Graduate Council Meeting  
October 22, 2019 ● 9:00 – 10:00 ● Gilmore 212

Minutes

Attendance:  
Quorum: 12 (Current membership = 24)

<table>
<thead>
<tr>
<th>Name of Member</th>
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<tr>
<td>O. Boric-Lubecke, ENGR (P)</td>
<td>X K. Jolly, A&amp;H (A)</td>
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<td>C. Browne, MBTSSW (C)</td>
<td>X K. Sands, A&amp;H (P)</td>
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<td>C. Karamperidou (J. Lemus), SOEST (A)</td>
<td>X S. Robertson, CNS (C)</td>
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<td>M. Wright for R. Jha CTAHR (P)</td>
<td>X C. Morden, CNS (A)</td>
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<td>A. Tse, SONDH (C)</td>
<td>X M. Maaka, COE (A)</td>
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<td>S. Chang, JABSOM (C)</td>
<td>X C. Sorensen Irvine, COE (C)</td>
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<td>R. Ka’aloa, HSHK &amp; SPAS (P)</td>
<td>X J. Potemra, MFS (C)</td>
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<td>Q. Liu, ARCH, TIM, &amp; SCB (P)</td>
<td>ABS C. Stephenson, MFS (P)</td>
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<td>N. Segeral, LLL (C)</td>
<td>X D. Flores/M. Singh, GSO</td>
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<td>A Berez-Kroeker, LLL (P)</td>
<td>X E. Turner, GSO</td>
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<td>K. Heyer, CSS (A)</td>
<td>X K. Aune, GD</td>
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<td>Y. Xu, CSS (A)</td>
<td>ABS J. Maeda, GD</td>
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* A = AAA Committee; C = Course Committee; P = Program Committee; **bold** = chair

Alternate(s) | Alternate(s) |
-------------|--------------|
Paul McKimmy for C. Sorensen Irvine | X |

Announcements/Updates

- Graduate Chair Matters Session with the Office of Judicial Affairs Interim Director, Leslie Mitchell: 11/14/19; 11:00 - 12:30p; Kuykendall 106
- Graduate Assembly 11/21/19 from 12:00 noon – 1:30 p.m. Kuykendall 101
- SACNAS 10/31 – 11/2 Hawai’i Convention Center
  - Society for the Advancement of Chicanos/Hispanics & Native Americans in Science.
  - Potentially 4,500 attendees. Excellent opportunity for graduate student recruitment.
  - Exhibition day opportunities as well as a day for community colleges and field trips to campus.

Old Business

- Approval of September minutes
  - **Motion to Approve. Vote: 17 in Favor; 0 Opposed; 1 Abstention**

New Business

- BAM Pathway proposals:
  - ATMO BS - MS - This was well laid out and explained. Credits are 120/121 for BS; 30 for MS for a total of 150/151 credits. Proposing to double-count 7 cr. Plan A and B routes are offered with the latter route being more credits.
  - The pathway grew from a prospective undergraduate on the mainland who had inquired if both degrees could be done in 5 yrs. Additionally, at the Nat’l Weather Service everyone has a master’s degree and Air Force cadets could be covered in
their fifth year. Career benefits of this pathway were very clearly articulated. There were many compliments about the clarity and thoroughness of this proposal.

- **Motion to Approve. Vote: 18 in Favor; 0 Opposed; 1 Abstention**
  - ICS BS + LIS MLISc - The proposal sounded like this one was the first of a bunch of pathways related to ICS. This one is proposed for five years and a summer. Double-counting 3 courses. BA is 120 cr and the MLISc is 39 cr. This is for the Plan A route. Career benefits could be more clearly articulated. Is Plan B available? Per S. Robertson, think it’s no. More clarity necessary that this pathway is only for Plan A.
  - Allows for more bridging between ICS and LIS. LIS requires a thesis. Summer course offered regularly? Yes, LIS has a very active summer program.

