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Notice of Meeting UNIVERSITY OF HAWAI'I

BOARD OF REGENTS COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS

Members: Regents Wilson (Chair), Acopan (Vice-Chair), Acoba, Bal, and Haning

Date: Thursday, October 7, 2021

Time: 8:30 a.m.

Place: Virtual Meeting

In light of the evolving COVID-19 situation, protecting the health and welfare of the community is of utmost concern. As such, this will be a virtual meeting and written testimony and oral testimony will be accepted in lieu of in-person testimony. Meetings may be monitored remotely via the livestream pilot project. See the Board of Regents website for information on accessing the livestream: www.hawaii.edu/bor. Mahalo for your consideration.

AGENDA

- I. Call Meeting to Order
- II. Approval of Minutes of the June 2, 2021 Meeting
- III. Public Comment Period for Agenda Items:

All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. Written testimony may be submitted via the board's website through the testimony link provided on the [Meeting Agendas, Minutes and Materials](#) page. Testimony may also be submitted via email at bor.testimony@hawaii.edu, U.S. mail, or facsimile at (808) 956-5156. All written testimony submitted are public documents. Therefore, any testimony that is submitted for use in the public meeting process is public information and will be posted on the board's website.

Those wishing to provide oral testimony for the virtual meeting may register [here](#). Given constraints with the online format of our meetings, individuals wishing to orally testify must register no later than 7:00 a.m. on the day of the meeting in order to be accommodated. It is highly recommended that written testimony be submitted in addition to registering to provide oral testimony. Oral testimony will be limited to three (3) minutes per testifier.

IV. Agenda Items

- A. Update on WASC Accreditation
 1. Overview of Accreditation, Roles and Responsibilities of a Board, and Considerations for Accreditation within a University System
 2. Campus Updates

B. Committee Work Plan

C. General Education Redesign Update

V. Adjournment

DISCLAIMER – THE FOLLOWING ARE DRAFT MINUTES AND ARE SUBJECT TO FURTHER REVIEW AND CHANGE UPON APPROVAL BY THE COMMITTEE

MINUTES

**BOARD OF REGENTS COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS
MEETING**

JUNE 2, 2021

Note: On January 30, 2020, the World Health Organization declared the outbreak of COVID-19 a public health emergency of international concern, subsequently declaring it a pandemic on March 11, 2020. On March 16, 2020, Governor David Y. Ige issued a supplementary proclamation that temporarily suspended Chapter 92, Hawai'i Revised Statutes, relating to public meetings and records, "to the extent necessary to enable boards to conduct business in person or through remote technology without holding meetings open to the public."

I. CALL TO ORDER

Chair Ernest Wilson called the meeting to order at 12:02 p.m. on Wednesday, June 2, 2021. The meeting was conducted virtually with regents participating from various locations.

Committee members in attendance: Chair Ernest Wilson; Vice-Chair Kelli Acopan; Regent Eugene Bal; and Regent Robert Westerman.

Committee members excused: Regent Wayne Higaki.

Others in attendance: Board Chair Benjamin Kudo; Regent Simeon Acoba; Regent Randy Moore (ex officio committee members); President David Lassner; Vice President (VP) for Legal Affairs/University General Counsel Carrie Okinaga; VP for Research and Innovation Vassilis Syrmos; VP for Information Technology/Chief Information Officer Garret Yoshimi; UH-Mānoa (UHM) Provost Michael Bruno; UH-Hilo Chancellor Bonnie Irwin; UH-West O'ahu (UHWO) Chancellor Maenette Benham; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

II. APPROVAL OF MINUTES

Regent Westerman moved to approve the minutes of the March 3, 2021, committee meeting, seconded by Regent Bal, and noting the excused absence of Regent Higaki, the motion carried, with all members present voting in the affirmative.

III. PUBLIC COMMENT PERIOD

Board Secretary Oishi announced that the Board Office did not receive any written testimony and that no individuals signed up to provide oral testimony.

