

**Graduate Council Meeting**  
**March 23, 2021 • 2:30-4:00p • Zoom**  
**Minutes**

**Attendance:**

**Quorum:** 11 (Current membership = 22)

Name of Member		Name of Member	
<b>O. Boric-Lubecke, ENGR -C</b>	EXC	B. Fisher, CALL	X
J. Guo, MBTSSW	X	<b>K. Sands, CALL-C</b> (co-chair)	X
<b>C. Karamperidou, SOEST -A</b>	X	S. Robertson, CNS	ABS
R. Jha CTAHR	X	T. Ticktin, CNS	ABS
A. Tse, SONDH	X	Hannah Tavares, COE	X
S. Chang, JABSOM - left 3:10p	X	C. Sorensen Irvine, COE	X
J. Stilgenbauer, ARCH/SCB/HSHK	X	J. Potemra, MFS	X
A Berez-Kroeker, CALL	X	<b>C. Stephenson, MFS -P</b>	X
K. Suryanata, CSS	X	M. Willingham, GSO/E. Turner, GSO	ABS
Y. Xu, CSS	X	M. Singh, GSO/E. Turner, GSO	X
		K. Aune, GD	X
		J. Maeda, GD	X

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

Alternate(s)		Alternate(s)	

Guests: Y. Hill & M. Stephens-Chu, Assessment and Curriculum Support Office

**Announcements/Reminders**

- Open Office Hours via ZOOM with Graduate Dean & Associate Dean
  - 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
- GAs Working out of state - Approval process is tentatively to be similar to faculty. Per Dean Aune, Provost Bruno has determined that memos for GAs requesting to work out of state are to be approved by the Dean of Graduate Division. Details are being worked out. An announcement about this process is forthcoming. The UH System Legal Office is recommending this procedure due to issues related to liability.
- Advanced Degree ILO Workshop: April 9, 2021
  - Graduate Division and the Assessment and Curriculum Support Office, Y. Hill and M. Stephens-Chu to offer a workshop with panelists to share best practices related to assessment of their program learning objectives and the advanced degree ILOs. Workshop details are forthcoming and will be announced.

**Old Business**

- Approval of February 16, 2021 minutes

## **Motion to Approve. Vote: 14 in Favor; 0 Opposed; 3 Abstentions**

### **New Business**

- Advanced Degree ILO Presentation - Yao Hill & Maura Stephens-Chu, Assessment and Curriculum Support Office
  - Presentation - Assessment for Improvement Cycle in relation to Advanced Degree ILOs.
    - Assessment for Improvement Cycle: Learning outcomes - Learning outcomes (curriculum map), collect and Evaluate Evidence (culminating products) - Interpret Results - Results
    - Assessment of the ILOs are also part of accreditation requirements for WASC
  - The presentation by Y. Hill and M. Stephens-Chu highlighted graduate program reports for the 2018-2020 reporting period (140/141 programs submitted an assessment report). Of those, 88% conducted assessment activities. Programs who have missing items will need to address those items as they will be flagged by WASC reviewers. The review will examine alignment of Program Learning Objectives (PLOs) w/ ILOs. All of the advanced degree ILOs are assessed, but not equally across all ILOs. Key challenges were shared in the presentation such as specific assessment was not reported, PLO alignment is unclear, achievement standards were unclear, etc.
  - Call for Action Faculty-Driven Assessment - this is a means by which the presenters suggest the challenges identified could be addressed and ways assessment could be better encouraged and promoted:
    - Assessment Advisory Board - recruiting faculty advocates to help programs with performing meaningful assessment.
      - 26 programs had unclear results, the advisory board could help w/ PLO and ILO alignment (e.g., one PLO measuring all ILOs is not best practice); promoting use of culminating products that are commonly used by graduate programs can provide clear evidence, and adapting rubrics to align with ILOs could be used to measure items like theses and dissertations.
    - Y. Hill requested support from the Graduate Council to become part of a working relationship with ACSC in advancing program efforts on campus.
    - Motion for Graduate Council to support a working partnership with GD and ACSC in advancing graduate program assessment efforts on campus.
      - **Motion to Approve. Vote: 17 in Favor; 0 Opposed; 1 Abstention**
    - Streamline and make PLO and ILO assessments easy to do. Rubrics help to set a standard for all students. Making assessment easy to do and complete.
  - A concern was expressed regarding workload and demands of leadership in the department and the feasibility and manageability of assessment. Y. Hill shared that assessment of ILOs need not be an added burden. Culminating products like a thesis or dissertation defense could be assessed via an electronic form shared with the committee at a defense. The committee could complete the form as part of that process. The form would already have PLOs and ILOs aligned and could feasibly be done with a sample of students. It need not be done with every student. There's a lot of excellent work being done with results from assessment

