

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

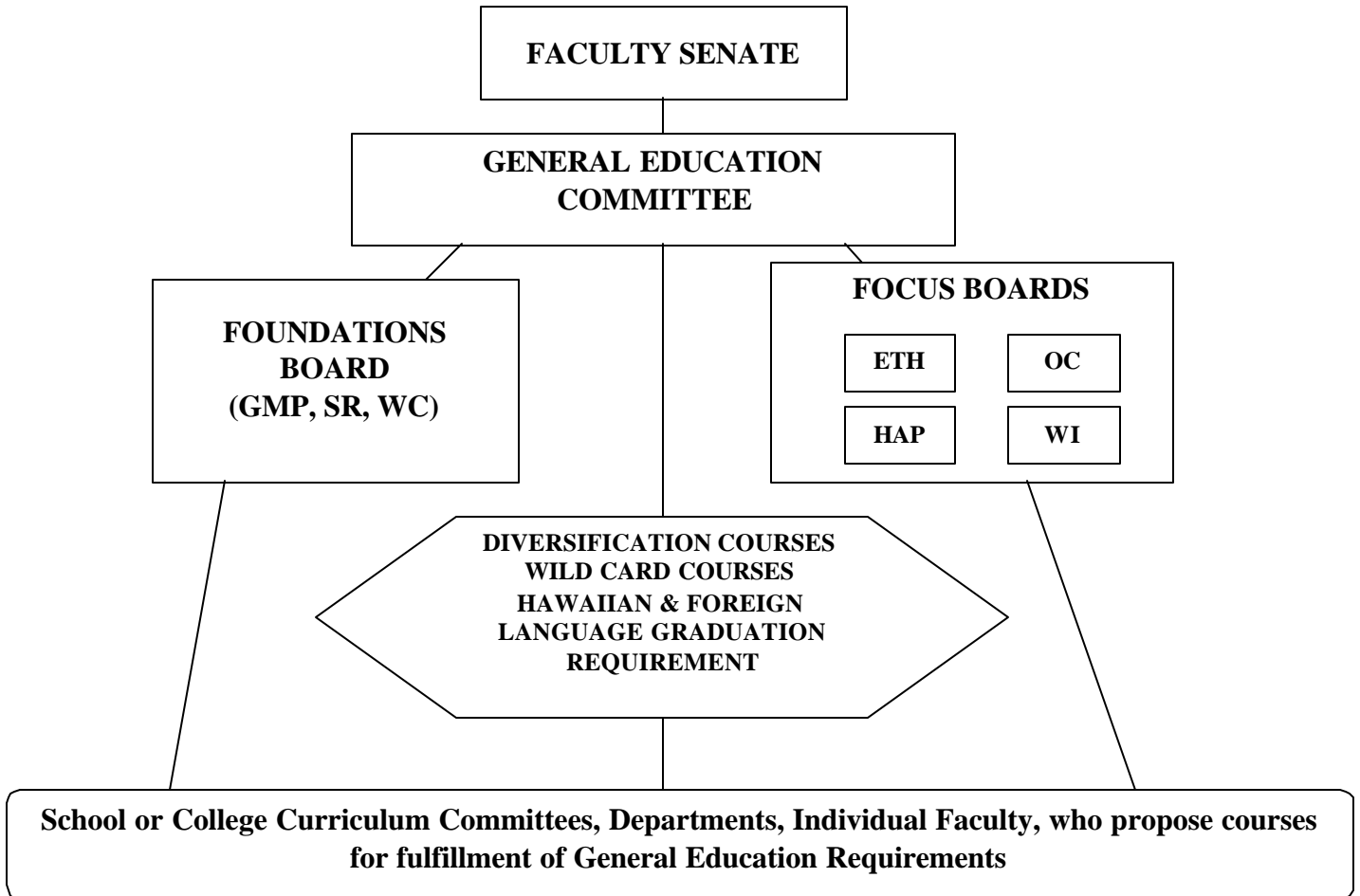
Approved by University of Hawai‘i at Mānoa Faculty Senate, 12/6/2000

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

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FIGURE 1
Structure of General Education at Mānoa



Faculty Governance of General Education

I. GENERAL EDUCATION COMMITTEE

The General Education Committee (GEC) is a Standing Committee of the UHM Faculty Senate that will develop policies and procedures for implementing and monitoring General Education at UHM, and undertake regular assessment of its educational effectiveness. The GEC and faculty Boards will include faculty from diverse backgrounds, and undergraduate student representatives appointed by student government.

