Graduate Council Meeting
March 27, 2019 ● 3:00 – 4:30 pm ● Gilmore 212

Minutes

Attendance:
Quorum: 11 (Current membership = 23)

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<tr>
<th>Name of Member</th>
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<tr>
<td>R. Babcock, ENGR</td>
<td>X N. Stalker for K. Jolly, A&amp;H</td>
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<td>C. Browne, MTSSW</td>
<td>X K. McQuiston, A&amp;H</td>
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<td>C. Karamperidou (for J. Lemus), SOEST</td>
<td>X E. Biagioni, CNS</td>
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<td>R. Jha CTAHR</td>
<td>EXC E. Guentner, CNS</td>
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<td>A. Tse, (M. Shannon), SONDH</td>
<td>EXC M. Maaka, COE</td>
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<td>S. Chang, JABSOM</td>
<td>X C. Sorensen Irvine, COE</td>
<td>EXC</td>
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<td>R. Ka'ala, HSHK &amp; SPAS</td>
<td>X B. Powell, MFS</td>
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<td>Q. Liu, ARCH, TIM, &amp; SCB</td>
<td>EXC C. Stephenson, MFS</td>
<td>EXC</td>
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<td>C. Bacchilega, LLL</td>
<td>EXC P. (Trish) Tupou, GSO</td>
<td>ABS</td>
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<td>A Berez-Kroeker, (for M. Park), LLL</td>
<td>EXC D. Flores, GSO</td>
<td>X</td>
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<td>K. Heyer, CSS</td>
<td>X K. Aune, GD</td>
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<td>R. Juarez, CSS</td>
<td>X J. Maeda, GD</td>
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<th>Alternate(s)</th>
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<tr>
<td>Curtis Ho (for C. Sorensen Irvine)</td>
<td>X B. Powell (for C. Stephenson)</td>
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Guests: Kristen Connors, Graduate Division

Announcements/Updates

- Graduate Chair Matters session #3 on Tuesday, April 9th, 1:00 – 2:30 p.m., in Kuykendall 106. Presenter: Dee Uwono, Director and Title IX Coordinator Title IX: Sex Discrimination & Gender Violence in Higher Education. In this session we will:
  - Develop a general understanding of UH policy (EP 1.204) on sex discrimination & gender discrimination & gender-based violence.
  - Discuss your role as a mandated reporter and what to do when you receive an allegation.
  - Introduce resources and services available on and off campus.

- Graduate Chair Matters session #4 on Tuesday, April 30th, 12:00 – 1:30 p.m., in Kuykendall 106. Presenter: Teresa Kono, Office of the Vice Chancellor for Academic Affairs, Academic Personnel Recognizing and Addressing Potential Workplace Violence Issues. This session will help Graduate Chairs recognize potential workplace violence issues in their current roles and will:
  - Cover different examples of workplace violence;
  - Explain the role of a Graduate Chair (particularly as it relates to their responsibility when such issues arise);
  - Discuss possible strategies that could be implemented to address issues of workplace violence; and
  - Provide information on all available resources.
Three Minute Thesis Event sponsored by Graduate Division - April 27, 2019. Deadline for competitors to extended to April 5 to register. Over 60 participants from about 30 programs are represented. Faculty judges are encouraged to notify JP Bingham via Limit3@hawaii.edu.

Thank you, Course and Program Committees
- Frances Davis Awardee – J. Maureen Kearns (Mathematics)
  - A discussion about the evaluation portion for Frances Davis award occurred. There were two parts to the discussion with the first being generally allowing for two deserving awardees, rather than one. The top nominees were very close. There have been two awardees previously and they split the $1000 award. It was noted that being an awardee may be more meaningful for students than the money. The second part of the discussion focused around finding a way to help students better organize their application materials, write more clearly to the information requested, as well as expressions of dismay by some members of the Program Committee RE: poorly written letters of recommendation. Suggestions included creating an FAQ section for nominees, adding a statement that guides nominees to clearly writing to the requested information, providing faculty with information as to the importance of their letter of recommendation, having GD send out a letter requesting letters of recommendation to faculty identified as letter writers by the student, etc.
  - The Peter V. Garrod evaluation process was relatively smooth in terms of the Course Committee’s work. There was some reflecting on their procedures of evaluation, but aside from that, there did not seem to be any other issues. They did not appear to experience all of the same issues the other committee did in their evaluation of the materials.
    - Peter V. Garrod Awardee – Patricia Steinhoff (Sociology)
- Mānoa Awards Ceremony, April 29th, 4:00-5:00 p.m., Kennedy Theatre

Old Business
- Approval of February minutes
  - Edit the date at top of the Minutes: change from 2018 to 2019.
  - Motion to Approve. Vote: in 14 Favor; 0 Opposed; 1 Abstention.

- Achievement Scholarship funds (update)
  - Information regarding these funds will be shared at the upcoming Graduate Assembly meeting. There are differences between how graduate and undergraduate funding is done. Dean Aune is trying to help preserve current allocations of programs. Historically, these were waivers, but those waivers were monetized. Their value, however, has continued to decrease as tuition has increased. Some adjustments were made last year but there was little if any overall change to the actual allocations programs received. Most of the cuts were absorbed by Financial Aid in terms of their Opportunity Grants. Per Dean Aune, J. Kuba of Financial Aid has indicated that graduate scholarships are more than meeting the required 50-50 split between merit and need. Dean Aune continues to work to try to protect allocations and maintain 50-50 split as best as is possible. Everyone (all programs) have taken a 5-10% cut to their allocation for next year. However, there are still other areas yet to be addressed with regard to funding. Funds are currently available for AY 19-20 awarding. Dean Aune is encouraging programs to starting award funds for next year.
- Doodle Poll requesting preference for Fall 2019 meetings
  - Tuesday mornings - 9:00 - 10:30 am OR 10:30-11:45 a.m.; Gilmore 212
  - Fall 2019 Graduate Assembly for Thursday, November 21st 12:00 - 1:30 pm OR 1:30 - 3:00pm in Kuykendall 101.

