

**Graduate Council Meeting**  
**April 19, 2022 • 3:00-4:30p • Zoom**  
**Minutes**

**Attendance:**

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

Name of Member		Name of Member	
<b>A. Tse, SONDH - A</b>	X	<b>C. Sorensen Irvine, MFS -P</b>	X
P. Berkelman, ENGR	X	E. Biagioni, MFS	X
A. Mawyer, CALL	ABS	B. Fisher, CALL	X
H. Tavares, COE	X	S. Robertson, CNS	X
T. Ticktin, CNS	ABS	J. Stilgenbauer, ARCH/SCB/HSBK	X
<b>K. Suryanata, CSS - C</b>	EXC	M. Tallquist, JABSOM	X
C. Karamperidou, SOEST	X	Y. Xu, CSS	X
A. Berez-Kroeker, CALL	ABS	Sara Saastamoinen, GSO	X
J. Guo, MBTSSW	X	Alena Shalaby, GSO	X
P. Nerurkar, CTAHR	X	K. Aune, GD	X
J. Yoshioka, COE	X	J. Maeda, GD	X

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

Alternate(s)		Alternate(s)	
			n=18

Guests: Nori Tarui and Sang-Hyop Lee, ECON

### Announcements/Reminders

- Announcements/Reminders: (please share with your college/school Graduate chairs)
  - Spring 2022 Meetings: Tuesdays, 3:00 – 4:30p
  - May 10
  - Join Zoom Meeting <https://hawaii.zoom.us/j/98469150795>
  - Meeting ID: 984 6915 0795
  - Passcode: gdgc2022
- Fall 2022 Meeting Dates: Tuesdays, 3:00 - 4:30p
  - August 30, September 20, October 18, November 15, December 13
- Fall 2022 Graduate Assembly November 17, 2022
- Committee Review in March:
  - Frances Davis Award (Program Committee) – Hoa Le, Second Language Studies
  - Peter V. Garrod Award (Course Committee) – Henrietta Dulai, Earth Sciences
- Graduate Assembly – Thursday, April 28 2022, 3:00 – 4:30pm
  - Join Zoom Meeting <https://hawaii.zoom.us/j/92243349188>
  - Meeting ID: 922 4334 9188 Passcode: gdgasp2022

### Old Business

- Approval of February 22, 2022 draft minutes  
**Motion to Approve. Vote: Unanimous in favor, 0 opposed, 0 abstentions**

## New Business

- Course Proposals: P. Nerurkar for K. Suryanata
  - HWST 648
  - No questions or comments except how the course assignments would be assessed. The committee suggested a rubric would be helpful to show how the course assignments would be assessed.
    - **Motion to Approve. Vote: Unanimous in favor; 0 opposed; 0 abstentions**
  - ORE 653
  - There were a few items to be addressed for this new proposal:
    - The Banner title missing
    - In the Justification alignment with Advanced Degree ILOs is missing
    - In the Syllabus - SLOs 1 and 5 should be re-phrased. What students can expect after completing the coursework?
    - **Motion to Approve pending the items to be addressed. Vote: Unanimous in favor, 0 opposed; 0 abstention**
  - SLS 611
  - No comments/suggestions.
    - **Motion to Approve. Vote: Unanimous in favor, 0 opposed; 0 abstention**
  - SPED 655
  - There was one minor change to be made to the UHM-1 form to change the effective term from FA 22 to SP 23. It's too late for this course to be approved and effective for FA 22.
  - Justification and syllabus are detailed and clear.
    - **Motion to Approve. Vote: Unanimous in favor, 0 opposed; 0 abstention**
  - SPED 656
  - No comments/suggestions. Well organized proposal.
    - **Motion to Approve. Vote: Unanimous in favor, 0 opposed; 0 abstention**
- Program Modification: C. Sorensen Irvine
  - Economics -
    - ECON 605 - new course for track (P. Nerurkar)
    - There was a question RE: prerequisites based on the information written in the justification. The committee requested clarification as to whether there are actual course prerequisites for this new course or is it more an understanding of knowledge and admitted students should have had prior to entering this program?
      - UHM-1 - prerequisite box on the form is blank. This relates to the comment above based on information in the justification document RE: prior knowledge important before enrolling in this course. Additionally, on the form, Contact Hours - should be 45 hours rather than 3. J. Maeda will make this change on the original form.

- Syllabus - a grading scale was provided, but a rubric would be helpful to assess the presentation and any other assignments. Information on how assignments will be evaluated would be helpful.
  - For SLO #5 - p1 - Slight change of wording is suggested - Being well prepared for a position in the field. As worded, how might this be demonstrated in terms of learning? The committee suggests re-wording it so that it can be more easily measured.

