



---

## Testimony on Resolution Reaffirming a systemwide general education curriculum and establishing guiding principles for implementation

1 message

---

**Patsy Fujimoto** <patsyf@hawaii.edu>

Wed, May 14, 2025 at 10:15 AM

To: BOR Testimony <bor.testimony@hawaii.edu>

I am submitting testimony for the above resolution.

Patsy Fujimoto

--

Research Director  
Assistant Professor  
Department of Dental Hygiene  
University of Hawaii Manoa  
School of Nursing and Dental Hygiene  
[2445 Campus Road](#)  
[Honolulu Hawaii 96822](#)



**MAY 2025 REGENTS TESTIMONY ON GEN ED.docx**

14K

## Testimony for the May 15, 2025 Board of Regents Meeting

Dear Regents,

As the chair of the Manoa Faculty Senate Committee on Academic Policy and Planning (CAPP) for the past academic year and the vice chair of CAPP for the previous four years, I want to support the testimony of my colleague Dr. Ashley Maynard. Dr. Maynard was the past chair of CAPP and together we have worked on the General Education issue from its beginning in 2021.

Over the past year, CAPP and the GEC met with many diverse groups of faculty and groups that represent academic departments, colleges and faculty senates. This is a continuation of previous efforts to meet with faculty for their input. It was also the collaboration of CAPP, the GEC (General Education Committee of the MFS) and the GEO (General Education Office) that allowed work to flow and compromise on issues to be reached. This culminated in the MFS resolution from CAPP and the GEC with the recommendation for the revision of Gen Ed. The time and effort put into this issue underscores the seriousness and purpose with which we viewed Gen Ed. What was the purpose? To give our students the best academic experience and education possible. That purpose was always top of mind in our thought processes and activities.

Like Dr. Maynard I would welcome data on the shortcomings of Gen Ed and articulation. In my profession and in my academic career I believe in data. Such data would go a long way to solving the perceived or real problems with our systems.

I strongly believe that curriculum is the purview and responsibility of the faculty. We create curriculum and we teach our students. The solutions to Gen Ed transfer need to come from those who are intimately involved in the education of our students. I recognize that there is diversity within the University system and also understand we are also part of an academic system. I would welcome collaboration especially with the University administration. I have seen that only with sincere collaboration and united effort can any sort of solution be reached. I know collaboration works-it worked well for us this year.

Thank you for your time and consideration.

Patsy Fujimoto DDS  
Research Director/Assistant Professor  
Department of Dental Hygiene  
University of Hawaii Manoa

*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)

---

Jonathan Osorio

Your Organization (optional)

---

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

---

osorio@hawaii.edu

Board of Regents Agenda Item (required)

---

V.B. Resolution Reaffirming A Systemwide General Education Curriculum and Establishing Guiding Principles for Implementation

Your Position (required)

---

Support

Your Testimony/Comments

---

Your Testimony (pdf or word)

---

[Testimony ot BOR on General Education.pdf](#)

Submission Date

---

May 14, 2025 at 2:43 PM



UNIVERSITY  
of HAWAII®  
MĀNOA

Hawai'i inuiākea School of Hawaiian Knowledge  
Office of the Dean

May 14, 2025

To: University of Hawai'i Board of Regents

Fr Jonathan K Osorio, Dean, Hawai'i inuiākea School of Hawaiian Knowledge

*Jonathan K Osorio*

Re: Testimony on Resolution 25-01 on a System Wide General Education System

Aloha Chair Lee, Vice Chairs Tochiki and Loo, and members of the University of Hawai'i Board of Regents

I would like to speak to the Board's proposed resolution No 25-01 that enunciates guiding principles for implementing a system wide General Education system. I was virtually present at the Board's Committee on Student Success meeting on May 1 where your committee received an update on General Education. Hawai'i inuiākea has had a faculty committee commissioned by our School Senate, the 'Aha Kuhina, working with the system wide General Education re-design team since the Fall 2021 semester. This committee and I have logged more than 120 hours of meeting time since then responding to two drafts of the redesign teams, and consequently working with the Mānoa Faculty Senate when the redesign failed to obtain consensus around the system.

