Graduate Council Meeting
March 31, 2020 • 9:00 – 10:30 • Gilmore 212

Minutes

Attendance:
Quorum: 12 (Current membership = 24)

<table>
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<th>Name of Member</th>
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<tr>
<td>O. Boric-Lubecke, ENGR (P)</td>
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<td>K. Braun, MBTSSW (C)</td>
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<td>C. Karamperidou (J. Lemus), SOEST (A)</td>
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<td>R. Jha CTAHR (P)</td>
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<td>A. Tse, SONDH (C)</td>
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<td>S. Chang, JABSOM (C)</td>
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<td>R. Ka‘aloa, HSHK &amp; SPAS (P)</td>
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<td>Q. Liu, ARCH, TIM, &amp; SCB (P)</td>
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<td>MC Garneau for N. Segeral, LLL (C)</td>
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<td>A Berez-Kroeeker, LLL (P)</td>
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<td>K. Heyer, CSS (A)</td>
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<td>Y. Xu, CSS (A)</td>
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*A = AAA Committee; C = Course Committee; P = Program Committee; bold = chair

Alternate(s) Alternate(s)

Guests: R. Novotny, Nutritional Sciences MS and PhD Programs

Announcements/Reminders

- 3MT Competition – POSTPONED
- Course Committee –Peter V. Garrod Award, review extended to April 7
- Program Committee –Frances Davis Award, review extended to April 7
- AAA Committee - UHF Scholarships, review extended to April 7
- GD Operational Changes in Wake of Covid-19
  - Mail is via FileDrop for sensitive information. Office is temporarily closed until April 30, 2020.

Old Business

- Approval of February minutes
- Request revision to add review of HWST 659 and NUTR PhD in this meeting. February minutes were unclear with regard to decision.
  - Motion to Approve. Vote: 13 in Favor; 0 Opposed; 2 Abstentions

New Business
UHM-1 New Course Proposals - S. Chang, Chair

○ HWST 659 -
  ○ Recommended changes be made to the second SLO, (#2) - change to: will demonstrate an understanding - change to be measurable. Change also: Program learning objectives, rather than learner objectives.

  ○ Motion to Approve. Vote: 15 in Favor; 0 Opposed; 0 Abstentions

○ ANTH 669 -
  ○ Follow-up questions RE: stacking of the course justification and content. This course is to be scheduled and taught simultaneously with the undergraduate version of the course with a mixed audience of undergraduate and graduate students. Assignments and level of performance in seminar are to be differentially evaluated. Papers for graduate students and exam for undergraduates. Higher academic standards for graduate students. SLOs - higher level verbs were missing in the initial version; guidelines for assessment and use of Bloom’s taxonomy were sent to the proposer. The SLOs were revised and the Course committee reviewed and accepted the revisions.

  ○ There are new recommendations from the Course committee related to the proposal to be revisited by the proposer:
    ■ Question: what does it mean to mentor undergraduate students? This was in the text of the syllabus, but the presentation that was also mentioned was not part of the syllabus or any group project in the course. How are undergraduate students to be evaluated on the group project/presentation? This group project is not mentioned in syllabus p. 1-2 course requirements or in grading policy p. 2-3. In Course calendar – where is the grad student-led group project and presentation?

    ■ Please add Title IX contact information in the syllabus.

    ■ There was mention of a term paper mentioned in the response from the proposer but no term paper is listed on proposal p 2 under Student Evaluation. Don’t see Title IX statement on syllabus.

    ■ Looking for ANTH 369, the undergrad equivalent, but it’s not in the catalog (just 368 and 370). Is the undergrad syllabus going for approval at the same time? It would be good to see the SLOs for 369 vs. 669.

    ■ The phrase “undergraduate audience” appears in the 2nd paragraph of “required reading”; is this justifying the mentoring, or are the readings difficult for graduate students as well? Also, I do not see where the “mentoring” assignment is described. Also, under “seminar prep and participation,” the syllabus says the readings and written responses “are also your preparation for the final exam.” However, graduate students prepare a term paper “in lieu of the final exam,” as well as a book report.

      ○ RECOMMENDATION – 1) Provide a table that compares SLOs and assignments for 369 and 669 and 2) Fully describe the assignments for the graduate students in 669 syllabus.

  ○ K. Jolly, chair of AAA committee, requested seeing the syllabus as part of the AAA committee’s work in developing guidelines for stacked courses.

  ○ Motion to Table to return GC. Vote: 16 in Favor; 0 Opposed; 0 Abstentions
- **ARCH 764, 764D, 764R**
  - **764**: Converting 764 to an alpha course. Splitting one capstone course into one research course and one design course. Changing overall title. Details on UHM-1 form, need to clarify the number of hours per week. Clarity of rationale for why each alpha is necessary when it operates as one course now. As proposed, both would be taken together. The rationale for splitting this course into two separate ones is unclear.
    - Is the product still to be the same? Two booklets or one booklet? What is the Capstone product to be produced? There is a need for more information as to why this is being proposed. It looks like the proposal is increasing credits without a clear reason.
    - Recommendation: Provide a table that contrasts both courses; explain the reason the two individual courses do not have their own specific SLOs, is it the practice of ARCH to only have PLOs and ILOs? ; clearer explanation of why the two are to be taken concurrently (e.g., does the product of one complement or support the product of the other?)
  - **764D**: Seems unusual to have a difference between contact hours and credits. Is it possible to get credit twice for a capstone? Should it really be taken twice? Is there a faculty workload issue contributing to how this course is being created? Faculty for both are proposed to be different. They seem to be approaching the same project from a design perspective and also from a research perspective. Syllabi for both courses, aside from having the same SLOs, were different. Typically, in experiences of the Graduate Council members, alpha courses typically have different content, more so than what was presented here. Clearer justification why the current course is to be split is needed. There is also a lack of clarity for hours. It’s inconsistent from the form and in the documents. Final product needs further clarity too. SLOs should also be revisited. See Course committee notes.
  - **764R**: Same concerns as for 764D.
  - **Motion to Revise and Resubmit to GC. Vote: Unanimous in Favor; 0 Opposed; 0 Abstentions**