IV. AGENDA ITEMS

A. Academic Program Actions Report for 2019-2021

Debora Halbert, Associate Vice President (AVP) for Academic Programs and Policy, explained that the academic program actions report, which covers new programs created, provisional programs and their transition to established status, program terminations, and stop-outs, is normally provided to the committee on an annual basis in accordance with Regents Policy (RP) 5.201. However, due to disruptions in the reporting cycle caused by the COVID-19 pandemic, the administration has combined the 2019-2020 and 2020-2021 reports into a single document. She briefly reviewed the current program proposal process and noted that, in academic years 2019 and 2020, there was one new provisional academic program approved by the board; 13 authorizations to plan new academic programs; 5 provisional programs granted established status; 31 extensions of provisional programs; and 31 program terminations. While the impacts of the COVID-19 pandemic have resulted in greater scrutiny and critical evaluation of programs for stop-out or termination and a slowing down of proposals for new programs, most of the provisional programs already in existence are on track for permanent status. A detailed listing of academic program actions taken over the past two years was provided in the meeting materials.

Stating that concerns have been expressed by students regarding the stopping-out or termination of programs, Vice-Chair Acopan requested clarification on the process used to determine whether a program will be terminated or stopped-out and asked where students could be referred to voice their concerns. AVP Halbert replied that decisions about future academic programming including program redesign, collaboration, stop-out, or termination are made at the campus level and usually occur after an annual small program review is conducted by each campus. President Lassner added that, when a decision is made to stop-out or terminate a program, students already in the affected program are afforded the opportunity to complete their course of study.

B. Review and Recommend Board Approval to Change from Provisional to Established Status: Bachelor of Environmental Design (BEnvD) at UHM

Chair Wilson stated that, at the request of the administration, the proposal to change the status of the BEnvD degree at UHM from provisional to established will be taken up at a later date.

C. Progress on Academic Program Planning

President Lassner explained that, while the administration was in the process of developing a multi-year academic plan in order to better align academics with planning for enrollment, facilities planning, and fiscal planning, the experiences of the past year due to the COVID-19 pandemic has demonstrated that this type of long-range planning document would be of little value for the university, its students, or the board. While academic program planning is ongoing, the administration thinks that a more useful approach would be for each academic unit to continue working on their respective academic program plans while remaining cognizant of actions occurring at other units through effective communication and collaboration. Through this process, it is believed

that the university will be able to rapidly tackle fiscal pressures while retaining the ability to quickly adapt programs to meet existing and emerging educational needs, as well as addressing ever-changing educational and workforce situations.

Tammi Oyadomari-Chun, AVP for Academic Affairs for Community Colleges, Chancellor Irwin, Chancellor Benham, and Provost Bruno provided detailed information on academic program planning activities occurring in each of their respective units which included significant engagement of faculty and staff. They stated that while each unit has unique needs and challenges, there are also cross-campus commonalities that provide opportunities for increased efficiency and effectiveness in the delivery of higher education in Hawai'i. It was noted that the goal of these efforts is to position the university for success in meeting Hawai'i's post-pandemic educational and workforce needs through the strengthening of academic programs and support services to increase enrollment and student success while achieving cost-savings that is critical to the financial health of the university. Many of the actions being taken, and recommendations being made, at the unit level involve the creation of campus strategic plans; streamlining programs through program and curriculum revisioning, redesign, and realignment; centralization of administrative operations; cross-campus sharing of course and program delivery; establishing external partnerships; aligning learning outcomes; consolidation of degree programs and concentrations; and an adaptive refocusing of educational efforts on the student learner. Academic program planning processes undertaken will enable the university to continue providing a quality education and contribute to the social and economic well-being of the people of Hawai'i.

Regent Acoba left at 12:30 p.m.

Referencing the amount of federal stimulus funds being received by the university, Regent Moore asked about the extent to which the general university community understands that this is a transitory event and is not a long-term solution for the university's financial stability. Provost Bruno replied that, regardless of the receipt of federal stimulus funds and actions taken to mitigate the impact of legislative reductions to its general fund allocation in the biennium budget, the university will face dramatic and permanent funding reductions in fiscal year 2024 and beyond. It is not anticipated that the State will fill this future gap in funding, which equates to approximately \$30 million per year for UHM. Each of the academic units has been underscoring the fact that difficult decisions will need to be made over the next two years to ensure the financial viability of the university. The university also has two years to demonstrate success in revenue generating activities which may assist in mitigating the impacts of budget cuts, and each unit is striving to improve their performance in this area.