Remodeling a general education curriculum is as difficult as it is necessary. And modernizing general education is necessary to align with our University's strategic plan and to meet unequivocal recommendations in the WASC Accreditation Report. While nothing in this Board's resolution suggests that it is usurping the system's various faculty senates' kuleana for curriculum change that will affect the enrollment choices of thousands of students, we understand how difficult it is to obtain even a majority vote in a faculty senate for a program change that will affect the status quo and the departments and colleges that have a vested interest in avoiding change.

That is why the Manoa Faculty Senate vote in March to advance two proposals, a Foundations Course in Hawaiian Knowledge and a focus requirement in Sustainability was such a momentous accomplishment and really demonstrates our faculty's awareness of our students' needs and of Hawai'i's unique and precious place in this suddenly unpredictable and anxious world. Hawai'i inuiākea has strongly supported both proposed changes and not only because there are Hawaiian Studies and Hawaiian Languages across the system fully articulated with Mānoa that could meet an FH requirement but because we want other disciplines to develop courses, research and faculty lines that center Hawai'i's history, language, culture, society, economy and future in their work and scholarship.

When asked to contribute a draft set of hallmarks and student learning outcomes for the purpose of discussion for the Mānoa Faculty Senate, we were happy to do that knowing that this was just the beginning of a process that would certainly involve our School's faculty and many others in the community colleges and the four year campuses in our system.

We want to believe that your resolution will facilitate this change throughout the UH system and of course we believe that our faculty at Mānoa can and should be the agents of that change as we have

2540 Maile Way, Spalding 454 Honolulu, Hawai'i 96822  
Telephone: (808) 956-0980 Fax: (808) 956-0411  
An Equal Opportunity/Affirmative Action Institution

set the goal of our campus to become a Native Hawaiian Place of Learning. As you consider and pass this or an amended version of this resolution, please consider us available and ready to assist in bringing about a fully vetted and supported General Education proposal to the board by this time next year.



---

## Stephenson testimony to BOR on General Education resolution May 15, 2025

1 message

---

**Carolyn M Stephenson** <cstephen@hawaii.edu>  
To: bor.testimony@hawaii.edu

Wed, May 14, 2025 at 7:54 PM

Please see attached for opposition to proposed resolution.



---

**Stephenson Testimony to UH BOR May 15, 2025 on GenEd resolution.docx**

17K

Testimony to UH Board of Regents on resolution  
“Affirming a Systemwide General Education Curriculum and  
Establishment of Guiding Principles for Implementation”  
For BOR meeting May 15, 2025.

From Dr. Carolyn Stephenson  
UH Manoa faculty member, Political Science, and member Senate Executive Committee  
[cstephen@hawaii.edu](mailto:cstephen@hawaii.edu)

Thank you for your interest in General Education. I strongly urge that the Board not pass this resolution. If you insist on such a resolution, then I have attached changes that might improve it.

The UH Board of Regents is being asked to approve a resolution “Affirming a Systemwide General Education Curriculum and Establishment of Guiding Principles for Implementation” at their meeting May 15, 2025, but there are enormous problems with the resolution. There are serious inaccuracies in paragraphs 2 and 3 of the resolution which purport to summarize RP 5.213, EP 5.209, and RP 5.214.

If the Board is to adopt this resolution, it is at least important that RP 5.213 be quoted accurately in the second WHEREAS which, if directly quoted, says that “each campus” determines General Education. Thus I suggest that the language in the second WHEREAS be quoted directly from RP 5.213 and include the words “each campus.”

The third WHEREAS paragraph, referring to EP 5.209, entitled UH System Student Transfer and Inter-Campus Articulation, incorrectly states that EP 5.209 “requires that a shared, fully articulated general education curriculum that spans all campuses within the UH System exists.” (grammar sic). EP 5.209 does not say that. It does say:

“6. Campus Responsibility for Curriculum

Within the provisions of Board of Regents and University executive policies, **each University of Hawai‘i campus has the authority and responsibility to determine its own curriculum**, degree requirements, and related academic policies, and to ensure the integrity of its campus-based credentials. As a result, the curricula of the University of Hawai‘i campuses and colleges are a reflection of the wide variety of available programs of study and the knowledge, skills, interests and educational philosophy of their faculty, staff, and administration.”