being used to improve programs. Y. Hill also mentioned that she will share tools that can be used for assessment at the April 20 meeting. Further, ACSC is willing to support and create forms as well as help programs to analyze their results. If the content is provided to their office, they can do the work to help programs to use the results. A data dashboard could be developed for the program. Contact Y. Hill for further information.

- Course Proposals:

- **ANSC 695**

- UHM-1 form - Check off Summer as a term to be offered.

- This course is intended to serve as a culminating course for Plan B students and replaces the 500 Plan B/C course that was previously used and has since been removed from the schedule and Catalog. K. Sands suggested working with R. Jha on this proposal to complete the suggested revisions: correct contact hours to 15-45 hours and clarified wording RE: grading in the syllabus,

- **Motion to Approve with minor revisions. Vote: 12 in Favor; 0 Opposed; 0 Abstention**

- **ANTH 664** - not discussed.

- **EDCS 670**

- Previously offered as part of another topics course. Question RE: Catalog Description - wording is awkward wording. Do they mean: Examine impact of European imperialism on education and effect on Indigenous people? There was some agreement to suggest re-wording the description.

- Justification document: "This course argues" this is problematic and does not seem to fit a course or syllabus. It also seems the course content discussion will be one-sided. There was discussion to suggest changing the starter to, this course examines, explores or maybe investigates.....? The thinking behind this suggestion was that it's best to not presume that discussion of a topic will only be one sided if such a course is wanting to have an open discussion on the topic.

- Section c. How will students be evaluated? As written, this section does not have enough information. Graduate Council members suggested to ask for more explicit information on how students will be evaluated by the instructor. For example, will there be a required meeting one on one meeting with the instructor to go over the portfolio and discuss how it would be graded with the self-evaluation by the student? The Instructor's side of the evaluation process is missing. Another suggestion was to include a rubric to determine grades.

- SLOs - higher level measurable verbs should be used. Bloom's taxonomy. Illustrate the impact of...analyze/synthesize.... would be suggested terms.

- Discussion on content relative to information in SLOs and the title. Based on the title, it appears to be broadly and not necessarily directly to Hawaii or Oceania, yet there seems to be a disconnect with the weekly topics presented in the syllabus. Various countries are discussed, but in the latter part of the term discussion about Hawaii seems to include a post colonial perspective when it was not discussed in other areas in the earlier weeks. Is this course taking a more historical approach or is the course to be more focused on Hawaii and Oceania? The disconnect between the title and general description along with the weekly readings should be more closely aligned. If the course is to be more

on post colonial times, then there should be more information and literature included to that end.

- Beginning of the proposal includes a statement about no prior knowledge being necessary for this course. There was a question by the members on what this means, especially in the context of creating a curricular unit? It would be helpful to be more explicit on what prior knowledge is not necessary. Is it prior knowledge on the course topic?
- Discussion by the Graduate Council members was for the Course committee to discuss this proposal and the feedback from this meeting and summarize the feedback.
- **Motion to Revise and Resubmit. Vote: 15 in Favor; 0 Opposed; 1 Abstention**
- **EDCS 671** - not discussed.

Adjourned: 4:08pm

**Next Meeting:** April 20, 2021