Chair Wilson requested edification on the Education Advisory Board (EAB) and the services they provide to the university. Chancellor Benham replied that EAB Enrollment Services is a third-party vendor used by the university that combines smart recruitment, marketing, and prescriptive analytics with strategic support to help colleges fulfill enrollment goals. UHWO has used their services to focus primarily on traditional students and build its application pool with a wider variety of potential students not only in Hawai'i but also outside of the State. Since it began working with EAB, applications

have soared and UHWO is working diligently to transform those applications into registrations, thereby increasing overall enrollment.

Chair Wilson remarked that he was heartened by the significant engagement of faculty and staff incorporated in the academic program planning processes noting that inclusivity in the decision-making process on the campus level is an important issue that is often raised in discussions on this matter. While there is always room for improvement, he praised the administration for doing an outstanding job on this issue.

Acknowledging that not all stakeholders will be pleased with the direction chosen by each campus or academic unit, Regent Bal asked whether the ultimate responsibility for the decisions regarding changes to academic programs resides in the chancellors or VP for community colleges, or are these decisions being made at an even higher administrative level. President Lassner replied that decision-making responsibility in this area is situational. While decision-making authority has been fully delegated to the chancellors and VP for community colleges on numerous issues affecting their respective campuses, there are some decisions that may have statewide impacts or impacts to programs at other campuses of the university system that may require more discussion at a higher administrative level. He stated that the leadership team currently in place at the university is committed to working together as a system to meet the goals and needs of both the system and state.

Regent Westerman commended the chancellors, VP for community colleges, and the entire university administration for their work on this issue stating that the collaborative work among campus and unit leadership to improve the entire university system was evident. He opined that the university was fortunate to have the administrative team currently in place. Although not everyone will be satisfied with some of the decisions made, he believed that difficult times requires the making of difficult decisions and that the administration was up to this task. Chancellor Benham and Chancellor Irwin thanked Regent Westerman but also stressed that this was a collective effort and recognized the work of faculty, staff, students, the university system, and community stakeholders in this endeavor.

D. General Education (Gen Ed) Redesign Update

AVP Halbert provided an update on the systemwide Gen Ed redesign initiative to address concerns with dated content and program structure and governance, as well as transfer and articulation challenges between campuses. She stated that President Lassner initiated a month-long Summer 2021 Gen Ed Institute (Summer Institute) that was tasked with examining and revamping the Gen Ed curriculum at the university and spoke about both the aspirational and operational guiding principles being used throughout the redesign process. It was noted that membership of the Summer Institute's Gen Ed Curriculum Design Team was recruited and selected through faculty and student governance groups and includes 14 faculty members and three undergraduate students representing a broad spectrum of disciplines on all ten campuses of the university system.

Dr. Christine Beaulé, Director of the Gen Ed Program at UHM, provided an overview of the process, plans, and timelines being used by the Summer Institute in its efforts to redesign the Gen Ed curriculum. She also highlighted a number of goals of the Summer Institute including the identification of a proposed curricular model; selection of key competencies for all students, at both the 2 and 4-year levels; development of definitions, hallmarks, and student learning outcomes for these competencies; and creation of a more simplified core curriculum that clearly demonstrates the value of the chosen competencies and reduces the existing bureaucracy of the Gen Ed core curriculum. Several Gen Ed curricular models used at other institutions of higher education that employ a multi-faceted approach to satisfying Gen Ed core curriculum requirements were discussed. Once the work of the Summer Institute is completed, the administration will be pursuing consultation on the proposed academic changes throughout the 2021-2022 academic year and thereafter will seek board approval to initiate the proposed changes. Implementation of a new Gen Ed curriculum, if approved, will take place over a period of approximately three years and include curriculum-building and the development of a governance structure to ensure that a Gen Ed committee or board exists on faculty governance boards at every campus. Time must also be allotted for the transition to the new curriculum requirements. Additionally, consideration may need to be given to amendments RP 5.201 to accommodate the redesign of the Gen Ed curriculum.

