

**Graduate Council Meeting
October 27, 2020 • 2:30-4:00p • Zoom
Minutes**

Attendance:

Quorum: 11 (Current membership = 22)

Name of Member		Name of Member	
O. Boric-Lubecke, ENGR	X	B. Fisher, CALL - voted in absentia	EXC
J. Guo, MBTSSW	X	K. Sands, CALL	X
C. Karamperidou, SOEST	X	S. Robertson, CNS	X
R. Jha CTAHR	X	T. Ticktin, CNS	ABS
A. Tse, SONDH	X	M. Maaka, COE	EXC
S. Chang, JABSOM	X	C. Sorensen Irvine, COE	X
R. Ka'aloa, ARCH/SCB/HSHK	EXC	J. Potemra, MFS	X
Q. Liu, ARCH/SCB/HSHK	EXC	C. Stephenson, MFS	X
A Berez-Kroeker, CALL (P)	X	M. Willingham, GSO/E. Turner, GSO	ABS
K. Suryanata, CSS	X	M.Singh, GSO/E. Turner, GSO	X
Y. Xu, CSS	X	K. Aune, GD	X
		J. Maeda, GD	X

*A = AAA Committee; C = Course Committee; P = Program Committee; **bold** = chair

Alternate(s)		Alternate(s)	

Announcements/Reminders

- Graduate Chair Matters
 - New Graduate Chairs Meeting: September 23, at 9:00a or 11:00a via ZOOM
- Open Office Hours via ZOOM with Graduate Dean & Associate Dean
 - October 28th 10:30 - 11:30a
 - November 18th 1:30 - 2:30p
 - December 16th 12:30p - 1:30p
- Graduate Assembly: Thursday, November 12th 2:30 - 4:00p via ZOOM
- Fall Meetings (Tuesdays, 2:30-4:00pm)
 - October 27, November 17, December 15

Old Business

- Approval of September minutes
Motion to Approve. Vote: 15 in Favor; 0 Opposed; 2 Abstentions
- Update on BAM-PACS and CR GCert: Graduate Council recommendations made, revisions received, sent to OVCAA

New Business

- Course Proposals:
- General feedback on the first three proposals - GEO 685 and 725 and PLAN 609 were that they all were missing the Graduate Division justification document with responses to questions for new courses. Additionally, the syllabi were missing KOKUA and Title IX resources. The ILOs included were either missing or were not the advanced ILOs.
- GEO 685 -
 - The DS designation information (7b) was mistakenly checked. This box needs to be unchecked on the UHM-1 form.
 - For Box 8, it should be 45 hrs for the term.
 - For Box 16c, should be none.
 - There were questions RE: grade option of CR/NC that was selected. How would such an option work? Would it be different by term? Per C. Sorensen Irvine, LTEC has those grading options, but it depends on student registration. The student chooses the grading option. Responding to the question from Geography, in particular, K. Suryanata indicated that for the CR/NC, this option would be for those students who do not need it to fulfill program requirements, but could benefit from the course for their preparation. For that reason they would recommend CR/NC. Additionally, students may not be in the course at the end due to potentially leaving early to work on their project.
 - There was a question RE: Schedule Type (12) about seminar format for this course. Would students read ahead of time and discuss in class? Per K. Suryanata, in Geography seminars are not lectures; everyone has an opportunity to speak. The instructor facilitates discussion on the topic of the week, which could come from the students, guest speakers, etc. This is how their department's interpretation of a seminar. There is mention of a Field Experience in the materials, shouldn't this be checked as a Schedule Type? Members responded that Zoom technology can be used for this part of the course and that fieldwork need not only mean having to go into the field to do it. More discussion oriented and fieldwork not necessarily meaning needed to go out into the field. Based on the materials and the nature of the course, it did not sound like this meets a course where the main focus is on fieldwork.
 - The focus on qualitative research in the syllabus seems misaligned with the title and Catalog description. Is this more of a qualitative research methods course or does it also include quantitative methods too? The materials read much like a typical qualitative research methods course, how is this course different from other such courses already offered? Specific to Geography? Per K. Suryanata, they didn't want to limit it to qualitative research. In Geography, they are increasingly looking into data mining and other forms of research aligned with this field which does include quantitative methods and statistics. Multimedia and data mining are areas in which the field is growing. Suggestions were made to include more in the learning objectives to align the course more closely with Geography-related research methods.
 - Summary: GD can make changes to the UHM-1 form as noted above with confirmation by program. Need to submit the GD justification document with clear responses to the questions and revise the syllabus in the area of more

specific learning objectives for such a course in Geography, threshold for CR/NC and letter grades for the work to be done in the course - include a grading scale (translate points to grades; passing score to earn CR. If a course includes a letter grade option, it must be taken for a letter grade for it to be counted toward the degree. Sample syllabus template and link to GD justification document page sent to K. Suryanata.