Personnel: The GEC will be composed of nine (9) members, eight of whom will be recommended by the Committee on Faculty Service and appointed by the Mānoa Faculty Senate; the ninth will be a student member appointed by the Associated Students of University of Hawai'i. Two Senators will be appointed for two years, with staggered terms. They will be the Chair and Vice-chair of the committee, with the first Chair to serve initially for only one year. In general, the Vice-chair is expected to become the chair in the second year. The student member will serve for one year. The other six members will serve three years, initially staggered two each for one, two, and three years, in order to provide continuity from year to year.

Members of the GEC will serve their terms from July 1 through June 30 of each academic year, with the first GEC members to serve longer, from their initial appointment until June 30 of the appropriate year for their term of service. The members of the GEC will be drawn from as broad a representation of the entire Mānoa community as possible. The General Education Committee will select members as non-voting liaisons to each of the Boards. These liaisons will not be viewed as representatives of those Boards.

Members of the GEC will not be representatives of any one constituency at the University of Hawaii, neither acting on behalf of any interest group nor serving any particular disciplinary allegiance. Rather, they should regard their duties as broadly representative of the general education community as a whole.

The nine voting members will be as follows:

1. Chair, Senator
2. Vice-chair, Senator
3. liaison to the Foundations Board
4. liaison to the Contemporary Ethical Issues (ETH) Board
5. liaison to the Hawaiian, Asian, and Pacific (HAP) Board
6. liaison to the Oral Communications (OC) Board
7. liaison to the Writing Intensive (WI) Board
8. liaison from Advising (a Faculty Specialist advisor)
9. student member, appointed by ASUH

Ex officio, non-voting for logistical and administrative support and advice:

10. Dean of Undergraduate Affairs
11. Director of Admissions and Records

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Duties: The main task of the GEC will be to oversee the development of the general education curriculum through evaluation and assessment. This entails the following duties:

- 1) evaluating and approving courses that meet the hallmarks, guidelines, and other criteria, of Foundations and Focus courses, as recommended by the Boards;
- 2) deleting courses that no longer meet such criteria, following recommendations by the Boards;
- 3) encouraging the creation of new course proposals and ensuring that adequate courses are offered for students to meet requirements in a timely fashion;
- 4) assessing the general education program through periodic review of learning outcomes;
- 5) determining transferability and assignment of credit for courses from other parts of the UH system, through communication and liaison with other campuses, the Community Colleges, and system-wide committees such as the University Committee on Articulation; and
- 6) coordinating the actions and policies of the GEC with the various UHM colleges and their own curriculum committees.

Evaluation and approval of courses: The individual Boards will handle the evaluation of courses in their areas (Foundations, CEI, HAP, OC, WI, as described in Sections II and III). In the special purview of the GEC will be the approval of new and existing courses recommended by these Boards. In addition, the GEC will review and approve the Diversification courses and the procedures for satisfying the language requirement, and oversee the Wild Card option. The GEC will develop standardized procedures for approval and review of recommended courses.

In seeking exemption for their undergraduates from the Hawaiian or second language graduation requirement, individual colleges and schools at Mānoa should consult with the GEC for review and recommendations.

Assessment: The GEC will evaluate the General Education Requirements on a periodic basis to ensure that student needs are being met. A recommended outline of procedures is presented in Appendix A.