President Lassner commented that the efforts to redesign the Gen Ed curriculum were received with initial enthusiasm by faculty leadership across the university system but concerns have been raised regarding the consultative process once a proposal is finalized for discussion. This will also require a careful review of RP 5.201 since, for over two decades, Gen Ed has been considered a campus matter subject under this policy and subject to board approval. With the increase in importance of transfer and systemwide collaboration, the new project is based on a new systemwide approach to establishing Gen Ed core curriculum requirements.

E. Committee Annual Review

Chair Wilson referenced the committee annual review matrix provided in the materials packet and asked for comments from committee members. Hearing none, he stated that, although the committee did not hold as many meetings as some of the other board committees over the past academic year due to the COVID-19 pandemic, it still continued to work in overseeing the university's academic programming to ensure that student needs were met. Institutes of higher education across the nation have been evolving over the past year because of the COVID-19 pandemic and the university, like its peer institutions, will need to focus on academic programming changes to continue meeting its core mission. He also thanked the members of the committee, board staff, and the administration for all of their work over the past year.

V. ADJOURNMENT

There being no further business, Regent Bal moved to adjourn, seconded by Regent Westerman, and noting the excused absence of Regent Higaki, and with all members present voting in the affirmative, the meeting was adjourned at 1:16 p.m.

Respectfully Submitted,

Kendra T. Oishi
Executive Administrator and Secretary
of the Board of Regents

WASC

Senior College and
University Commission

University of Hawai'i Board of Regents

WSCUC President Jamienne S. Studley

October 7, 2021

Context for Accreditation

- Institutional Diversity & Responsibility
- Federal Recognition of Accrediting Agencies
- Triad of Federal, State & Accreditation Actors
 - Peer Review Model

Characteristics of WSCUC Accreditation

- Recognition of quality & respect for mission
- Evidence based with focus on self-awareness and improvement
- Accreditation of entire institution
- “What, not how” approach
- Meaning, quality and integrity of the degree
- Transparency
- Peer review and learning across institutions
- Responsive, reasonable & flexible

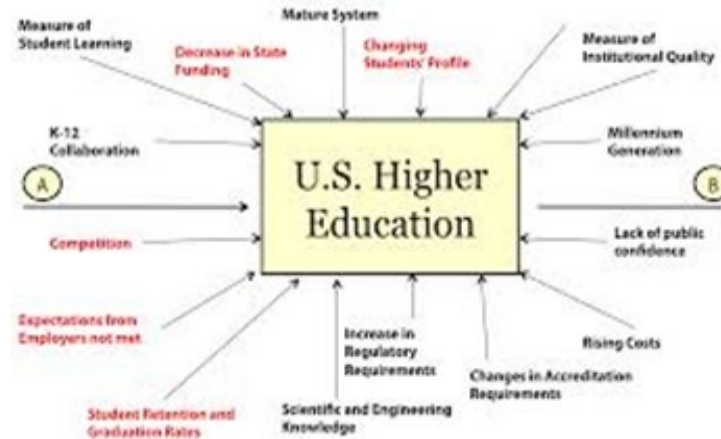
WSCUC Standards

1. Defining Institutional Purposes and Ensuring Educational Objectives
2. Achieving Educational Objectives Through Core Functions
3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability
4. Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement


Changing Accreditation Landscape

- Inputs and process *shifts to* focus on action and outcomes
- Evidence & results for universities & reviewers
 - Key Indicators Dashboard (KID)
- Regional to national scope transition
- Evolving institutional systems
- New education providers & business arrangements

Forces and Influences on Higher Education's Topography



Realities & Challenges

- Value of higher education under examination
- Equity & inclusion, systemic change
- Common standards, infinite variations
- How we learn: experiential, transfer, distance/on -line, microcredentials... 
- Affordability, debt, ROI & public good
- Career development. Employer expectations. Work -embedded learning
- Respective roles of institutions, faculty, state and federal actors, students and other stakeholders

View from the Top

- Incorporate evidence of meaningful outcomes into inquiry & planning
- Lead with student -focused priorities, focus on trends & improvement
- Align institutional planning & accreditation self -assessment and
- Encourage connections across functions
- Promote public understanding of higher education's tangible & intangible contributions

WASC

Senior College and
University Commission

We look forward to continuing to work with UH
in service of student success & a flourishing Hawai'i.

