester specific. A combination of no fewer than 25 upper division credits and 35 major-required lower division credits are required.							
Students must complete both BIOL 171/171L and 172/172L, but they may be completed in either order.							

Years ago, we had to cut some of our major requirements to lower the total credits to 120 credits. For example, biochemistry is no longer required for the Biology BS, although it is not ideal for pre-medical/pre-veterinary and many fields such as graduate studies in physiology, cell and molecular biology, and biomedical sciences. Many students now take it in a "gap year". Increasing the number of 100 level courses required is particularly vexing in this regard.

**6. I am highly skeptical that a common set of courses across the 10 campuses** with the same name and numbering (and 80% identical content) *will result in allowing students to attain greater competence or diversity of thought or greater ability to explore their interests.* This sounds like a "McDonalds" model of higher education. Why pay Mānoa tuition for that?

**7. "Democracy is the worst form of government except for all the others"**

People have different motivations for revising Gen Ed:

- Is a major revision "a feather in the cap" of some administrator?
- Are contingents of faculty worried about their enrollment and want requirements?
- Genuine differences of opinion on what it means to attain a Bachelor's degree?

The history of Gen Ed debate has been unfortunately influenced by politics. It is not true that the Manoa Faculty Senate has been unwilling to consider changes. I was personally attacked in 2016 for suggesting as MFS chair that we take a serious look at revising Gen Ed. Apparently some prefer to be in control and felt threatened by the suggestion of a campus-wide discussion. Subsequently there have been several attempts at top-down proposal development, with varying degrees of engagement of shared governance.

The best way forward is to hear all of the options, have open and transparent debate, and allow the faculty senates to vote.

**Manoa has 98 Bachelor's degree programs. They have very different requirements!** The other 4 year campuses and the Community Colleges bring yet more diversity along with differences in mission. Shared governance, which allows all of the degree programs to "stress test" the proposals is the best way to assure the best outcome for all of our students. Everyone has to get a chance to "kick the tires".

The Manoa Faculty Senate Committee on Academic Policy and Planning is charged with oversight and developing recommendations for academic policy including Gen Ed. They have consulted extensively and are working on recommendations for improved streamlining and flexibility now, which they will bring to the MFS for discussion and vote by the MFS, followed by sharing more broadly for consideration. Why not allow shared governance to work?

**8. The redline version is a radical departure from current shared governance processes through the campus senates.** It is a radical revision of Regents Policy 5.213. *It appears designed to remove control from the faculty at each campus to a system-wide committee. I.e., to disenfranchise campus faculty from their important curricular work,* which is also in direct contradiction of Regents Policy 1.210.

The faculty are the disciplinary experts over curriculum. That is what we are hired for, at Mānoa based on national searches. It will be a sad day for UH and for the State of Hawai'i, indeed, if we allow curriculum control to be taken away from the campuses and their excellent faculty. In what sense can each campus have autonomy over its academic missions?

**9. Positive values?** Most universities strive for a Gen Ed program with flexible offerings that allow students to explore their interests in any realm of human understanding and discover their passions, while gaining relevant real-world competencies. I do not see how those values can be promoted or achieved by the restrictions imposed by the redline proposal.

Sincerely,  
Dr. Marguerite Butler, Professor of Life Sciences

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## Testimony for Board of Regents Student Success meeting for Gen Ed

1 message

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**Brad Evan Taylor** <brad2@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Apr 2, 2024 at 11:01 AM

Aloha,

Please find my written testimony concerning the Gen Ed reforms You are considering during Your meeting on Thursday April 4th at 1:00PM.

This testimony is in support of the 24-12 version You are considering. It is in the email body and also attached to this email as a .docx file.

-----  
My name is Brad Taylor. I am a Professor of Art at UH Manoa and Chair of the Department of Art and Art History. I am also a member of the Manoa Faculty Senate and am the current Vice Chair of the General Education Committee. (GEC) of that body.

I believe that the General Education Requirements for the entire University of Hawaii System need significant revision.