It also says:

“9. General Education.

General education is fully articulated across the University of Hawai‘i System. Thus, both focus and foundation general education courses shall transfer seamlessly across the system.”

There is nothing in any of these Regents or System policies that either says that a systemwide general education exists or is required.

**General Education is now determined by campus and coordinated and articulated between campuses. It is not in any way necessary to move the General Education curriculum to a systemwide level if the goal is to promote clarity, transfer and articulation among UH campuses.** There are many other ways of accomplishing this goal.

Curriculum, including general education curriculum, is the prerogative of the faculty on each UH campus, according to BOR policy, and the Board has affirmed that this principle should not be overcome except in extreme circumstances. This resolution would violate that principle.

Previous top-down attempts, by the UH System and its former president, to move to a systemwide GenEd curriculum, have failed year after year. UH Manoa faculty have been working hard, in coordination with faculty from other UH campuses, to revise the GenEd curriculum and would like to continue to do this work that the existing RP 5.213 prescribes.

The current RP 5.213 as it exists is basically a good policy statement on General Education. The resolution proposed for BOR approval today will harm both the General Education curriculum and the students who are supposed to benefit from it. **Therefore, I respectfully request the UH Board of Regents not to pass this resolution at this time, and to discuss any proposals with faculty, especially from the UH Manoa campus, before introducing a resolution that significantly changes General Education as now provided in RP 5.213.** Please withdraw the resolution and allow time for discussion before passing a resolution.

If the Board is convinced that there is some major need to intervene in the usual campus processes of determining General Education, then I have provided some proposed changes to the resolution that would minimize the harm it would do. That is attached below.



## Proposed changes to BOR resolution: “Affirming a Systemwide General Education Curriculum and Establishment of Guiding Principles for Implementation”

WHEREAS, Board of Regents Policy (RP) 5.213 establishes that each University of Hawai‘i campus must define and require a core general education curriculum, grounded in a clearly stated philosophy and rationale appropriate to the credentials offered; and

WHEREAS, RP 5.213 also specifies that campuses will determine courses that meet core general education requirements, that “~~each campus’~~ general education core requirements shall be approved by the ~~board Board of Regents~~ and any significant changes must ~~likewise~~ be approved by the ~~board Board~~ prior to implementation;” and

WHEREAS, EP 5.209 ~~requires that a shared, fully articulated general education curriculum that spans all campuses within the University of Hawai‘i System exists~~ states that each UH campus has the authority and responsibility to determine its own curriculum, and RP 5.214 “Student and Credit Transfer within the University” calls for the elimination of any “unreasonable barriers to transfer; and

WHEREAS, a ~~system-wide~~ general education curriculum should promote clarity and transferability for students, ~~especially including~~ those who begin at a community college and later matriculate to a four-year institution; and

WHEREAS, students and faculty alike benefit from a general education curriculum that is coherent, easily understood, and focused on critical skills and learning outcomes relevant to academic, professional, and civic success; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Regents of the University of Hawai‘i directs the administration to work with faculty across the system to develop and implement a ~~single-systemwide,~~ fully articulated general education curriculum for the University of Hawai‘i ~~System~~; and

BE IT FURTHER RESOLVED, that the forthcoming general education curriculum shall seamlessly transfer without credit loss ~~to facilitate junior standing~~ upon transfer; and

BE IT FURTHER RESOLVED that this curriculum shall be student-centered and easily understood, minimizing complexity and variability across campuses; and

BE IT FURTHER RESOLVED, that this plan be presented to the Board of Regents for consideration by no later than May 2026.