■ **Motion to Approve Pending Resolution of Questions. Vote: 15 in favor, 0 opposed; 3 abstentions**

- Adding a Professional Track to MA in ECON
  - The Program committee identified three primary areas in question and are seeking clarification or revising of the materials. One other area that was discussed related to the Math Cram class in the ECON 605 proposal. The discussion was moved here and is at the bottom of this discussion.
    - The first item was a misalignment between the memo, program sheet, and catalog language - there is mention of a 6 course common core, but only 5 courses are listed, but not in all of the documents. ECON 732 is also mentioned as part of a group of courses, but it is separately mentioned in the Catalog language. Similarly for electives, the language about them seems to differ across the three documents. The committee suggested a review of all three documents and ensuring all of them include the same information using similar or the same language and are in alignment with one another.
      - N. Tarui responded that he will go through the documents. Some items were missed when putting this memo and the materials together.
    - The second item was RE: the justification document - no data was provided related to the demand for this track and anticipated enrollment. There was a comment about the current program being relatively small, but if Outreach College is to offer courses, it will depend upon enrollment of students in the courses. It's about 6-8 students enrolled to break even. It was suggested that the program include a strong case for demand and how many would enroll and the plan if not enough students enroll.
      - N. Tarui responded that in terms of recruitment and expected enrollment - there is uncertainty. They don't have data, but more anecdotal interest from various people through UHERO. Low enrollment is a concern and would make it difficult to run the program. He mentioned that there had been a suggestion to adopt a cohort model. They're considering and agree that it is a good idea to implement a recruitment campaign to recruit students with a set number. If enrollment is low, the cohort may need to be postponed due to staffing concerns.
      - C.Sorensen Irvine shared how in her program, which runs through Outreach College covering costs via overload would

be a concern if costs can't be covered. She shared that they admit 10-12 students since there is some attrition.

- The third item was a question about assessment and alignment with ILOs. Assessment of this track would follow what is typically used for the current degree program. For the question about alignment with ILOs, this would pertain specifically to any program learning outcomes the MA in ECON has that would also apply to this track and to which ILO(s) is aligned (i.e., one ILO to PLO).
- Math Cram course clarification - The committee expressed concern about this course being required over the summer. Is attendance in person mandatory or can students complete this in their own free time and availability? In person versus video posting - student commitment during the summer.
  - N. Tarui expressed appreciation for the question. The program strongly encourages in person attendance due to the nature of the class. It is challenging content to learn via distance. Those who have taken it provided feedback that it was helpful for them. The program has started recording the class due to the pandemic and have shared it with students who cannot make it. They are considering allowing students to view the online recording if needed and are aware of conflicts that may affect students attending in person.
- Another concern was about how to support students during the time period of the math cram course since it is starting before the start of the semester when funding typically would start for students? This is also a busy time as new students acclimate themselves and get situated before the semester starts.
  - N. Tarui responded that so far students have not raised any concerns related to this course and the timing of it. Almost all of their students have attended the math cram in person and have funding either via a GA or EWC; funding for many of their GAs typically starts on August 1 with the pay starting several weeks later.
  - A related item was that there may be concern that might apply more significantly to students they're trying to recruit for this track since it is a different population than students already at UH or those who plan to attend full-time. Other factors like where they're located, working at the time of the class, etc.
    - N. Tarui acknowledged the concerns and shared that they would recommend students attend in person, and the program will consider how to have the recordings available to those who are unable to make it. He also agreed that this course is also something the program will need to inform applicants and prospective students about early on in the recruitment process.
- In summary, the three items to address are the alignment between the documents, address of enrollment concerns, and ILOs relevant to PLOs for this track.
- **Motion to Approve Pending Resolution of Identified Issues. Vote: 17 in favor, 0 opposed; 1 abstention**