I urge you to consider your early revision strategy with a common core of 24 credits across all ten campuses which is fully transferable within our system. This, by definition, would be lower division and designed to build core competencies which could then be augmented with an additional 12 credits of Gen Ed at the 4-year campuses. These 12 credits would build off the skills developed in the core curriculum. These 36 credits for a four-year degree would put Manoa in line or slightly over the requirements of our Peer and Benchmark institutions which average 31.6 and 27.5 credits in their General Education requirements. Right now, Manoa has between 55 and 67 credits of Gen Ed requirements to earn a four-year degree which is defined at 120 credits. The 'fully transferable' part of this is critical for time to degree for students transferring from campuses within our own system. As Vice-Chair of the GEC at Manoa, I'm aware that not all UHCC Gen Ed credits are transferred in. This inequity needs to be addressed in our system. Efficiency of education is an important component for the goal of providing Higher Education across a broad cross-section of the Hawa'ii state population.

75% is the minimum passing grade our accreditation bodies have set for Gen Ed assessment. Higher Credit requirements for Gen ED have not resulted in better outcomes. Of the assessment results for student learning achievement, only a single learning outcome from FG (Foundations Global) earned a passing grade of 86%.

UH Manoa has consistent data measuring these learning outcomes. Quantitative reasoning is the lowest score measured at 32%.

Other institutions in our Peer and Benchmark comparison group achieve significantly higher assessment results. I believe that this is accomplished by efficiently layering core competencies in a strategically designed efficient system.

The individual campuses have been unable to agree on revisions which are likely to lead to greater efficiency and higher quality education. There are too many stakeholders who believe that they need those inefficiencies as an exception to achieve their educational goals. I believe that if your body gives us these guidelines, we will rise to the occasion and build a higher-quality system with greater efficiency. The resulting benefit to the state's population will be worth the temporary pain. This is one of those instances where imposing some guardrails will coax us together to design and provide one of the highest quality Gen Ed curriculums in the nation.

I am in full support of the 24-12 proposal across the University of Hawaii System.

--

Brad Evan Taylor  
Professor of Art  
Chair, Department of Art and Art History  
University of Hawaii at Manoa



**GenEd BOR Submission April 2nd 2024.docx**

14K

My name is Brad Taylor. I am a Professor of Art at UH Manoa and Chair of the Department of Art and Art History. I am also a member of the Manoa Faculty Senate and am the current Vice Chair of the General Education Committee. (GEC) of that body.

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I am in full support of the 24-12 proposal across the University of Hawaii System.

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## Agenda item IV.A. General Education Update

1 message

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**Monisha Das Gupta** <dasgupta@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Apr 2, 2024 at 11:58 AM

Position: Oppose

Testimony:

Aloha e Regents,

I oppose the redline changes to RP 5.213. Please reject the redline version and restore the collegial shared governance process through the campus-level faculty senates for reviewing and updating curricula.

This proposal does not account for the substantial and ongoing work of policy oversight and revision and circumvents our existing shared governance structures through a top-down approach that seems to dog this BOR and the UH administration. It is not in line with the principles of shared governance.

The Manoa Faculty Senate (MFS) Committee on Academic Policy and Planning (CAPP) and MFS General Education Committee have been working diligently and thoughtfully on reviewing the existing Gen Ed requirements with the same goals of facilitating the transfer of Gen Ed credit to 4-year institutions and enhancing undergraduate competencies in areas outside their major to give them the liberal arts education that research shows is highly valued by employers, including those in STEM.

I have misgivings about:

The move to standardize Gen Ed across the system by proposing "a common set of lower-division requirements to be known as the UH general education curriculum."

The move to eliminate 100-level prerequisites for the 31 or fewer credits for the common set of lower division courses. This will not serve students well and will likely set them up to flounder rather than succeed.

The move to set up a system-wide Gen Ed committee. This removes faculty senate authority over the curriculum

The use of "interdisciplinary" in III C (Expectations). Most Gen Ed courses are not interdisciplinary nor do they need to be. The language in the existing policy better captures the goal of Gen Ed: "introduce the content and methodology of the major areas of knowledge—the humanities, the fine arts, the natural sciences, and the social sciences."

I urge you to vote against the redlined version of this policy.