*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)

---

Student Affairs professional

Your Organization (optional)

---

UH Hilo

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

---

confidential

Board of Regents Agenda Item (required)

---

V.E. Legislative Update

Your Position (required)

---

Comments Only

Your Testimony/Comments

---

I submit this testimony under Legislative Update because the appointment and salary of the UH Hilo interim VCSA is an item that the legislature should be aware of. This testimony is about the appointment of Lei Kapono as the Hilo iVCSA. The process used is flawed and the decision maker's performance for the benefit of our campus is questionable. The chancellor conducted an internal search to select the interim VCSA. She likely already had the selectee chosen but conducted a process to be able to say she asked the division for feedback. The process used was a waste of time for all of us in Student Affairs who engaged with the hope that our feedback would be listened to.

The selectee has no background in Student Affairs. The selectee has attempted to operate academic programs by skipping important Student Affairs processes. Early college admissions is one example. The selectee served directly under the current iVCAA and the chancellor. It is highly doubtful that the selectee will advocate FOR Student Affairs AGAINST her prior supervisors. This selection sets Student Affairs up to have no voice just like the interim selection process that the chancellor used as a smoke screen for her hand-picked selection. This further silences our division on our campus and aligns precisely with the pattern of the chancellor. She does not listen to Student Affairs professionals and treats our leaders poorly resulting in the last two VCSAs leaving after short times in the position.

The proposed salary for the iVCSA is an insult to the prior VCSAs who were highly qualified with doctorate degrees and double-digit years of higher education administrative experience, none of which the selectee brings to the position. What justification was used to determine the proposed salary

and why is that type of justification not acceptable for Student Affairs faculty specialists and APTs who have been here for many years with little to no salary adjustments outside our union-negotiated agreements?

I am not sharing my name at this time because I fear retaliation. That is a real thing here on our campus. The hostile environment on our campus and in our division since the last VCSA left is chilling. I have a few more years until retirement and cannot risk being retaliated against because I finally chose to speak up after all these years. The chancellor said she would be the acting VCSA but she did little to connect with Student Affairs staff outside the large meetings that were a part of her going through the motions. The chancellor's selection is a choice signaling to Student Affairs that she does not want to be challenged or held accountable for working to advance the work in our division and for the campus as a whole. I urge the President and you, the Board, to closely review and scrutinize the performance of the chancellor and her iVCSA selection. Is she working to move our campus forward or is she taking advantage of the new President knowing she has larger issues to pay attention to than one of the neighbor island campuses? Is it time for a new UH Hilo chancellor who will work for the benefit of our campus and our community because we are the ones who have lived here all our lives and will live here after this chancellor moves on and leaves our campus in disarray?

Your Testimony (pdf or word)

---

No Response

Submission Date

---

May 14, 2025 at 11:20 PM



---

## Testimony Re: V. B. Systemwide General Education Resolution (Personal testimony)

1 message

---

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

Thu, May 15, 2025 at 8:38 AM

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

Enclosed please find personal testimony on item V. B. Systemwide Gen Ed

With much Aloha,  
Marguerite Butler



**BOR testimony May 14, 2025- System Gen Ed.pdf**  
271K

FROM: Marguerite Butler, Professor of Life Sciences and  
Member of the Mānoa Faculty Senate Executive Committee  
RE: V. B. Systemwide General Education Resolution (Personal testimony)  
DATE: May 15, 2025

Aloha Regents,

I would also like to say a few words about your Gen Ed resolution as personal testimony.

I thank you for listening and engaging in discussion with faculty. However, I urge you to reconsider your language in the following passages, which contain some incorrect assumptions:

As a scientist, I am here to tell you that our STEM students **cannot** complete Gen Eds in the first two years. General Education is spread throughout FOUR years, often double dipping with major requirements, to graduate in 120 credits.

But the Bigger problem is for the Community College Students. Associate of Science students remain on track for junior status at transfer by taking FEWER Gen Ed requirements than the Associate of Arts students. Even within a single CC campus, "Gen Ed" is DIFFERENT for AA vs. AS students. Your resolution would be a big problem for AS students, who cannot graduate on time unless they load up on STEM prerequisites (calculus, chemistry, physics) in the first two years.

I urge you to study the issue further before taking action. Please consider changing your language from the first be it resolved: **"a single systemwide, fully articulated general education curriculum"**

to **"a common set of System Core Requirements"** (which would include Diversification and Foundations elements of the current Gen Ed curriculum).