Thank you!

Item IV.A.2

Update on WASC Accreditation:
Campus Updates

**NO MATERIALS
ORAL REPORT**

Committee on Academic and Student Affairs
 Work Plan for the 2021-2022 Academic Year

	Committee duties per bylaws	2021-2022 Committee Goals and Objectives	Projected Timeline			
			1 st Q Jul-Sept	2 nd Q Oct-Dec	3 rd Q Jan-Mar	4 th Q Apr-Jun
1	Review the academic mission and strategic direction of the system and its major units.	Review the strategic direction and supporting academic mission in the context of Repositioning UH for FY22 and Beyond (~Nov BOR meeting)		X		
2	Periodically review to what extent programs support the mission and strategic direction of the University.	Update on Administration's efforts in addressing current and future high demand critical workforce needs				X
		Small Program Report			X	
		Update on Hawai'i P-20 Initiatives			X	
3	Monitor the quality and effectiveness of educational programs.	Update on WASC Accreditation (~10/7/21)		X		
		General Education Redesign Update (~10/7/21)		X		
		Reporting Faculty Workload Assignments			X	
		Student Caucus Report				X
4	Develop and maintain policies governing academic and student affairs.	Review policies governing academic and student affairs and recommend revisions, additions, or deletions as required			X	
5	Review actions proposed by the President which fall under current board policies and procedures, including requests for exceptions.	Annual Summary of Program Actions and how campuses are using program reviews				X
		New Academic Program Action Requests				X
	<i>Committee Governance</i>	Review and adopt committee work plan (~10/7/21)		X		
		Review committee's work for the year				X



UNIVERSITY
of HAWAII®
SYSTEM

Debora J. Halbert
Associate Vice President for Academic Programs and Policy


UNIVERSITY OF HAWAII
BOARD OF REGENTS


'21 SEP 29 A8:15

September 27, 2021

MEMORANDUM

TO: Ernest Wilson
Chair, Committee on Academic and Student Affairs

VIA: David Lassner
President 

FROM: Debora J. Halbert 
Associate Vice President for Academic Programs and Policy

SUBJECT: General Education Curriculum Redesign

Attached is a progress update on the System-wide redesign of the general education curriculum. This presentation provides an overview of the work done by the General Education Curriculum Design Team over the summer and includes a summary report and proposed consultation timeline. The faculty design team may have additional details to share regarding the proposed curricular model but plans to communicate their full proposal to the faculty senates first. Thus, the update at this time focuses primarily on the work that has been completed and the proposed timeline for consultation. The draft proposal will be forwarded to the Board of Regents at the earliest possible time.

The attached report will be presented to the BOR Academic and Student Affairs Committee at the October 7, 2021, meeting by Professor Christine Beaulé (UH Manoa), Professor Celia Bardwell-Jones (UH Hilo), Professor Ryan Girard (Kaua'i Community College) and I. We will be available to answer any questions the Regents may have. Thank you for your consideration of this report.

Attachment

Sinclair Annex 1, Room 5
1633 Bachman Place
Honolulu, Hawai'i 96822
Telephone: (808) 956-9404
Fax: (808) 956-6976

An Equal Opportunity/Affirmative Action Institution

**General Education Design Team Summary
Presented to the ACCFSC
August 27, 2021**

Design Team Members:

Nani Azman, UH Maui College
Celia Bardwell-Jones, UH Hilo
Shana Brown, UH Mānoa
Michael Cawdery, Leeward CC
Sam Giordanengo, Hawai'i CC
Ryan Girard, Kaua'i CC
ku'ualoha ho'omanawanui, UH Mānoa
Rene Hutchins, Student Representative
Kara Kam-Kalani, Honolulu CC

Kristin Kumashiro, UH Mānoa
Nicolas Logue, Windward CC
Mike Menchaca, UH Mānoa
Amy McKee, UH Mānoa
Kealohilani Leleo, Student Representative
Leslie Opulauoho, UH West O'ahu
Marc Rollon, Student Representative
Anthony Silva, Kapi'olani CC

The following document presents a brief overview of the General Education Design Team's current status in developing a UH System-wide General Education Proposal. The document expresses two integrated branches of reflections from our team. *The Guiding Principles* section articulates the pedagogical values that are represented in the *Place-Based Inquiry Curriculum Model* section. While the document expresses our current thinking in developing a General Education proposal, it should not be viewed as a complete and finished product. The Design team has continued to work beyond the summer institute to create a visionary and practical proposal.