Dr. Monisha Das Gupta

Professor, Departments of Ethnic Studies and Women, Gender, & Sexuality Studies

306 George Hall

University of Hawai'i at Mānoa

Pronouns in Bengali, my vernacular, are not gendered.

Pronouns in English: she/her



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## Testimony on revisions to Board of Regents Policy RP 5.213 (General Education)

1 message

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**James M Bayman** <jbayman@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Apr 2, 2024 at 12:12 PM

Aloha University of Hawai'i BOR:

I write to offer my strong and unqualified support for the proposed revisions to the Board of Regents Policy, RP 5.213 (General Education). I also request that the proposed 31-credit core be further lowered.

The proposed revisions to the Board of Regents Policy, RP 5.213 (General Education) at the System-level promises to enhance the quality and timeliness of our students' education.

With best wishes,

James M. Bayman, PhD  
Professor of Anthropology



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## Testimony in Support of Revising the Regents Policy on General Education

1 message

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**Jenny Brown** <jennyeb@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Apr 2, 2024 at 12:44 PM

To whom this may concern,

As an undergraduate student majoring in Electrical Engineering, I support the proposed revisions to the Regents Policy on General Education. The current General Education requirements are badly outdated and overly burdensome, especially for students like myself pursuing rigorous STEM majors.

The proposed 31-credit core is a step in the right direction, but I urge the Regents to consider lowering this requirement even further. As an Electrical Engineering major, my curriculum is already filled with demanding courses that provide a solid foundation in mathematics, physics, and engineering principles. While I understand the importance of a well-rounded education, the current General Education requirements leave little room for elective courses that could further enhance my skills and knowledge in my chosen field.

By reducing the number of required General Education credits, students like myself would have the flexibility to explore additional elective courses within our majors or pursue interdisciplinary studies that align with our career goals.

The current General Education requirements fail to adequately reflect the diversity of experiences and perspectives that are essential for a well-rounded education. By revising the policy to include more flexibility in course selection, students would have the opportunity to engage with a broader range of subjects and perspectives, enriching their educational experience and better preparing them to thrive in an increasingly globalized society.

I urge the Regents to consider the needs of students and to revise the General Education requirements accordingly. By lowering the proposed 31-credit core and providing greater flexibility in course selection, you will empower students to pursue their academic and career goals more effectively while ensuring they receive a truly comprehensive and meaningful education. Thank you for considering my testimony in support of these important revisions.

--

**Mahalo,**

**Jenny Brown she/her** | [jennyeb@hawaii.edu](mailto:jennyeb@hawaii.edu)

Volunteer Coordinator, [Makiki Watershed Awareness Initiative](#)

Commissioner, [UH Commission on the Status of Women](#)

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

***\*\*All written testimony submitted are public documents. Therefore, any testimony submitted is public information and will be posted on the board's website.***

Your Name (required) \*

Kristy Yoshikawa

Your Organization (optional)

Your e-mail address (in case we need to reach you) \*

kminamis@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

*General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes. Further more the impact to the students financial aid eligibility has not been considered and they would be negatively impacted from exploratory courses.*

Your Testimony (pdf or word)

No file attached

## Public Testimony Form - University of Hawaii Board of Regents

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***\*\*All written testimony submitted are public documents. Therefore, any testimony submitted is public information and will be posted on the board's website.***

Your Name (required) \*

Donn Viviani

Your Organization (optional)

Leeward Community College

Your e-mail address (in case we need to reach you) \*

viviani@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes. Community Colleges serve many populations- some that transfer to UH Manoa and some that seek their terminal degree at the Community College level. A UH Manoa focused redesign of general education doesn't serve all our students.

Your Testimony (pdf or word)

No file attached

## Public Testimony Form - University of Hawaii Board of Regents

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***\*\*All written testimony submitted are public documents. Therefore, any testimony submitted is public information and will be posted on the board's website.***

Your Name (required) \*

Marina Karides

Your Organization (optional)

University of Hawaii at Mānoa

Your e-mail address (in case we need to reach you) \*

mkarides@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

*General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.*

The state of Hawai'i should maintain itself as a place of sophistication meaning that it recognizes expertise and its application. The subtleties of decision-making such as general education requirement can only be understood by those working closely with the students, with faculty who hold institutional knowledge, and the innovation brought by new faculty. The opportunities and attractiveness of our higher education is the substance and democratic orientation that we need to uphold, rather than the pursuing the autocratic approaches taking hold in other US states.