And in the second be it resolved, consider striking the phrase **"shall seamlessly transfer without credit loss to facilitate junior standing upon transfer"**.

This would mean that 2-year campuses could not add ANY courses that are not part of the 4-year Gen Ed requirements. CC's could be forced to only require a subset, but that would put you in conflict with the notion that faculty at a campus have primary purview over curriculum. For example, CC's could no longer require Oral Communication in the lower division because Manoa's Oral Communication requirement is in the upper division.

**Finally, please urge Administration to provide better data:**

1) How many students are affected? We know that 800 students per year transfer from CC's to Manoa, making them about 10-15% of our Manoa student population (our best guess). As a very rough estimate, that is about 3% of CC students out of a population of 24,000 CC students.

2) Clearly identify the problems, validated with data. I have asked many advisors, folks who work directly with transfer students, and no one knows of any major problems.

What, specifically, is the problem?

Which subset of students are affected?

Between which campuses? which majors?

We need to know these answers to fix problems and not create new ones for our students.

3) Let us work on clarifying terminology. We are not all using the same terms in the same way.

4) Ask each campus to develop their Gen Ed curriculum through shared governance, with consultation across campuses. In the past, overreliance on individual opinions has stalled progress.

5) Encourage the 10 campuses to gather together to find the overlap among curricula. The set of requirements that all campuses require would then be a common system core.

A student could then understand their degree requirements as composed of the following:

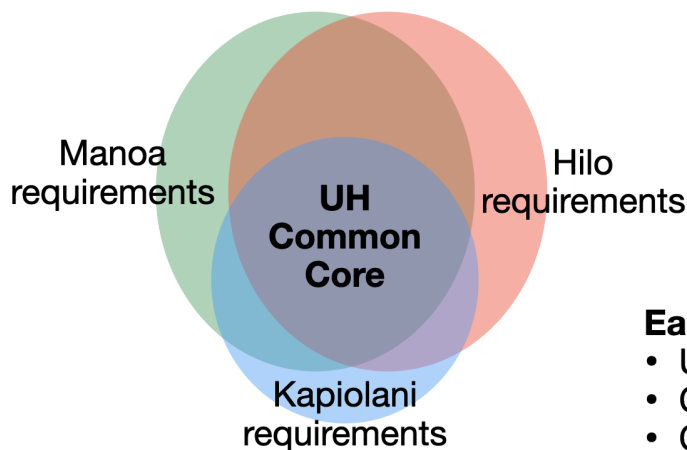
UH common core requirements

Campus Requirements

College requirements (if any)

Major requirements.

### **Alignment of Campus requirements to find UH Common Core** (Finding overlap between all 10 campuses)



#### **Each Student Must Complete:**

- UH Common Core requirements
- Campus requirements
- College requirements (if any)
- Major requirements

3 campuses here as example

Suggestions above relate to these paragraphs of the BOR Resolution:

NOW, THEREFORE, BE IT RESOLVED that the Board of Regents of the University of Hawai'i directs the administration to work with faculty across the system to develop and implement **a single systemwide, fully articulated general education curriculum [replace with: a common set of System Core Requirements]** for the University of Hawai'i System; and

BE IT FURTHER RESOLVED, that the forthcoming general education curriculum **shall seamlessly transfer without credit loss to facilitate junior standing upon transfer [consider removing this];** and

Thank you very much for this opportunity to testify.

Marguerite Butler  
Professor, School of Life Sciences  
Member, Mānoa Faculty Senate Executive Committee

*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)

---

Brad E. Taylor

Your Organization (optional)

---

UH Manoa

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

---

brad2@hawaii.edu

Board of Regents Agenda Item (required)

---

V.B. Resolution Reaffirming A Systemwide General Education Curriculum and Establishing Guiding Principles for Implementation

Your Position (required)

---

Comments Only

Your Testimony/Comments

---

Your Testimony (pdf or word)

---

[BOR Testimony May 15th 2025.docx](#)

Submission Date

---

May 15, 2025 at 7:38 AM



May 15<sup>th</sup> 2025

**To:** Board of Regents, University of Hawaii at Manoa

**Regarding:** Resolution Reaffirming A Systemwide General Education Curriculum and Establishing Guiding Principles for Implementation

The Manoa Faculty Senate passed a resolution regarding General Education requirements at its April 16th meeting. The vote was approximately 80% in favor.