- GEO 725 - Similar issues as GEO 685.
 - It was suggested to include a basic definition of Political Ecology to be included in the GD justification document to help those unfamiliar with this term/field to understand. There were questions RE: areas that are covered by the GD justification document that were not answered.
 - For the grading scale, what constitutes earning CR - minimum grade for credit? Per K. Suryanata, they include a program's minimum grade requirement in their handbook for the program.
 - Need to submit the GD justification document with clear responses to the questions and revise the syllabus in the area of more specific learning objectives for such a course in Geography, threshold for CR/NC and letter grades for the work to be done in the course - include a grading scale (translate points to grades; passing score to earn CR. If a course includes a letter grade option, it must be taken for a letter grade for it to be counted toward the degree. Sample syllabus template and link to GD justification document page sent to K. Suryanata.

- PLAN 609
 - Box 8 should be 45 hrs
 - Boxes 10 and 11- repeat limit should be 0 and credit limit 3.
 - Box 16a - Prereq grade A- for PLAN 601 or equivalent. There is a discrepancy between UHM-1 form and syllabus info for this prerequisite.
 - There was much discussion on the focus of this course being on new techniques to look at causal inference or is it more about statistics? Is this a statistics course or a causal inference course? Design course about causal inference or statistics? Appears as more statistical methods with non-experimental designs, if that is the case, should include a lot more statistical methods. More substantive justification is needed since it's unclear.
 - Title - there were questions about the title and it being reflective of the content of the course. The content seems mostly about statistical analysis that may require analysis of data, but not directly to answer causal questions. The techniques covered do not appear to be about causal inference. There also seems to be misalignment between the course description and content in the syllabus.
 - K. Sands suggested adjusting the title to something like "New Approaches to Causality in the Social Sciences" or "Statistical Approaches to Causality in the Social Sciences" or something like that. If the second part is left out "A relatively gentle introduction," there would be wiggle room to make that sort of adjustment.
 - How is this course different from other courses already offered on campus?

There are many statistics courses on campus - where is the need for this one? There are also other stats courses in CSS. There needs to be clearer info on the focus of this course and defined further from other design and statistical analysis courses.

- **For all 3 courses (GEO-2 and PLAN): Motion to revise and resubmit at next meeting Vote: 16 in Favor; 0 Opposed; 0 Abstentions**
- QHS 600
 - There was discussion relative to information in the syllabus RE: grading. If the option selected is CR/NC, what score is necessary to pass? Department is requested to revise the syllabus to reflect that 80% is necessary to receive credit if the grading option is CR/NC. The criteria for earning credit is unclear.
- **Motion to Approve with minor revision. Vote: 13 in Favor; 0 Opposed; 0 Abstentions**
- QHS 605
 - There was a question about the grading scale in terms of how points/percentages translate into letter grades. A grading scale is missing from the syllabus. Need to add this information.
 - Question RE: lab description and providing further information. This is more of a statistics-oriented course that uses computer labs with statistical software. Discussion about the different types of lab courses occurred and how that related to the Schedule Type selected on the form. Relative to the question about labs for a course like this one, a few members stated that it's common to have a lab session as part of this type of course. It's common to have a lab session as part of this type of course.
 - The Catalog description is too long. Need to shorten to 35 words.
- **Motion to Approve with minor revisions. Vote: 16 in Favor; 0 Opposed; 0 Abstentions**

Other New Business

- Re-organization and post pandemic recommendations - changes are being proposed that may affect Graduate Division. Per C. Sorensen Irvine decisions with regard to Graduate Division are the last to be made before all proposals are finalized. Recruitment, admissions and records are proposed to go to Enrollment Management. Everything else would remain in Graduate Division. This is a proposed change and is not yet finalized.
- A question was asked about the timeline for the phase II of the reorganization - per C. Sorensen Irvine, consultation with all parties as yet to be done. The goal is to send all proposals for consultation to the requisite parties by mid-November.

Adjourned: 4:11pm

Next Meeting: November 17, 2020