We thank you for the opportunity to update you, the All Campus Council of Faculty Senate Chairs (ACCFSC), on our process and progress as it relates to developing a proposal for a “refresh” of the General Education curriculum at UH.

I. Guiding Principles:

Our Guiding Principles Design Process - At [the summer institute](#), the design team was provided with a significant amount of information regarding General Education. This included information for how general education is currently provided at UH, some ideas and [examples of how general education](#) was provided at other universities, and some ideals and guidelines that the design team should use to orient themselves around developing a “model” general education curriculum. Much of this information was provided by the experts at UH. This included President Lassner's charge to the group that stood as some general expectations as to what the new General Education curriculum would accomplish, including being relevant, efficient, comprehensive it relates to the landscape of General Education at UH and across the nation, as well as all the other topics outlined in the [summer institute schedule of events](#). Generally speaking, these topics align around the current foundations and competencies within general education at UH, including themes like written communication, oral communication, information literacy, quantitative reasoning, etc.

In order to focus our attention and efforts to create a new General Education curriculum amidst the great variety of information provided to the Design Team at the summer institute, we identified five Guiding Principles: we needed a **student-centered** General Education curriculum that is **unified** across the UH System, one which prioritizes **learning** and the achievement of **excellence** and equity, while building individual and institutional capacities for research, critical thought, improvement, communication, and civic engagement. In addition, the group felt very strongly that we should be prepared to deliver this general education curriculum in the context of and service to **Hawai‘i**.

To reiterate, the definition and articulation of the Guiding Principles ensures that our General Education curriculum at UH is grounded in Hawai‘i, values teaching and learning, improves the student experience and increases the roles of our institutions and stakeholders in facilitating achievement and success. We aim to have a General Education curriculum that operates within a unified system to encourage successful student transfer, matriculation, and graduation. To be clear, the intention is to unify while still preserving the autonomy, identity, and decision-making power of each campus. We also felt it essential that we situate the general education curriculum within the context of accountability as it relates to accreditation, national expectations within higher education, and in an effort to hold ourselves accountable to our own values.

The proposed **Guiding Principles for General Education at University of Hawai‘i** include:

The Principle of Hawai‘i - Hawai‘i, the history of Hawai‘i, and Native Hawaiian knowledge and values are situated at the foundation of the General Education curriculum across the University of Hawai‘i System as we acknowledge our responsibility as an Indigenous-Serving Institution.

He ali‘i ka ‘āina; he kauā ke kanaka. *The land is chief; people are its servant.*

The Principle of Learning - A diverse and high-quality liberal education utilizes the expertise of the faculty across all disciplines in conjunction with relevant pedagogies and high-impact educational strategies to prepare our students for the workforce and society.

E lawe i ke a‘o a mālama, a e ‘oi mau ka na‘auao. *One who takes their teachings and applies them increases their knowledge*

The Principle of Students - Our holistic, student-focused approach supports students’ interests by creating experiences that value health and growth within a safe space community as essential aspects of learning, achievement, and success.

‘O ke kahua ma mua, ma hope ke kūkulu. *The foundation first, then the building.*

The Principle of Unity - A single General Education framework across all 10 campuses of the University of Hawai‘i System preserves each campus’s unique identity and

strengths while facilitating the goal of student engagement, learning, achievement, and success.

Pūpūkahi i holomua. *Unite to move forward.*

The Principle of Excellence - Excellence is demonstrated through assessment and evaluation of General Education within a context of accreditation and the alignment to national standards for the purpose of improvement.

Kūlia i ka nu‘u. *Strive for the summit of the mountain; always seek excellence.*

Our Guiding Principles Design Progress - As the Guiding Principles organize our thoughts around what we would like to see in our “refresh” of the General Education curriculum at the University of Hawai‘i, we are hopeful. We have framed them within hopeful considerations, but they also provide direction and purpose. These principles frame our work by making a case for why the UH system should change the direction of General Education over the next several years.