- AAA Committee report on interdisciplinary programs?
  - No report at this time. Work is in progress.

New Business
- **UHM-1 Course Forms:**
- **ATMO 640**
  - Offered initially as an experimental course. One question to arise - repeat limit being 1, but earned credit is one. Change repeat limit to 0. Minor suggestion to edit SLOs to use appropriate verb - demonstrate understanding.
  - **Motion to Approve. Vote: 13 in Favor; 0 Opposed; 2 Abstentions**
- **ICS 637**
  - Some concern with a lack of prerequisites, despite necessity to have some pre-knowledge necessary. Other concern, syllabus doesn't list required readings as none were listed.
    - The Committee was concerned about the lack of prerequisites and wondered if ICS 635 and/or 636 would help the prospective student determine whether the course is appropriate to take. Instructor consent is still possible in the case a prerequisite is listed.
    - Required readings should also be included in the syllabus.
    - SLOs should be in standard format. SLOs 1&2: "By the end of the course, students will be able to do/demonstrate X." For example, SLO 1 could be "Students will demonstrate their understanding of the fundamentals of probabilistic modeling that underlie deep learning models by [task].".
  - **Recommended to be revised.**
- **MUS 652**
  - For concentration in MA in Music, Music Education. More robust training in research that is field specific. No course yet to fill that gap. Aligns current concentration with Music programs at other institutions. There was a question of whether the course had any prerequisites? Per K. McQuiston, MUS 651 is the prerequisite course that provides foundational information. MUS 652 is doing the research. It is a required course to be taken before MUS 695. There was a question if this course would increase the total amount of credits, since it's a required course. Per K. McQuiston, the program was adjusted in their program modification to allow for this course to be required. It will replace an elective so there is no change to total credits required. This course would also to help incorporate the research interests of a new faculty member in MUS. There was a question RE: the minimum grade of B- for prerequisite. Shouldn't it be a B? Per K. McQuiston, the minimum grade for courses used toward the degree in MUS is a B-.
  - The program decided to keep this course aligned with the others in the program.
  - **Motion to Approve. Vote: 13 in Favor; 0 Opposed; 2 Abstentions**
- **THEA 641**
  - There was a question RE: why no prerequisite was included in such a course. J. Maeda responded based on her contact with the program that the students who would take the course would mostly likely have background in Theatre, but that in the initial weeks of the course, foundational information would be covered for everyone to have the same
basis to build further information from the course. Another question was why auditing is to be allowed, but not CR/NC. B. Powell suggested it was done this way to distinguish more those who wouldn’t need to complete the required work from those who would as they would be taking this course for a grade. When auditing a course, students completion of the work is not required whereas completion of some work is required for CR/NC. The Committee wondered if the "alternate years" designation was potentially too restrictive, should the course need to be offered in the future on a different schedule. There were some other minor inconsistencies, but nothing deemed by the Committee to request they be corrected. No further discussion occurred RE: asking the program for this information.

- **Motion to Approve. Vote: 14 in Favor; 0 Opposed; 1 Abstention**

Discussion Item:
- Professional Development for Graduate Students
  - Dean Aune asked the members to share disciplinary-specific or departmental activities that might also be addressed in a central manner? There may be some activities to help graduate students that units may be doing that could also help the broader population of graduate students. She also asked how best to meet to the needs of graduate students? What sorts of topics might be considered for: skill development, career prospects, etc?
    - Here are some topics that have been done, previously discussed, or are new ideas: RA Training, GPS - IRB, writing help, social support to encourage writing, enhancing TA Training with more relevant topics for TAs - e.g., handling classroom situations, grooming incoming TAs better - e.g., understanding their role, etc. Per R. Kaaloa, Hawaiinuikea offers writing workshops; spaces for writing, retreats, information literacy; online access - virtual coffee hour, using Zoom.
    - Offering online sessions can be much more well attended and do allow for students not on campus to participate or watch on their own time if sessions are recorded. Other topic ideas included, responding to applications, how to apply, preparing for job interviews, presenting online, etc. A suggestion was made to have a general class that helps students to learn about looking into the background on the organization, look into what the organization is asking for, addressing what is being required. Weekly writing sessions. Per K. Heyer, the POLS department has a Professional Development Committee comprised of faculty and advanced graduate students. They also have a teaching liaison committee where they meet twice a month, and cover writing a syllabus, classroom scenarios in a workshop-type of setting. Conflict resolution and negotiating between two people with different perspectives was another topic that seemed to have general consensus from the Graduate Council members that is also important. Per R. Kaaloa and C. Ho, LTEC has an alumni panel share what they’re doing with their degree. Asking alumni what was helpful/useful in their preparation for the work they’re doing was also something to consider. It appears the need for students to be supported with regard to writing and writing support, virtual support with more online options, and building alumni connections were the main ideas discussed.

Adjourned: 4:26 p.m
Last Meeting: Tuesday, April 23, 2019 - 10:15 - 11:45 am, Gilmore 212