Graduate Council Meeting  
January 19, 2021 • 2:30-4:00p • Zoom  
Minutes

Attendance:
Quorum: 11 (Current membership = 22)

<table>
<thead>
<tr>
<th>Name of Member</th>
<th>Name of Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>O. Boric-Lubecke, ENGR</td>
<td>X</td>
</tr>
<tr>
<td>J. Guo, MBTSSW</td>
<td>X</td>
</tr>
<tr>
<td>C. Karamperidou, SOEST -A -entering 3p</td>
<td>X</td>
</tr>
<tr>
<td>R. Jha CTAHR</td>
<td>X</td>
</tr>
<tr>
<td>A. Tse, SONDH</td>
<td>ABS</td>
</tr>
<tr>
<td>S. Chang, JABSOM</td>
<td>X</td>
</tr>
<tr>
<td>Q. Liu, ARCH/SCB/HSHK</td>
<td>ABS</td>
</tr>
<tr>
<td>A Berez-Kroeker, CALL</td>
<td>X</td>
</tr>
<tr>
<td>K. Suryanata, CSS</td>
<td>X</td>
</tr>
<tr>
<td>Y. Xu, CSS</td>
<td>EXC</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Alternate(s)  

<table>
<thead>
<tr>
<th>Guest(s)</th>
<th>Alternate(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Noonan, Special Education</td>
<td></td>
</tr>
</tbody>
</table>

Announcements/Reminders

- Open Office Hours via ZOOM with Graduate Dean & Associate Dean  
  - December  
  - Thursday, February 11, 1:00-2:00pm  
  - Monday, March 8, 3:00-4:00pm  
  - Thursday, April 22, 9:00-10:00am
- Graduate Assembly Meeting - Friday, April 30, 2021; 12:00-1:30pm  
  - Join Zoom Meeting https://hawaii.zoom.us/j/91558564315  
  - Meeting ID: 915 5856 4315  
  - Passcode: gdgasp21
- Reminder to award Giving Tree funds to students by January 22, 2021  
- Dean’s Scholarship opportunity request due by January 29, 2021  
- Duolingo test for English Proficiency - Graduate Division to provisionally allow in addition to TOEFL/IELTS due to its wider availability  
- Graduate Council Spring 2021/Fall 2021 Meeting Dates (Tuesdays, 2:30-4:30p)  
  - Spring 2021: January 19, February 16, March 23, April 20, May 11  
  - Fall 2021: September 21, October 19, November 16, December 14  
  - Start time: 3:00p?

Old Business
- Approval of December 15, 2020 minutes
Motion to Approve. Vote: 17 in Favor; 0 Opposed; 0 Abstentions

New Business

- Program Actions:

  **Leadership and Research Track to MEd Degree in SPED**
  - There was discussion about this track and how it is a much more focused track than the Interdisciplinary track. It was complimented as being a good alternative. There were questions regarding the title of this track and how the courses listed to complete this track aligned with both leadership and research. A question for M. Noonan was how does the title of the track accurately reflect the courses to be required?
    - Per M. Noonan, leadership and research are interconnected. Students in this track would be practicing teachers who are looking to take on roles as grade level chairs and mid-level resource teacher positions, different types of school-based or school district level leadership positions. They advise on curriculum decisions and other aspects related to content and resources for learners in K-12 school. It’s important to know research related to legal issues, as well as evidence-based practice in Special Education (SPED). One of the courses is a leadership seminar where students will learn about leadership skills and the research base of leadership in SPED.
    - This was another question about the title of the track, but more focused on the research aspect. How are the courses aligned to this part of the track title?
      - Per. M. Noonan, the core course for their degree is a research-based course, they also require another research course, and the list of courses includes an evidence-based research course. The seminars which include foundational issues and linguistic diversity are covered from a research perspective. Law and Compliance is considered a leadership course, as are the current issues and trends seminar, as well as the seminar in SPED leadership.
    - There was mention of not much demand for the Interdisciplinary track and the thinking by the program is there will be more demand for the Leadership and Research track. What might the demand look like for this new track?
      - Per M. Noonan teachers are encouraged to take on more leadership roles at their school and at the state level. When they apply for this track with the program the applicant would need to address they’re wanting to learn more about leadership and research. The program typically receives 10-20 applications for the Interdisciplinary track. The program is planning to not advertise the track temporarily and only use it to accommodate grants and other special opportunities.
    - There was a comment about the intentions and focus of the track being written in consideration of key Advanced Personnel Preparation Standards of the Council for Exceptional Children (CEC). There was discussion that including references to the standards to be met by this track might strengthen the title and more clearly link the title and courses together.
Per M. Noonan, some of the standards address leadership and research, but not all of them do. They were guided by the advanced standards, rather than the initial licensure standards.