- ICUL GCERT - A. Shalaby, GSO Representative
  - The International Cultural Studies is an interdisciplinary GCERT and is one of a few at UHM. It's a shared GCERT between CSS and CALL with a current enrollment of 11 students and 4 applicants. CSS and CALL have not provided adequate funding for a director, the current director is stepping down and there is no funding for a new director. There was mention of an annual review that is required. It has been difficult to enroll and finish the certificate. A dialogue with the Deans has been started, but there is concern over whether or not they will support maintaining this GCERT. Over a 100 statements of support have been obtained by GSO. The support has been from students as well as from alumni and others.
    - GSO has released a statement of support. Platform was shared for statements of support - A. Shalaby.  
[https://docs.google.com/forms/d/e/1FAIpQLSetSl6Uql4\\_2qXgWAHpZ4\\_t6tSZ6ilEi5GkJTuoGdCmWBZNg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSetSl6Uql4_2qXgWAHpZ4_t6tSZ6ilEi5GkJTuoGdCmWBZNg/viewform?usp=sf_link)
  - Present concerns are focused on registration as students cannot register for courses.
  - C. Sorensen Irvine shared an experience in LTEC. As a result of the reduction in numbers of faculty they decided to have their GCERTs coordinated by one person. Another option besides hiring a director is to consider merging the GCERT so another director could oversee it?
    - Per A. Shalaby, they would like this GCERT to remain autonomous to preserve its transdisciplinary nature, hence they would like to avoid merging. They have a democratic process within the GCERT based on its structure.
- AP probation letter - S. Saastamoinen, GSO Representative
  - This has been discussed in GSO and they have some testimony that has been submitted. Overwhelmingly, there is no support to have an Academic Probation (AP) notation on the transcript. Additionally, they would like to have the notation removed from the transcript once they graduate regardless of length of time taken to complete the degree. Things happen - health, pandemic, family and other reasons for taking more than 7 years. It is harmful and may cause students to lose a job opportunity and future funding. There seems to be an overwhelming consensus from GSO that it is hurtful.
    - Link to statement - 16 statements in the form  
[https://docs.google.com/forms/d/e/1FAIpQLSfxAJt58el1TR8DgtBeq39xdwCFna-VxxXzv6AHWzYXx9oz9Q/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfxAJt58el1TR8DgtBeq39xdwCFna-VxxXzv6AHWzYXx9oz9Q/viewform?usp=sf_link)
  - Dean Aune reported that the Manoa Faculty Senate's Committee on Academic Planning and Policy (CAPP) had proposed a resolution RE: the removal of the AP notation upon graduation.
    - There was discussion amongst the members of the Council agreeing that the notation is not helpful and should be removed upon graduation. There was also a sense that it is not helpful for students who have not yet graduated. The notation causes anxiety for the students.
    - Another recommendation was to separate the time-to-degree for master's and doctoral students (5 and 10 years, respectively?). Remove AP, but differentiate between master's and doctoral work. Most students graduate

in 3 years, but for doctoral programs, many in programs like LTEC and the College of Education are fully employed and have life events that happen. C. Sorensen Irvine suggested lengthening time for PhDs, specifically.

- Another population are students to complete a Master's enroute to the PhD. They are different than those who traditionally complete the master's first and thus, take longer to complete the PhD.
- There was mention that outside of academia there may be a perception that the AP might imply academic misconduct. One member shared that comments shared at this meeting about potential employers interpreting academic probation related to plagiarism or cheating is persuasive. There are other ways to deal with students not making progress other than placing an AP note on the transcript. The type of PhD program also matters - STEM versus humanities and those with part-time students.
- The AAA committee was asked by Dean Aune to look into this matter. They have not yet had time to discuss it yet.
  - Per A. Tse, Chair of the AAA committee, it would be interesting in seeing information from GSO and suggestions on how to deal with the issue of students that do not progress, not because of life, but in general are not progressing. The notion of how to move students along. There seems to be two groups of students - practicing professionals, those who are working and enrolled part-time and the other, those in disciplines where they tend to go full-time if they have funding. Another thought was about proactive support for students to help them to progress - what might that look like?
  - A. Tse suggested maybe a partnership with GSO to gather feedback?
  - S. S. Saastamoinen suggested inviting graduate students to meet with members of the AAA committee to discuss this matter. Maybe having a suite of options for the advisor to use to best help the student move forward rather than a universal response with AP.
- Dean Aune shared that there is an annual doctoral progress report due in May every year. Graduate chairs, working with faculty advisors, could have a discussion with students to try to find the best way forward. It's this information that is intended to help everyone to be on the same page to support students' progress or to design an action plan to help students to make progress.
- A member of the Council asked about data RE: this information - how many students are currently on AP, how many have left once they were put on AP, what do the demographics look like - science versus other fields?
- C. Sorensen Irvine asked for a straw poll to gauge thoughts of the Graduate Council on whether or not a probation notation should be on a student's transcript for time to degree. It appeared unanimous that members agree a probation notation should not be noted on a student's transcript for time to degree.

Adjourned: 4:31p

**Next Meeting:** May 10, 2022