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II. FOUNDATIONS BOARD

The Foundations Board will include representative faculty with teaching experience in at least one of the three specified areas known as the Foundations Requirement (Global and Multicultural Perspectives—GMP, Symbolic Reasoning—SR, and Written Communication—WC), as well as three other faculty representing a broad background on undergraduate education. An additional voting member will represent First Year at Mānoa. This Board will work with individual faculty as well as the Learning Communities and Freshman Experience committees to foster the aims and goals of the Foundations Requirement.

Personnel: Seven members of the Foundations Board will be recommended by the Committee on Faculty Service and appointed by the Faculty Senate. An eighth non-voting member will be assigned as liaison from the General Education Committee. Members will serve three years, with staggered terms for representative areas of undergraduate education. Terms will start from July 1 and continue to June 30 of each academic year, with the first Board members to serve longer, from their initial appointment until June 30 of the appropriate year for their term of service. No member may serve more than four consecutive years. The membership of the Foundations Board is structured in the following way:

- One member who will represent the First Year at Mānoa board that operates the learning communities, chosen and sent by the First Year at Mānoa board;
- One member with special responsibility for Global and Multicultural Perspectives (GMP);
- One member with special responsibility for Symbolic Reasoning (SR);
- One member with special responsibility for Written Communication (WC);
- Three members who will each take a broad perspective and represent the full range of undergraduate education at Mānoa;
- One member who will act as liaison to the GEC (non-voting).

The Foundations Board will elect its own chair.

Duties: The specific duties of the Foundations Board will be to:

- 1) develop the hallmarks, guidelines, and other criteria for the acceptability, continuation, or deletion of courses in the three areas (GMP, SR, and WC);
- 2) develop procedures, forms, and templates for submitting courses to be recommended for the three areas;
- 3) evaluate and recommend courses to receive the GMP, SR, and WC designations;
- 4) foster the creation of new courses and in particular linked courses and learning communities, through such activities as workshops or colloquia;
- 5) assist the GEC in maintaining a liaison with the UH system (other campuses and the Community Colleges) regarding articulation, transferability and assignment of credit for courses in the Foundations areas;
- 6) convene regular advisory discussion meetings with the faculty who teach, or want to teach, in these areas, in order to ensure that voices of expertise are heard and encourage innovation;
- 7) conduct on-going evaluation of courses and instruction in the Foundation areas through periodic review; and
- 8) guide policy development by reevaluating implementation of the criteria and their effectiveness.

Evaluation: Recommended procedures for evaluation of new course proposals and continuing review of courses and of the Foundations program are outlined in Appendix A.

III. FOCUS BOARDS

- A. CONTEMPORARY ETHICAL ISSUES BOARD (ETH)**
- B. HAWAIIAN, ASIAN AND PACIFIC BOARD (HAP)**
- C. ORAL COMMUNICATION BOARD (OC)**

Focus Boards: The Focus Boards, including the Writing Intensive Board described in the next section D (ETH, HAP, OC, and WI), will oversee the process of approval and evaluation of courses intended to fulfill the specific requirements of each area of General Education.

Personnel: Five members of each Focus Board will be recommended by the Committee on Faculty Service and appointed by the Faculty Senate. A sixth non-voting member will be assigned as liaison from the General Education Committee. They will serve three years, with staggered terms. Terms will start July 1 and continue to June 30 of each academic year, with the first Board members to serve longer, from their initial appointment until June 30 of the appropriate year for their term of service. No member may serve more than four consecutive years. Each board will elect its own chair. The membership of the Focus Boards will be structured in the following way:

Five members who will represent a broad constituency, selected and appointed according to the following guidelines to be employed by the Committee on Faculty Service;
One member (non-voting) of each of these boards will act as liaison to the GEC.

Guidelines for selection of members: The members of the Focus Boards will be recommended and appointed according to the following criteria:

- a) No more than one member will be from any one department, with a range of colleges and schools represented as much as possible;
- b) At least one member will have experience teaching in a Focus area;
- c) At least one member will not teach in the area, but have an interest in the development of such courses as a foundation for other university coursework;
- d) Departments that teach heavily in that field will be represented.