- Suggested revisions are to clarify and show a closer alignment between the title of the track and the coursework - where is the focus and how do the courses reflect that focus? Which of the advanced standards in this area of leadership and research are being addressed? Might consider including the standards that were used to guide this track.

- **Motion to Approve with Minor Revisions. Vote: 16 in Favor; 0 Opposed; 0 Abstention**

- **Graduate education items**
  - GAs working out of state survey -
    - Dean Aune asked if there were any questions or issues that have arisen for GAs who are not physically present in HI? R. Jha reported a concern of a TA who was unable to leave Brazil. Is this acceptable? Per Dean Aune, if the work of the GA can be done remotely, GD has allowed it. However, for a new international student who could not be here to complete the hiring process, this could not work.
    - A. Berez-Kroeker shared that students who have established residences here are having to move back to the continent or elsewhere for various reasons. There is a concern of having to move back to HI if courses are to be F2F in Fall 2021 as there would be expenses involved. Is there any idea of when decisions will be made for Fall and if classes will be F2F, could GAs who have been working remotely continue?
    - If there are questions RE: GAs who are working from outside of HI, Dean Aune suggested consultation with one’s Dean’s office. There is not a campus wide policy about this yet.

- **STAR - for Master’s programs?**
  - Use of STAR would potentially be helpful for BAM pathways as those increase in number.
  - There was some discussion about the need for graduate students to use STAR. Shouldn’t graduate students have more contact with graduate faculty than undergraduate students such that STAR would not be necessary? The amount and quality of mentoring of graduate students is varied across campus and programs. Some mentors are much better at maintaining contact with students.
  - General agreement of using a graduate program handbook and regularly meeting with students seem to work well enough that the need for STAR does not seem very high. For a cohorted program, all students take the same requirements and are all informed of program requirements. Use of STAR in that type of situation did not seem necessary.
  - Good advising and regular committee meetings seem to be enough for students.

- **Vaccine for GAs?**
  - They’re front-facing and should be eligible for the vaccine, once available.
There was a question about the UH survey that came out relative to when or in what phase vaccines would start or when further information would be available.

- Per S. Chang, there is some level of hesitancy on providing a date when vaccinating UH folks might begin due to the uncertainty of vaccine availability, though she did acknowledge that the survey could have communicated more information on the process to be used once vaccines become available.
- There were some comments made regarding the offering of vaccines for phase 1B on the neighbor islands versus Oahu being a challenge.
- There are other options for those who work at UH that also affect planning for UH mass vaccinations; higher risk or older individuals may be able to be vaccinated before UH starts its mass vaccinations.
- The communication of phases and about the vaccines has been a challenge. POD - Point of Distribution. For the UH mass vaccinations and UH as a site, this has yet to be determined and is awaiting an agreement from the Governor.

**University Representative (UR)**
- Concerns RE: fair treatment, intimidation and being unduly pressured by the committee chair or other committee members.
- Observations from the members indicated a shared perspective and agreement that the UR could be in a difficult position and that, for the most part, the experiences shared have been good. Experiences shared were that the UR was serious about their role. URs who had a difficult decision to make they were prepared to do it and make hard decisions.
- There was a question of how URs are chosen in schools/colleges? At UH, how a UR is selected varies across programs. Added by Dean Aune the UR is someone who must be at arm’s length from the committee chair and their role is to maintain the integrity of the process. The UR need not necessarily be familiar with the topic of the dissertation. S. Robertson shared that the most successful committees had URs who were not technically familiar with the field. URs from different field can bring a new perspective and can ask questions regarding the relevance/importance of the topic for those outside the discipline.

Adjourned: 4:03pm

**Next Meeting:** February 16, 2021