We are working now to ensure principles are comprehensive in terms of the values we have, the work that we do, the expectation we desire, and the responsibilities we must uphold. Currently, we have been working in two different groups. One with the principles that guide our General Education curriculum, and another that is modeling the General Education curriculum. Our process will be done when we bring these two pieces together and put them in clear alignment.

Currently, our process and timeline to completion includes:

- We are completing draft sections of the principles. These sections discuss unique components of the principles. *For example, in the principle of Unity, we have a section focused on explaining how a unified General Education model across all of the 10 campuses eliminates confusion among students about their degree requirements and transfer credits.*
- We are integrating feedback and utilizing a team of editors to organize, format, stylze, and appropriately reference the document.
- We are bringing back the entire design team for a formal review of the Principles draft.
- We are working to integrate the Principles with the “Model” Curriculum.
- The “Full” proposal will be shared with our Advisory group, full Design Team, and select experts who participated in the summer institute for final “draft” review.

II. A Place-Based Inquiry Model of General Education for UH

1. Expectations:

Summer 2021 General Education institute members spent over a month discussing possibilities, complexities, and goals regarding a system-wide General Education Program. Institute members delved deep and with rigor into the literature of the field, examined leading practices in higher education nationally, and here suggest a model that we expect to be further developed by a system-wide faculty team at the implementation stage. This model is developed within our Guiding Principles, and implements the values of an indigenous Hawaiian Place of Learning; that learning and students be prioritized; and that a system-wide General Education program embraces both unity and excellence.

2. Institutional context

Students entering the university may be at varied stages of educational and life experiences. Our programs must respect their accomplishments, talents, and community roles, and offer challenging, scaffolded, and meaningful opportunities to develop skills and knowledge areas. Upon completion of their programs, our certificate and degree holders contribute to our communities as lifelong learners, citizens, creators, innovators, caregivers, and members of our workforce.

General education is a key element of this educational purpose. General education is one way that the university fulfills its responsibility to provide opportunities for students to develop crucial skills and habits of mind. General education also aligns our curricula with accreditation needs and facilitates transfer for students, a crucial function as more students move between UH campuses and across different higher educational systems.

General education at University of Hawai`i has previously been shaped by faculty curriculum design on individual system campuses, and then through a process of coordination, consultation, and system-wide general education committees. Via these processes, the system has reached a significant degree of articulation and consistency, and these goals remain uppermost in any system-wide redesign.

The work of the Summer 2021 General Education Institute has been to offer suggestions for a possible new system-wide General Education structure, keeping in mind the needs of campuses to offer a variety of associates, and bachelors degrees to diverse communities of students.

3. Current model: Diversification

The current system operates via three broad frameworks of student requirements: classes to build skills or competencies like written and oral communication; a scaffolding requirement for students in Bachelor's programs to complete some General Education courses in the upper division, often in the context of the major; and a diversification requirement for students to complete coursework in five major fields of academic knowledge, namely the Arts, Humanities, and Literatures; Social Sciences; and Natural Sciences.

The overlap of these three areas of requirements demonstrates the university's commitment to excellence in General Education throughout terminal associates degrees, transferable associate degrees, and bachelor degree programs, but also presents a formidable array of requirements to undergraduate students seeking to complete degree requirements.

4. Design process

Several excellent models have been put forward by institute members to include competencies into a proposed General Education curriculum. Conversations have been held regarding the strengths of interdisciplinary and more discipline-specific approaches to some skills, particularly communication and quantitative reasoning skills. Discussion has also been held about the importance of UH's opportunity as well as responsibility to support our various campus ILO's and to develop a course for all students that would highlight the history, culture, values, language, and learning traditions of Native Hawaiians. Transfer and articulation issues were discussed.

In addition, three key Gen Ed phases for students have been identified, namely:

- Core and interdisciplinary framing courses that offer high-impact experiences for new students
- A thematic pathway over several years, developed by and within student majors
- An applied, research oriented, or student-directed capstone experience

Finally, four practical values have been identified in designing the general education curriculum, which include:

- Centering Hawaiian Place of Learning in student learning
- Easing the ability for students to transfer (within UH system and non-UH institutions)
- Ensuring that equity is represented to promote student access to higher education
- Maintaining flexibility in order for individual campuses to determine their own place-based approaches in implementation

The proposed structure in this document takes these discussions into account and integrates several features, including the three Gen Ed phases and the practical values in designing the general education curriculum.