Your Testimony (pdf or word)

No file attached



## Public Testimony Form - University of Hawaii Board of Regents

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***\*\*All written testimony submitted are public documents. Therefore, any testimony submitted is public information and will be posted on the board's website.***

Your Name (required) \*

Taurie Kinoshita

Your Organization (optional)

Windward Community College

Your e-mail address (in case we need to reach you) \*

taurie@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

Dear Student Success Committee,

I am long-time faculty and Windward Community College. I recently learned about BOR Policy 5.213 on general education. The changes in this policy would disproportionately affect community college students, especially on Maui and Kauai, which lack a university campus.

They would also have an unfair impact on lower-income, first generation, and minority students at every community college campus.

I also learned that you are being asked to approve the policy changes even while the official feedback process for faculty and counselors is ongoing. Putting in changes to every UH campus through a single policy whose details haven't been cleared first by the faculty, administrators, or students is a disappointing sign of micromanagement and poor decision making.

Thank you so much for your consideration on this urgent matter and for all you do for the students and people of Hawaii.

Sincerely,  
Taurie Kinoshita  
Taurie@hawaii.edu

[Your Testimony \(pdf or word\)](#)

No file attached

## Public Testimony Form - University of Hawaii Board of Regents

*Please provide your testimony on this form for the next University of Hawaii Board of Regents meeting. Make sure you include all the requested information so that the Board of Regents is able to clearly understand the testimony provided.*

***\*\*All written testimony submitted are public documents. Therefore, any testimony submitted is public information and will be posted on the board's website.***

Your Name (required) \*

Shioko Yonezawa

Your Organization (optional)

Honolulu Community College

Your e-mail address (in case we need to reach you) \*

shioko@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

Aloha Board of Regents,

General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.

Mahalo,

Your Testimony (pdf or word)

No file attached

## Public Testimony Form - University of Hawaii Board of Regents

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***\*\*All written testimony submitted are public documents. Therefore, any testimony submitted is public information and will be posted on the board's website.***

Your Name (required) \*

Noenoe Silva

Your Organization (optional)

Department of Political Science, UHM; Kawaihuelani Center for Hawaiian Language, UHM

Your e-mail address (in case we need to reach you) \*

noenoe@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.

Your Testimony (pdf or word)

No file attached



## RP 5.213 Testimony

1 message

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**Rosalie Paradise** <rosalie2@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Apr 2, 2024 at 12:56 PM

Aloha,


Please find attached my testimony.

Kind Regards,  
Rosalie Paradise

--

Educational Specialist: Assessment Coordinator  
General Education Office  
Bilger Hall 104  
[2545 McCarthy Mall](#)  
[Honolulu, HI 96822](#)  
Ph: (808) 956-2979  
Cell: (808) 989-0823  
Email: [rosalie2@hawaii.edu](mailto:rosalie2@hawaii.edu)

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 **RP 5.213 Testimony.pdf**  
29K

In response to RP 5.213, as the Assessment Coordinator in the General Education Office, I am in support of a smaller, 24 credit, common shared general education program. Recently, the general education office conducted a series of student focus groups, containing a total of 52 undergraduate students, in order to learn about students' experiences with diversification requirements. A few key themes emerged from the student focus groups:

- Students felt the general education requirements were repetitive.
- Because the general education requirements are so complicated, students said they needed greater guidance and support in navigating them so they can complete their general education requirements more effectively and efficiently.
- There was a call for increased flexibility and autonomy in course selection to align with a student's major.
- Students felt there was a need for updating the DIV requirements to better prepare students for success in the modern world by incorporating technology, interdisciplinary approaches, and essential life skills into the curriculum.

Overall, students would benefit from a more concise common shared general education curriculum with a greater focus on technology, life skills, and interdisciplinary approaches. It's our obligation to make sure that students are graduating on time and with the skills and knowledge they need to be successful in the modern world.