- **CEE 621, 624**
  - **621**: Variety of comments. Some concern in no restriction in class standing. Further info needed RE: comment that it’s needed for undergraduate students related to Sustainability. Additional documentation for cross-listed course needed. Project-based course versus test-based course if enrollment grows. It would be inappropriate to approve for one method - project-based, but not the other - exam. Same issues w/ 624.
  - **624**: Very similar comments. Only other thing, access to high speed computers. Has this access been resolved? To address it currently, they are limiting enrollment. Is there a plan to provide access to high speed computers? Logistical issue to be addressed? Error on p2, change to closest, rather than closet.
  - **Motion to Revise and Re-submit. Vote: 15 in Favor; 0 Opposed; 0 Abstentions**

- **ECON 621, 630**
  - **621**: On UHM-1 form, need to indicate term to be offered, discrepancy between credit and contact hours, no major restriction, yet Banner code includes ECON. Why not require MACRO II as a prerequisite? SLOs, some discrepancy - obtaining employment in a particular field - inappropriate as an objective. No list of recommended texts - need to clarify or give examples. May be using newly developed information, but it’s unclear. SLOs are targeted at PhD students. Is this course appropriate for other students too or
only PhD students? More information is necessary. Circulate to Course Committee for review.

- **630**: Same comments as for 621
- **Motion for both courses to Return to Course Committee for Review and Approval. Vote: 15 in Favor; 0 Opposed; 0 Abstentions**

- **FSHN 667, 668 (MS in Nutritional Sciences Program Modification)**
  - **667**: Action needed: Clarification of rotations - how will it differ from undergraduate level and will they be evaluated differently? PBU - Post-Baccalaureate-Unclassified is graduate level, not undergraduate level. Match ILOs to Advanced degree ILOs.
  - **Motion to return 667 to Course Committee. Vote: 14 in Favor; 0 Opposed; 0 Abstentions**

- **668**: Advanced topics seminar. No comments. Modifying an existing course. Need to add a clear KOKUA statement.
  - **Motion to Return 668 to GD - J. Maeda. Vote: 14 in Favor; 0 Opposed; 0 Abstentions**

- **LIS 659**
  - Errors on UHM-1 form. Justification - statement about changing a course when this is a new course. Clarify the first paragraph. No SLOs, but lists course goals. No advanced degree ILOs. More detailed description of grading scale is needed. Revise Title IX part - seems to have just been added.
  - **Motion to Return to GD - J. Maeda. Vote: 14 in Favor; 0 Opposed; 0 Abstentions**

- **Late Submission: to be discussed at April meeting**
  - **EDSC 644, 647 Alpha, 647B, 647C**

- **Program Modification - C. Stephenson, Chair**
  - **PhD in Nutritional Sciences (Revised)**
    - Fairness in teaching issue was a concern. Newly added info relates to teaching a topic in a course with new rubric. This addressed the concerns of the Graduate Council members.
    - **Motion to Approve. Vote: 14 in Favor; 0 Opposed; 0 Abstentions**

- **MS in Nutritional Sciences Adding Registered Dietitian Nutritionist Concentration**
  - Necessary as part of accreditation to have at grad level to take national exam was the reason for creating this track. Members of the Graduate Council who read the proposal thought it was fine and made sense.
  - **Motion to Approve. Vote: 14 in Favor; 0 Opposed; 0 Abstentions**

**Other New Business - Discussion topics**

Could there be a way to have a policy statement to go along with the syllabus for relevant campus resources - Title IX, KOKUA, etc. Resources for students to find help on campus. This policy statement could include all relevant resources to be discussed in class versus including them in syllabi. Dean Aune acknowledged the idea and said she would discuss this with IAVCAA Laura Lyons on how best to have this information addressed. Students Rights and Responsibilities, title of document used by K. Jolly. Recommended by C. Sorensen Irvine to also have CAPP discuss -
suggestion to adopt similar guidelines for UG students. Graduate Council to review for graduate students.

GA survey - administered over the weekend. Concerns related to increase in work due to COVID-19. Concerns RE: extent GAs have been given info about to whom GAs should contact if cannot complete duties and responsibilities. Most respondents said yes, they were provided information, but some still do not have this information. GAs should be informed what to do if they cannot perform their duties. Are there safety protocols in place? Many respondents reported there weren’t any in place. Some have not received info about teaching remotely. M. Singh - there are many worried about future GA-ships. She also shared information about a hardship fund by the ALU - $100 per accepted application. Many are concerned because they cannot work - mostly student workers or those who work in restaurants. Finding other ways to do interactive work at home, especially for labs. It’s been challenging. GSO has been asked for their opinion on the option of grading for this term being pass/fail. Not advantageous for master’s students looking into PhD programs. UH Foundation funds will also potentially be available. Dean Aune to look into how to help further.

Extensions and time to degree

Hold of notation on transcripts

Electronic signatures

Adjourned: 10:39 AM

Next Meeting: April 28, 2020