Duties: The general duties of these boards will be to:

- 1) develop the hallmarks, guidelines, and other criteria for the acceptability, continuation, or deletion of courses in the three areas, in an on-going dialogue with its constituents (students and faculty);
- 2) develop procedures, forms, and templates for submitting courses to be recommended for the ETH, HAP, and OC areas;
- 3) evaluate and recommend courses that receive their designation;
- 4) foster the creation of new courses through sponsoring forums and encouraging interdisciplinary efforts to ensure availability and diversity of courses that meet the requirement;
- 5) assist the GEC in maintaining a liaison with the UH system (other campuses and the Community Colleges) regarding transferability, articulation, and assignment of credit for courses in the Focus areas;
- 6) conduct on-going evaluation of courses and instruction through periodic review, as deemed necessary by the Boards and the GEC; and
- 7) guide policy development by reevaluating implementation of the focus areas and their effectiveness.

Evaluation: Recommended procedures for evaluation of new course proposals and continuing review of courses are outlined in Appendix A.

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D. WRITING INTENSIVE BOARD (WI)

The Writing Intensive Board will be one of four Focus Boards; the Mānoa Writing Program (MWP) was initially chartered by the Board of Regents in 1987, and will oversee the Writing Intensive (WI) course requirement (5 courses). All Focus Boards will oversee the process of approval and evaluation of courses intended to fulfill the specific requirements of each area of General Education. However, as the Writing Intensive Board, functioning under the MWP, already exists and has more course requirements, it is constituted with 10 members, as well as a liaison to the GEC. The Faculty Senate thus acknowledges and incorporates the existing charter of the MWP Writing Intensive Board in the Governance of General Education Requirements.

Personnel: The Writing Intensive Board will consist of ten members recommended by the Committee on Faculty Service and the advice of the Director of Mānoa Writing Program. These members will then be appointed by the Faculty Senate. An eleventh non-voting member will be assigned as liaison from the General Education Committee. They will serve three years, with staggered terms. Terms will start July 1 and continue to June 30 of each academic year, with the first Board members to serve longer, from their initial appointment until June 30 of the appropriate year for their term of service. The Director of the Mānoa Writing Program will be the Chair of the Board. No appointed member may serve more than four consecutive years. The membership of the Writing Intensive Board will be structured in the following way:

- Four faculty representatives, one from each of the four Colleges of Arts & Sciences;
- Two faculty who will represent each of two different professional schools;
- One representative from the Arts & Sciences Student Academic Services;
- The Director of Composition (English department) (*ex officio*);
- The Director of the English Language Institute (Second Language Studies department) (*ex officio*);
- The Director of Mānoa Writing Program (*ex officio, Chair*).
- One member who will act as liaison to the GEC (non-voting);

Guidelines for selection of members: The members of the WI Board will be recommended and appointed according to the following criteria:

- a) No more than one member shall be appointed from any one department;
- b) The aim will be to maintain a broad range of representation from colleges and professional schools;
- c) All members, or at least a majority, will have experience teaching WI;
- d) Departments that teach heavily in the field will be represented.

Duties: The general duties of this board will be:

- 1) review and refine the hallmarks, guidelines, and other criteria for the acceptability, continuation, or deletion of courses deemed Writing Intensive, in an on-going dialogue with its constituents (students and faculty);
- 2) oversee procedures, forms, and templates for submitting courses to be recommended for the WI area;
- 3) evaluate and recommend courses that receive their designation;
- 4) foster the creation of new courses through sponsoring forums and encouraging interdisciplinary efforts to ensure availability and diversity of courses that meet the requirement;
- 5) assist the GEC in maintaining a liaison with the UH system (other campuses and the Community Colleges) regarding articulation, transferability and assignment of credit for transfer courses in the WI area;

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- 6) conduct on-going evaluation of courses and instruction through periodic review, as deemed necessary by the Board and the GEC; and
- 7) guide policy development by reevaluating implementation of the focus area and its effectiveness.

Evaluation: Recommended procedures for evaluation of new course proposals and continuing review of courses are outlined in Appendix A.