Your resolution, under consideration today, is in relation to that Manoa Faculty Senate Resolution.

The Resolution the Manoa Faculty Senate passed calls for a new requirement in Foundational Hawaiian Knowledge and some adjustment to make room for it in Foundations and Diversification requirements. The meetings at Manoa in preparation for the resolution invited extensive input into the configuration of these changes. Progress on these ideas were also regularly shared in the ACCFSC meetings as well as shared in several meetings of a multi campus group studying Gen Ed. Some of the ideas used in the Manoa Resolution came out of discussions in the multi campus group meetings.

My understanding from all of this input is that there is broad support across the system for a Foundational Hawaiian Knowledge requirement. The places where there is not agreement across campuses is how to make room for that change. Manoa did extensive work searching for a way to add FH without raising credit requirements for Gen Ed.

Manoa, as the R-1 institution in the system has unique educational needs and has unique capabilities enabling the fulfillment of those needs. The current General Education requirements at Manoa are divided into parts representing a **Core consisting of Diversification and Foundations (these are transferable)**, and **Special Graduation Requirements** specific to Manoa. These include **Focus and Hawaiian/ Second Language** requirements.

Manoa is unique in its ability to deliver language study, it is a leader in this category nationwide. Some of the Focus credits are also required at the upper division level in an effort to scaffold these key skills within our students educational experience. The language requirement and the focus credits requirement at the upper division are impossible to replicate at the Community Colleges. **For this reason it is important to target the 'Core' of Gen Ed, Foundations and Diversification which can and are offered at the CC's for a fully available and transferable experience within the entire UH System.**

It is clear that transfer students are important pieces of the population at Manoa. Manoa Institutional Research Office (MIRO) reports show that in Academic Year 23-24 - **821 students transferred to Manoa from other UH Campuses**. 105 of those students came from four year campuses, the other 716 came from the various Community Colleges. Enrollment at Manoa was 16,690 that year. I estimate 15% of the students at Manoa transferred from other UH institutions. Considering data from previous years, if transfer students spent four additional years at Manoa, about 22% of the students at Manoa originated at other UH campuses. If Transfers stay 2 additional years at Manoa (because they transferred as juniors)- then these numbers drop roughly in half to a little under 10%. The reality is likely somewhere in the middle, maybe 15%. As a side note- These MIRO reports also show that transfer students at Manoa from within the UH system have been declining for several years.

Thank You for your time and support. I do hope that this resolution can be configured in a way that acknowledges that our campuses and their primary missions differ. General Education Requirements can do this through a **Common Core, but allowing for Campus Specific Special Graduation Requirements**. We especially value the opportunity to build our curriculum here at Manoa through the process of shared faculty governance.

Take Care,

Brad E Taylor

Chair of the General Education Committee for 2024-2025

Chair of the Department of Art and Art History

Professor of Art

University of Hawaii at Manoa



---

## BOR testimony for 5/15 on item V.B

---

Edo (Edoardo Biagioni) <esb@hawaii.edu>

Thu, May 15, 2025 at 9:36 AM

Reply-To: esb@hawaii.edu

To: bor.testimony@hawaii.edu

Aloha, respected Regents and Public.

I am speaking to agenda item V.B, a Resolution Reaffirming a Systemwide General Education Curriculum and Establishment of Guiding Principles for Implementation.

Although I am currently the chair of the Mānoa Faculty Senate, my testimony today is my own opinion, in no way representing the Senate and only based on my own experience.

Over the past few years, a number of system-wide committees have been convened to redesign General Education at the University of Hawaii. While full of good intentions and good ideas, they did not build on the intimate knowledge of General Education that the faculty has, and have ultimately not been successful.

