Graduate Council Meeting  
October 19, 2021 ● 3:00-4:30p ● Zoom

Minutes

Attendance:
Quorum: 11 (Current membership = 22)

<table>
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<tr>
<th>Name of Member</th>
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<tr>
<td>A. Tse, SONDH - A</td>
<td>C. Sorensen Irvine, MFS - P</td>
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<td>P. Berkelman, ENGR</td>
<td>E. Biagioni, MFS</td>
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<td>A. Mawyer, CALL</td>
<td>B. Fisher, CALL</td>
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<td>H. Tavares, COE</td>
<td>S. Robertson, CNS</td>
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<td>T. Ticktin, CNS</td>
<td>J. Stilgenbauer, ARCH/SCB/HSHK</td>
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<td>K. Suryanata, CSS - C</td>
<td>M. Tallquist, JABSOM</td>
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<td>C. Karamperidou, SOEST</td>
<td>Y. Xu, CSS</td>
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<td>A. Berez-Kroeker, CALL</td>
<td>Sara Saastamoinen, GSO</td>
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<td>J. Guo, MBTSSW</td>
<td>Alena Shalaby, GSO</td>
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<td>P. Nerurkar CTAHR</td>
<td>K. Aune, GD - on professional leave</td>
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<td>J. Yoshioka, COE</td>
<td>J. Maeda, GD</td>
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* A = AAA Committee; C = Course Committee; P = Program Committee; bold = chair

Alternate(s)

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<tr>
<td>H. Dulai, SOEST for C. Karamperidou</td>
<td>J. Jarrett, CNS for T. Ticktin</td>
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<td>T. Gruter, CALL for A. Berez-Kroeker</td>
<td>A. Wong, ARCH/SCB/HSHK for J. Stilgenbauer</td>
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<td>K. Lingley, CALL for B. Fisher</td>
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Guests: Priyam Das, PLAN, Konia Freitas and Lehua Nishimura, HWST, Eunjung Lim and John Chen, QHCR

Announcements/Reminders

- Fall 2021 Meetings: Tuesdays, 3:00 – 4:00 p.m.
  o November 16, December 14
  o Join Zoom Meeting https://hawaii.zoom.us/j/94790587666
  o Meeting ID: 947 9058 7666 Passcode: gdgc2021
- Assessment Workshop Graduate Assessment for Learning Improvement Showcase: 10:30-11:30 a.m.
  o November 3
  o Zoom information to be announced
- Fall 2021 Graduate Assembly: Thursday, 2:30 – 4:00 p.m.
  o November 18
  o Join Zoom Meeting https://hawaii.zoom.us/j/99320854126
  o Meeting ID: 993 2085 4126
  o Passcode: gradgal21

Old Business
- Approval of September 21, 2021 minutes

Motion to Approve. Vote: 15 in favor, 0 opposed, 2 abstentions.
New Business

- Course Proposals:
  - BIOM 615
    - The Course committee had several questions about this course proposal:
      - Prerequisites: The courses included were 100-level. This is low for a graduate level course. Why are lower division courses, rather than upper division ones required? Additionally, use of phrases like “Highly encouraged” will not show up in Banner or during registration. The committee suggested a revision to the UHM-1 to not include language difficult to enforce. Consent from the instructor was suggested as an alternative.
      - Blanket requirement – It’s unclear if BIOM courses include a Blanket Statement. The committee asked for this to be explained.
      - Content overlap with another program – FSHN offers courses that look similar. The proposer mentioned having taught in FSHN, but isn’t in that department anymore. No syllabus from FSHN courses were provided to compare with the proposed syllabus. There wasn’t any information provided to help compare the new course with current FSHN courses to see how the new course is different. The Committee requested evidence of how this new course is different since they seem very similar. The current FSHN courses are at the 400-level.
      - Consultation with the Nutrition program? Evidence of consultation by the proposer is missing. There is a need for evidence of consultation to prevent redundancy. One of the committee members spoke with FSHN instructors. There hasn’t been any consultation. The FSHN instructors were interested in this graduate course if it can be coordinated. Their students could benefit from it too. The proposal mentions this course is intended for JABSOM students, but no major restriction is included. Per the QHS Department chair, J. Chen, the proposer of this course is a former faculty member in CTAHR and moved to JABSOM. There is a general need in JABSOM for such a course in nutrition. There is a current nutrition course, but it is only for the medical students. The QHCR graduate program needs this information too. There is potentially an opportunity to cross-list with CTAHR if they’re interested. This course is intended to be an introduction to health and nutrition and offered once a year.