- **Motion to Approve. Vote: 19 in Favor; 0 Opposed; 0 Abstention**
  - UHM-1 Forms:
    - **ERTH 617** - Summer only; 3 week intensive. The only one of its kind to be offered in this area. No formal prerequisites, but some background is important. It’s proposed as a 3 cr course, but there is indication in the proposal that occasionally, some students may not be able to complete all of it.
      - Variable credit (1-3 cr) might be more appropriate than fixed credit (3 cr) as proposed. There was a question whether variable credit can be retroactively applied once the course has started? A change in registration for this reason, reducing credit for work not completed, is not typically done and would be inappropriate. Students need to register for the number of credits for the work to be done. It was suggested that work for each credit could be defined if there is a chance a student may not be able to complete all of the course. For instance, assigning a credit to each module might be an option to help inform students of the course requirements and then having them register for 1, 2, or 3 cr for this course.
      - There was discussion on the proposal including both learning outcomes (p8) and course goals (p7). There was confusion as to the role of both sections? Clarifying the information in each of the sections would be helpful. The SLOs do not appear to be aligned with the justification and the learning outcomes are also not phrased to align with the justification.
      - Based on the intense nature and short duration of this course, what happens if the instructor needs to travel? Are there others who could teach it? More clarity on instructor qualifications as well as a list of possible instructors would be helpful.
      - Extramural funding was used to fund the course when it was previously offered. Is such funding necessary for this course to be offered and what happens if extramural funding is not available? Would this course still be offered?
      - There was a suggestion/question whether there is a template or example of SLOs and syllabus to share with new faculty or others who have not proposed a new course?
      - The nature of the questions and items to be addressed prompted members to agree that feedback be provided to the proposer.
    - **Request revise and re-submit.**
• LIS 636 -
  ■ It would be helpful to clarify to which degree program student this course would appeal to and attract besides LIS. The openness of the course is contradicted by the blanket statement. The course seems welcoming of other students, but those other students would need to seek consent in order to register for the course. Would other students be openly provided consent to register?
  ■ Vanessa Irvin was mentioned as able to teach the course, but that is not clearly stated. Aside from her, there are other faculty mentioned, in a general sense, as also being able to teach the course. Statement of instructor qualifications might be important to include more clearly. List qualifications along with current faculty who could teach the course. Speaks to capacity within the program.
  ■ Clarify learning outcomes and align them with readings and assignments more closely. The alignment between course objectives/outcomes and assignments should be clear. Additionally, in looking at the bibliography and assignments - there was mention that the course seemed light on the reading?
  ■ Online courses should be equivalent to face to face courses in terms of contact hours.
  ■ Use of Slack platform in this course - is there a designated platform at UH? Per P. McKimmy, there isn’t a designated platform to be used for online courses or for conversations within an online courses. UH offers Google Hangouts, which is similar.
    ● How would students learn to use Slack, if they didn’t already know?
    No information was provided for those unfamiliar with Slack.
  ■ p4 - under Course Description - “affects” rather than “effects”?
  ■ Graduate course versus undergraduate course. Equivalent to other 600-level courses stated in proposal? LIS is a graduate level program, no undergraduate program.
  ■ Course offered in LLL for online course help and guidance.
  ○ Request revise and re-submit.

○ ORE 680 - Intended for engineers and ocean scientists - clarifying majors. Unlimited repeat and credit limit.
  ■ Typically need to justify unlimited repeat and unlimited credit. Is that appropriate for this course? No information or rationale for both was provided.
  ■ Course “objections” - change to “objectives”.
  ■ Box 16 - Graduate standing is missing from box on form; no SLOs, prerequisite states greater than C+, why not a B? Course objectives - terms used are at lower levels on Bloom’s taxonomy. A graduate course should be more reflective of higher levels of the taxonomy. Unclear project - provide more information about the project. Statement RE: including resources for KOKUA and Title IX are missing from the syllabus.
  ○ There was a suggestion to offer good examples of course syllabi to share and help new course proposal authors.
  ○ Request revise and re-submit.

• Interdisciplinary Programs - This was work done by the AAA committee last year. P. Ka’aloha was the chair at that time and she reported that the group used a Google doc to collect
information for their discussion. Unfortunately, they were unable to have a final discussion on this topic with the intent to share their findings at a Graduate Council meeting. The Google doc will be shared with Dean Aune who will then share it with this year’s AAA committee. This work will be continued by this year’s AAA committee.

- University Representative (UR) eligibility - Dean Aune has requested the AAA committee to discuss this issue. Should a UR have a PhD to serve on a doctoral committee as UR? Could the individual have a EdD, DNP, D-ARCH or other professional doctoral degree? Is a terminal degree in one’s field okay to serve (e.g., MFA)? Current practice and policies allow for a graduate faculty member at level 3 who also meets all eligibility criteria to serve as UR. The question is whether to maintain that or revise it in some way given the role of the UR on a committee.

- Handout - Program committee guidelines. Help to guide review by the Program committee and the Graduate Council. Dean Aune shared that it is important to balance the role of the Graduate Council in their review and with the autonomy of the program. There should still be a standard approach for all new programs or program modifications with regard to integrity and policies, but it is also with consideration of the program and their kuleana with regard to expertise, their program goals, and integrity.

Adjourned: 10:33 AM
Next Meeting: November 12, 2019