5. Proposed Structure:¹

The General Education team has proposed a system-wide set of requirements based on competencies or desired skills manifested in student learning. The competencies-based structure does not use diversification coding, but rather relies on defined student learning outcomes that can better support interdisciplinary teaching.

Over the month of July, institute participants heard expert presentations on, and discussed in depth the competencies that are required by accreditors, recommended by peer institutions, and

¹ Competencies and capacities are used interchangeably. In our discussions, capacities express a more holistic strength-based and growth-centered understanding of the essential skills to foster student learning. Competencies implies a compliance understanding of these essential skills. We may change the language in the proposal.

identified as important to our communities. The team has identified the following competencies or areas of skills, literacies, and knowledge-bases. The team has further discussed how to ensure appropriate scaffolding of specific capacities during the length of a degree program, and integrated with the major as appropriate.

Rather than divide these into “skills” that can be taught in an interdisciplinary way, and “diversification” areas that largely cannot, the institute proposes that we regard the following as a set of competencies and areas of understanding that can be incorporated into interdisciplinary teaching and learning, particularly at the foundational or lower-division level.

Quantitative Reasoning	Oral Communication	Written Communication
Hawaiian Place of Learning	Intercultural & Global Awareness	Sustainability
Asia/Pacific	Hawaiian Language	Second Language
Arts, Humanities, and Literatures reasoning and literacy	Social Science reasoning and literacy	Natural Science reasoning and literacy
Ethical Reasoning	Teamwork	Creative Expression
Critical Thinking	Data Literacy	Digital & Information Literacy
Applied Learning / Cornerstone / Capstone		Civic & Community Engagement

General Education Redesign Update



BOR Committee on Academic and Student Affairs
October 7, 2021

Overview

- Progress Update
- Report from Design Team
- Timeline for Consultation



Progress - Summer Institute Report

Full Summer Institute Schedule

- Daily Schedule and Institute topics are on the VPAS website [here](#).
- Includes daily blogs and summary notes of the presentations and proceedings.
- Team members met daily throughout the month.

General Education Presidential Charge (Guardrails for New Design)

The task of redesigning UH's General Education Curriculum will occur within a network of already existing guidelines, including the ILOs for each institution, and accreditation standards. When charging a faculty group to the redesign principle, the President established some guardrails to focus the work:



01

To make the general education curriculum **more efficient** without **diminishing its effectiveness**.



02

To make the curriculum **less bureaucratic** and more easily administered.



03

To design a curriculum that is **intuitive for students**.



04

To design a curriculum that **scaffolds learning**.



05

To focus on what the UH System believes are the **key competencies** necessary for all UH graduates.



06

To emphasize an **interdisciplinary and integrated approach to learning**.



07

To design a curriculum that is oriented towards **21st century knowledge and skills**.

Progress - Current Status of Report

Post-Institute Work

- The ACCFSC was provided with a Summary Report provided on Friday, August 27, 2021.
- [Summary Report](#)
- The team has continued with deliberation and discussion - meeting multiple times weekly during August and September.

Design Team Update

Discussion on Process and Timeline:

Professor Celia Bardwell-Jones (UH Hilo)

Professor Ryan Girard (Kaua'i Community College)

Tentative Consultation Schedule (pt 1)

Design Team Provides Proposal
for Faculty Senate Consultation

Simultaneously, additional
methods of consultation will be
utilized.

Proposal will be revised based
upon feedback for second
round of consultation.



10.19.21

11.1.21

11.1.21

01.30.22

2.28.22



Senates engage constituents for
comments and
recommendations.

Feedback and
recommendations for revisions
will be collected and collated.

Tentative Consultation Schedule (pt 2)

Design Team Provides Revised Proposal for Additional Faculty Senate Consultation

Final vote in faculty senates to be taken.

Ongoing Faculty Development

4.1.22

5.1.22

5.1.21

Summer 2022

2022-2023+

Senates engage constituents for comments and recommendations.

Curricular and Structural Implementation strategy to be developed.