## Public Testimony Form - University of Hawaii Board of Regents

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Your Name (required) \*

Ryan Koo

Your Organization (optional)

WCC

Your e-mail address (in case we need to reach you) \*

rkoo@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

Aloha Regents,

I am faculty member from WCC. I recently learned about BOR Policy 5.213 on general education from a colleague. The changes in this policy would disproportionately affect community college students, especially on Maui and Kauai, which lack a university campus. They would also have an unfair impact on lower-income, first generation, and minority students at every community college campus.

I also learned that you are being asked to approve the policy changes even while the official feedback process for faculty and counselors is ongoing. Putting in changes to every UH campus through a single policy whose details haven't been



cleared first by the faculty, administrators, or students is a disappointing sign of micromanagement and poor decision making.

General Education redesign should be faculty driven, not imposed from the top-down. Forcing General Education redesign through policy revision goes against faculty's authority over General Education curricula and curricular changes.

I understand you are extremely busy, particularly at this time of year, and greatly appreciate your consideration. Mahalo for your efforts on behalf of UH students and the people of Hawaii.

[Your Testimony \(pdf or word\)](#)

No file attached

## Public Testimony Form - University of Hawaii Board of Regents

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***\*\*All written testimony submitted are public documents. Therefore, any testimony submitted is public information and will be posted on the board's website.***

Your Name (required) \*

Reid Sunahara

Your Organization (optional)

Kapiolani Community College

Your e-mail address (in case we need to reach you) \*

rsunahar@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

**Testimony Gen Ed Update.docx (156.0 kB)**



UNIVERSITY of HAWAII®  
**KAPĪ'OLANI**  
COMMUNITY COLLEGE

Engage. Learn. Achieve.

Faculty Senate

Memorandum

To: Board of Regents  
From: Reid Sunahara Faculty Senate General Education Committee Chair  
RE: Testimony SS IV.A. General Education Update  
Date: April 2, 2024

I oppose the proposed changes to RP 5.213. The changes included in the redline draft do not align with elements of BOR Policy 1.210 which emphasizes that “faculty has primary responsibility for such fundamental academic areas as curriculum content, subject matter, and methods of instruction and research” and that the “role of the faculty as set forth herein shall not be delegated to any other entity by the faculty organization established pursuant to this policy.”

Furthermore community college faculty were given very little time to consider the possible effects of the proposed changes, and considering the very quick timeframe in which the draft moved from informal circulation to a formal item on the BOR agenda reduces the available options that community college faculty have to insert themselves into this Gen Ed reform process to one of being in support or opposition. This has been a consistent pattern with the Gen Ed reform process following the circulation of the revised proposal. Up until that point, the process included provisions for compromise by integrating suggestions; however given the extremely extensive nature of the revision faculty were inclined to ask simple questions: How is this new version a revision when it seems as though it does not include any elements of the original proposal or suggestions from faculty? The simple fact is that the revised proposal is not a revision and is instead a completely new proposal and given that the remaining steps in the reform process seem to eliminate any possibility for adjustment or improvement means that community college faculty are forced to oppose items that might easily be addressed with meaningful discussions that have the possibility of compromise.

## Public Testimony Form - University of Hawaii Board of Regents

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***\*\*All written testimony submitted are public documents. Therefore, any testimony submitted is public information and will be posted on the board's website.***

Your Name (required) \*

Philip Williams

Your Organization (optional)

College of Natural Science Dean's Office

Your e-mail address (in case we need to reach you) \*

philipwi@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Oppose

Your Testimony/Comments

Your Testimony (pdf or word)

**CNS GenEd Testimony 0402204 - FINAL.pdf (310.2 kB)**



UNIVERSITY  
of HAWAII®  
MĀNOA

College of Natural Sciences  
Office of the Dean

April 1, 2024

TO: University of Hawai'i Board of Regents

FROM: Alison Sherwood, Acting Dean *Alison Sherwood*

FROM: Philip Williams, Acting Associate Dean *Philip Williams*

RE: BOR Meeting April 4, 2024, 1:00 pm; General Education Redesign Proposal

This testimony is submitted on behalf of the College of Natural Sciences at the University of Hawai'i at Mānoa concerning the General Education Redesign proposal. As an important part of the instructional community at UH Mānoa, we are deeply concerned about the potential impact of these proposed changes on the approximately 2600 students enrolled in our 21 undergraduate degree programs. As the largest undergraduate degree-granting unit, CNS undergraduate majors represent approximately 18% of the total undergraduate student population on this campus. We believe additional time is necessary for consultation and for the College of Natural Sciences to thoroughly evaluate the potential implications of these proposals. We respectfully ask to postpone any voting at this juncture.