Over the past academic year, the Mānoa Faculty Senate has updated the General Education curriculum for Mānoa with significant changes that keep most of the benefits of our current system while also introducing needed changes. Chairs of Mānoa Faculty Senate committees have worked with the Director of General Education and interacted in a variety of settings with Faculty Senators from other campuses.

Could it have been done better? Perhaps. Has this work been more effective than other efforts in recent years? Clearly. Can we do better in the future? I certainly hope so. I hope all Faculty Senates are supported in working together to achieve the goals of a fully articulated and easily understood systemwide core of a general education curriculum.

I emphasize the word "core" because my experience tells me that different campuses will continue to have differences in what they require all their students to complete, and the words "General Education" are not always used precisely. This is particularly true of EP 5.209, which conflates campus general education requirements with the core of general education that should be designed to transfer seamlessly across the system. I am glad EP 5.209 is up for review in July 2025 and I hope it will be clarified and improved.

Finally, as my term on Mānoa Faculty Senate ends in August, I would like to thank all of you Regents for your volunteer service to this University and to all of us: students, faculty, staff, and our wider community. Your hard work is very much appreciated.

I would like to add particular thanks to the Regents who have in the recent past directly interacted with Mānoa Faculty Senate and its committees, specifically Neil Abercrombie, Laurie Tochiki, and especially Ernie Wilson. Mahalo nui loa.

edo

Edoardo Biagioni

*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)

---

Ashley Maynard

Your Organization (optional)

---

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

---

amaynard@hawaii.edu

Board of Regents Agenda Item (required)

---

V.B. Resolution Reaffirming A Systemwide General Education Curriculum and Establishing Guiding Principles for Implementation

Your Position (required)

---

Oppose

Your Testimony/Comments

---

Your Testimony (pdf or word)

---

[BOR Testimony A. Maynard, May 2025.pdf](#)

Submission Date

---

May 15, 2025 at 9:51 AM

May 15, 2025

Dear Regents,

I respectfully ask that you vote against Resolution 25-01 because it would violate your RPs, misinterpret an EP, and significantly change the way curriculum is governed in this university system, without evidence indicating the need to do so. The problems with transfer and articulation have not been shown to be Gen Ed problems. It would be inappropriate for this esteemed body to pass this Resolution or make any decision based on hearsay and anecdotes or misinterpretations of existing policies.

RPs supersede EPs. RP 1.210 assigns purview over curriculum to the faculty at each campus. RP 5.213 says that each campus shall have a core Gen Ed curriculum, which shall be approved by the regents. Faculty governance of curriculum is the cornerstone of academia, and even EP 5.209 reflects that. Curriculum is the responsibility of faculty at each campus because those are the places where we know our students and help them develop. At Mānoa, we have kept not only our 120 baccalaureate degree programs but also the community college programs in mind as we have researched and deliberated intensely questions about Gen Ed over the past four years. At Mānoa, we understood your past discussions to mean that we were to come up with a Gen Ed proposal that would articulate with the other campuses, so that is what we did, in the hopes that we could discuss articulation with the other campuses as has worked in the past.

There is nothing in RP 5.213, RP 5.214, or EP 5.209 that indicates that a single, systemwide general education curriculum exists or is required. EP 5.209, in III.A.9, simply accounts for a fully articulated set of General Education curricula while stating that Gen Ed courses shall transfer. Likewise, RP 5.214 indicates that there will be no barriers to transfer, not that there shall be one common Gen Ed curriculum. Transfer of Gen Ed courses is the current practice, and it would be the practice if you were to approve the Gen Ed proposal approved by the Mānoa Faculty Senate on April 16, 2025. We have stated that further collaboration is essential to work out the details of the proposed Foundations requirement in Hawaiian Knowledge, and we are ready to do that as we seek your approval.

EP 5.209 regarding transfer and articulation contains internal contradictions and ambiguities, which Resolution 25-01 attempts to ensconce as policy. You should not let that happen. The resolution states, incorrectly, that EP 5.209 “requires that a shared, fully articulated general education curriculum that spans all campuses within the University of Hawai‘i System exists.” Rather, EP 5.209 states that “General education is fully articulated...” and that “courses shall transfer seamlessly across the system.”