    - Recommendation to be revised and re-submitted: (notes to be sent to the proposer)
      - UHM-1 - prerequisite information revisions. Also, it is necessary for information and evidence of consultation that this course is not a duplication of courses in FSHN. In terms of course expectations, it’s

- MA Degree in Religion (Asia) to Religious Traditions of Asia and the Pacific
  - Requested changes were made. No further comments or discussion.
  - Motion to Approve Vote: 16 in favor, 0 opposed, 1 abstention.
unclear how they are to be assessed. With the participation portion of the grade, it’s unclear how email conversations would be assessed for the response within 72 hours requirement.

- Revision on UHM-1 and syllabus. Not yet ready to vote.
- **No vote taken. Proposal to be revised and re-submitted.**

**ME 633**
- There were questions about this proposal as well.
  - Prerequisites - is the C-grade proposed too low for a graduate level course?
  - Participation - the percentage used toward the grade was set at 50%, but it’s unclear how this 50% will be evaluated and points earned. The committee suggested a rubric for this item.
  - Expected learning outcomes in the Justification - The committee recommended that the proposer review Bloom’s taxonomy; learning from the objectives should be more easily measured.
  - Per P. Berkelman, the content is highly specialized
- **No vote taken. Proposal to be revised and re-submitted.**

**Program Modification**
- **MS Degree in Quantitative Health and Clinical Research (QHCR)**
  - Overall concerns with this program modification were minimal. Questions from the committee were sent to the program ahead of the meeting and their responses resolved the concerns. One of the committee’s questions related to the proposed new core course and how it covered the areas of both tracks: Quantitative Health Science (QHS) and Clinical Research (CR) since the description appeared to only focus on Clinical Research. The program responded via email before the meeting that they had submitted a UHM-2 to modify the catalog description. The course description was modified to more accurately reflect biostatistics and bioinformatics information in addition to the clinical research content. There was another question about the number of total credits for the degree. The Justification was unclear, but the program sheet clearly indicated how the 34 credits were to be earned. Another question was about how often the elective courses in the modification were to be offered. The Graduate Chair of QHCR, E. Lim responded the courses would be offered yearly and in two years students would be able to take them. There was also a question about how students would develop the analytical skills determined to be important by the program from the change in coursework. Per the Department Chair of QHS (same name as track) J. Chen, analytical skills are important in different ways to both tracks. For those in CR, they are interested in more applied positions and their need to analyze data is different from those in the QHS track. In QHS, they are more focused on bioinformatic, genomic sequencing, and biostatistics-related data. Both J. Chen and E. Lim indicated that the courses include content necessary to help students move toward their career goals.
  - The committee recommended that the program include a timeline to help Plan A and Plan B to plan their program of study.
  - **Motion to Approve Vote: 17 in favor, 0 opposed, 0 abstention.**
- **BAM in Hawaiian Studies and Urban and Regional Planning**
  - There was a question about what was meant by Methods 2 and 3 in the academic plan during the last year of the Master's program. P. Das, Department/Graduate Chair of Urban and Regional Planning explained those courses are two of a list of choices students may choose from to meet a methods and practice requirement.

- **Motion to Approve Vote:** 17 in favor, 0 opposed, 0 abstention.

- **Academic Probation (AP) Letter**
  - This topic was requested to be discussed by H. Tavares. She expressed concerns regarding the language and tone in these letters that are sent to students. For many students in the College of Education, they're part-time. The COVID-19 pandemic has also contributed to slowing students' progress. C. Sorensen Irvine reported that the Graduate Council had discussed this topic of AP (specifically for time to degree) for graduate students a few years ago. The length of time for both master’s and doctoral students is the same at UHM. At other institutions, it varies and doctoral students have up to 10 years before AP. J. Maeda shared that for many doctoral students, coursework is generally completed for many in 2-4 years. The less structure timed after coursework contributes to slow progress. In other cases, per T. Gruter, for students funded by assistantships outside of their graduate program, this can also contribute to slower progress because the program doesn’t oversee their funding. This discussion was much larger than the time that remained in the meeting. This topic will be continued in the next meeting.

**Adjourned:** 4:33p

**Next Meeting:** November 16, 2021