We acknowledge that more students are completing substantial portions of their degrees at different campuses within the System, and addressing general education articulation issues is important. However, the proposed changes seem nearly impossible to align with the structure of many existing STEM degree programs in CNS. To give one example, the Marine Biology undergraduate program is one of the most popular degrees on campus due to its broad relevance to issues facing the State of Hawai'i. It has become one of the largest programs in CNS, with over 460 BS students, and is known for its comprehensive and rigorous 123-credit curriculum. In the first year, students must complete the lectures and labs for General Chemistry I and II and Biology I and II, and also complete Calculus I and II, and Oceanography 201 (a total of 26 cr) with another 3 cr of foundational (FQ or FW) course work. This structure of a complex interdependent network of 100- and 200-level science classes is typical of CNS degrees and results in very little flexibility in terms of electives during the students' first two years. As such, by design, these courses currently enable our students to complete many of their GenEd requirements as part of their degree path. However, under the new proposal, these courses might not count towards General Education as they have prerequisites at UHM. It is not clear within our current 4-year plans where any new coursework would be completed without substantially increasing our students' average time to degree, which already exceeds four years (4.33) for the Marine Biology program.

Our ability to adapt our core Chemistry, Biology, Physics and Math courses with the proposed criteria is significantly constrained as well. These courses form the cornerstone for a wide array of degrees on campus, with the expectation from various departments, accreditation bodies, and professional schools that they cover a precise range of topics. Modifying these courses to meet the proposed standards by removing content to integrate essential institutional values like sustainability and a Native Hawaiian Place of Learning might render them unacceptable for transfer beyond the University of Hawai'i, with negative impacts on our enrollment.

By virtue of our central role in for many undergraduate STEM degree programs, the issues noted above will affect many other units on campus, including but not limited to, the College of Engineering, SOEST, and CTAHR, who all currently use many of our courses to meet their General Education requirements. Therefore, more time is required to evaluate the impact and to determine the most appropriate course of action.

Thank you for your consideration, and for this opportunity to submit comments.



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## Nadezna Ortega BOR testimony re General Education Update

2 messages

---

**Nadezna Ortega** <nadezna@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Apr 2, 2024 at 12:43 PM

Aloha kākou,

Please see my attached written testimony regarding Agenda A: General Education Update

<https://docs.google.com/document/d/1umDSMnhHEwzgVosH77Rwi3ZvcAsA-PsTsmFpSsn21vM/edit?usp=sharing>

Agyamanak unay!  
Nadezna Ortega

---

**Nadezna Ortega** <nadezna@hawaii.edu>  
To: bor.testimony@hawaii.edu

Tue, Apr 2, 2024 at 1:08 PM

Here is a PDF of my written testimony.

[Quoted text hidden]



**Nadezna Ortega BOR testimony re General Education Update.pdf**

49K

Nadezna Ortega  
Chair, General Education Committee  
University of Hawai'i at Mānoa

April 2, 2024

Dear Board of Regents,

I am writing to bring to your attention the urgent need for a revision of the Regents' policy on general education within the University of Hawai'i System. As Chair of the General Education Committee (GEC) at the University of Hawai'i at Manoa, I am deeply concerned about the current state of our general education requirements and the impact they have on our students.

Firstly, it is evident that our assessment results indicate a pressing need for a redesign of our general education curriculum. Despite our best efforts, the outcomes of our assessment efforts have been less than satisfactory. With only 75% being the minimum passing grade set by our accreditation bodies, it is concerning that our assessment results reveal poor student learning achievement, particularly in quantitative reasoning, where the lowest score measured stands at 32%. These results are unacceptable and demand immediate action.