**Articulation does not mean that there is one Gen Ed curriculum nor that a single curriculum is required.** Further, EP 5.209, III.A.6., echoes the statements found in RP 1.210 and RP 5.213 that give each campus’s faculty purview over curriculum:

“Within the provisions of Board of Regents and University executive policies, **each University of Hawai‘i campus has the authority and responsibility to determine its own curriculum**, degree requirements, and related academic policies, and to ensure the integrity of its campus-based credentials. As a result, the curricula of the University of Hawai‘i campuses and colleges are a reflection of the wide variety of available programs of study and the knowledge,

skills, interests and educational philosophy of their faculty, staff, and administration.” (EP 5.209, III.A.6)

Moving the General Education curriculum to the System level is not necessary, nor will it solve the transfer and articulation problems that do exist (because those tend to be problems with some individual courses and with majors – very different issues than the Gen Ed curriculum *per se*).

You have not stated, “Come up with a common set of core requirements for Gen Ed.” That would be a different assignment. If you must insist on establishing a 10-campus Common Core for General Education, your resolution needs some important changes to make it consistent with current policies. It should:

- Correctly reflect what the referenced RPs and EP actually state, accurately reflecting their intent of faculty governance of curriculum at each campus.
  - For example, strike ~~WHEREAS, EP 5.209 requires that a shared, fully articulated general education curriculum that spans all campuses within the University of Hawai‘i System exists~~ [because EP 5.209 does not say that] and say instead, “WHEREAS, RP 5.213 states that each UH campus has the authority and responsibility to determine its own curriculum,”
- State clearly that General Education core requirements are the Foundations and Diversification requirements that all students take (not talk about a common curriculum, which is different).
- In the fourth WHEREAS statement, strike the word “especially” and change to “including”, so that it reads “WHEREAS, a system wide general education curriculum should promote clarity and transferability for students, **including** those who begin at a community college and later matriculate to a four-year institution;”
- Change the language in the first “Further, be it resolved” clause about curriculum and facilitating junior standing. Mānoa students and many students who earn an AS degree at a community college fulfill Gen Ed requirements at the 300- and 400-levels, and it is in everyone’s broader interest to maintain that. That clause should read, “BE IT FURTHER RESOLVED, that the forthcoming general education **core requirements** shall seamlessly transfer without credit loss; and”;

This year alone, the Mānoa Gen Ed revision team had 32 group meetings – with all the colleges, the All Campus Council of Faculty Senate Chairs, the CC Gen Ed Inquiry Team, several departments, and campus town halls – on top of dozens of regular and special committee meetings. Our work is based on feedback and input from the entire community over the last four years as well as research on other programs and the literature on Gen Ed and liberal education. As a result, Mānoa has proposed two important innovations to our Gen Ed curriculum: As a faculty we have stood up for instituting campus-wide requirements in Hawaiian Knowledge and Sustainability. These are grounded in place-based epistemology and learning with implications for broad exposure to a diverse knowledge base, empathy, and civic engagement. These are aspects of Gen Ed that have been found to be useful for long-term success and lifelong learning (Detweiler, 2021, World Economic Forum, 2020).

Mānoa faculty would be pleased to continue to collaborate as long as instructions for what the curriculum must be are not handed down. We are very close to a solution that would work for all the campuses and would be happy to continue discussions. We understand that we exist as part of a system, and we respect that students come to us with diverse backgrounds and needs. We ask that everyone involved understands the needs of Mānoa's students as well. We look forward to continuing with sincerity and goodwill with which we have approached our efforts thus far.

Thank you for your time and consideration.

Very truly yours,  
Ashley Maynard, Ph.D.  
Interim Director of the General Education Office  
Professor of Psychology  
University of Hawai'i at Mānoa

References:

Detweiler, R. A. (2021). *The evidence liberal arts needs*. MIT Press.

World Economic Forum. (2020). [\*Future of Jobs Report 2020\*](#). World Economic Forum.