Secondly, the high credit requirement for general education not only imposes a financial burden on our students but also extends their time to degree completion. Our current credit requirement exceeds those of our peer and benchmark institutions, averaging between 55 and 67 credits for a four-year degree, compared to an average of 31.6 and 27.5 credits, respectively, at our peer and benchmark institutions. This disparity places our students at a disadvantage and impedes their timely progression through their academic programs.

Furthermore, the continued delay and inaction at UH Manoa in addressing these issues only exacerbate the problem. Despite the pressing need for revision, individual campuses have been unable to reach consensus on necessary changes. It is evident that a unified approach is required to streamline our general education requirements and ensure greater efficiency and quality in our educational offerings.

Therefore, I urge you to consider implementing a revised policy with a common core of 24 credits across all ten campuses of the University of Hawai'i System. These lower-division credits would be fully transferable within our system and designed to build core competencies. An additional 12 credits of general education at the four-year campuses would then complement these core competencies, resulting in a total of 36 credits for a four-year degree. This proposal



would align our requirements more closely with those of our peer and benchmark institutions, while also ensuring greater transferability and efficiency within our system.

I am fully supportive of the 24-12 proposal and believe that it is a necessary step towards building a higher-quality general education curriculum in our university system. By implementing this proposal, we can address the inefficiencies and inequities in our current system, and ultimately, provide our students with the high-quality education they deserve.

I also want to highlight the critical need for a revision of our general education within the University of Hawai‘i System, with particular attention to the integration of Hawaiian and/or Second Language requirements and the incorporation of Native Hawaiian Place of Learning into our curriculum.

As an institution situated in Hawai‘i, which has two official languages, one of which is Hawaiian, it is imperative that we provide students with opportunities to engage deeply with both Hawaiian and Second Language. Moreover, as mandated by state agencies to promote the study of Hawaiian language, history, and culture, it is our duty to ensure that these subjects are integrated into our educational offerings. Learning any second language is not only about linguistic proficiency but also about understanding the cultural and historical significance of Hawaiian language and culture in Hawai‘i.

Streamlining our general education requirements will not only alleviate the burden on students but also create room in their academic schedules to fulfill Hawaiian and/or Second Language requirements. By revising our general education curriculum, we can fulfill our mission as an indigenous-serving institution by adding Native Hawaiian Place of Learning to our educational framework. This inclusion is essential to honor the cultural heritage and knowledge systems of the Native Hawaiian people and to promote a deeper understanding of Hawaiian culture among our students.

One high-impact practice that sets the University of Hawai‘i apart from other statewide university systems is our focus on place-based learning. By integrating Native Hawaiian epistemology and place-based learning principles into our general education coursework, we can create a distinctive educational experience that fosters a deeper connection to the land, culture, and community of Hawai‘i. Previous proposals introducing place-based learning have received widespread support from faculty across the UH system, highlighting its potential to enrich the educational experience of our students and strengthen our commitment to indigenous knowledge and culture.

In conclusion, I urge you to consider the integration of Hawaiian and/or Second Language requirements and the inclusion of Native Hawaiian Place of Learning in our revised general education policy. By doing so, we can fulfill our responsibilities as an indigenous-serving

institution, honor the cultural heritage of Hawai'i, and provide students with a well-rounded and culturally enriched educational experience.

Thank you for your attention to this matter. I am confident that with your support, we can work towards a more effective and equitable general education policy for the University of Hawai'i System.

Sincerely,  
Nadezna Ortega

## Public Testimony Form - University of Hawaii Board of Regents

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Your Name (required) \*

Mark Ombrello

Your Organization (optional)

Kauai Community College

Your e-mail address (in case we need to reach you) \*

ombrello@hawaii.edu

Board of Regents Agenda Item (required) \*

SS - IV.A. General Education Update

Your Position (required) \*

Comments Only

Your Testimony/Comments

Dear Board of Regents,  
Please let UH faculty determine the trajectory of Gen Ed.  
We can do it!  
Thank you.  
Mark Ombrello

Your Testimony (pdf or word)

No file attached