

**Graduate Council Meeting
December 12, 2023 • 3:00-4:30p • ZOOM
Minutes**

Attendance:

Quorum: 10 (Current membership = 21)

Name of Member		Name of Member	
P. Berkelman, ENGR - A	x	N. Tarui, CSS- P	x
W. Buente, CSS - A	x	H. Tavares, COE - C	EXC
K.F. Cheung, SOEST - A	x	A. Tse, SONDH - C	x
J. Chung-Do, TSSWPH - A	x	P. Williams, CNS - C	x
Kara Miller, CALL - A	x	J. Yoshioka, COE - P	x
T. Grüter, CALL - P	x	C.Stephenson, MFS - P	x
A.Mawyer, CALL - C	x	B. Sipes MFS - P	EXC
P. Nerurkar CTAHR - P	x	Arby Barone, GSO	ABS
J. Stilgenbauer, ARCH/SCB/HSHK - C	x	GSO	x
E. Szarmes, CNS - C	x		
M. Tallquist, JABSOM - A	x	J. Maeda, GD	x

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

Alternate(s)		Alternate(s)	
		Rhonda Black for H. Tavares	
			n=

Announcements/Reminders

- Meeting Dates for Spring 2024 on Tuesdays, 3:00-4:30pm:
January 23, February 27, March 12, April 16 and May 7
- Graduate Assembly: Thursday, April 25, 3:00-4:30pm
- Talk story sessions in 2024:
 - January 25 @ 1:30p - Authorship Agreements: Minimizing Disputes By Planning Ahead
 - February 8 @ 1:00p - Office of Innovation and Commercialization - how they can support students, faculty, and staff.
 - March TBD - Navigating IX: IX Practical Takeaways For Your Graduate Program
- WICHE/WRGP - Admitted residents from American Samoa are eligible for WRGP rate as of December 6, 2023.

Old Business

- Approval of November 28, 2023 minutes.
- No questions or corrections
- **Motion to Approve: 16 in Favor; 0 Opposed; 1 Abstention**

New Business

- New Course Proposal
 - **CEE 641 - Resubmitted as requested from November meeting with clarifying information.**
 - Questions from the previous meeting were raised regarding the level of the course and whether or not as presented the content represented graduate level work. This is a graduate level mathematics-related course that initially included a lower level

mathematics course as a prerequisite. Rather than a calculus prerequisite, it should have been a differential equations course. The response from the proposer was to remove all of the prerequisites. Per KF. Cheung, in a way, that was the correct response because if they did not require calculus as a prerequisite, it would not have raised the question. However, the issue regarding it being a graduate level course is still unresolved, but consideration and deference to the department for the standard of their courses. If they determined that graduate standing for this course was sufficient and the content meets their standard of a graduate level course, then it should be okay. Since this course is a graduate level course and it should appropriately cover graduate level material, it's important that it does. There was a comment that the response and this revised version appeared to address graduate level content and that it was well thought out.

- A question was raised about the student learning objectives. In the document use of the term objects rather than objectives was identified. As written, the student learning objectives are more like teaching objectives. There should be clear and measurable student learning objectives in the syllabus. The advanced degree ILOs, if any are addressed by this course are also missing from the Justification document. If this course does not address any of the advanced degree ILOs, it's fine, but a statement to that effect should be included in the Justification document for the question related to the advanced degree ILOs.
- Student learning objectives should address what students will learn and how that learning will occur via active verbs that also reflect an expectation of graduate level learning.
- **Motion to Approve with Revisions to Include Student Learning Objectives and Advanced Degree ILOs: 16 in Favor; 0 Opposed; 0 Abstentions**
- **GEO 745 - Resubmitted as requested from November meeting with clarifying information.**
- The requested changes to the Banner title, grading values total 100% and the Justification document responds to all of the required questions. Those items were addressed.
- There was a question on the degree of demonstrated learning being reflected in the course objectives for student learning. This is more of a format question and there should be graduate level action verbs used relative to what students are expected to learn through the course.
- **Motion to Approve with Revisions: 16 in Favor; 0 Opposed; 0 Abstentions**
- **MBIO 799**
- There was a clarification question regarding the number of credits for this variable credit course. It is using a nontraditional schedule type (e.g., fieldwork, practicum, lab, etc) which has a different calculation of contact hours than traditional schedule types (e.g., lecture, lecture/discussion, seminar, etc). Many of the questions about the course were addressed in the documentation.
- A consideration was suggested in light of this course proposal with its innovative course structure and experience in relation to also trying to have a Native Hawaiian place of learning structure integrated within it. With more programs looking for ways to do this the

consideration for discussion was if there would be flexibility integrated into current policies? It was suggested for this to be kept in discussions as the narrative for UHM becoming more of a Native Hawaiian place of learning continues to be pursued.

- **Motion to Approve: 16 in Favor; 0 Opposed; 0 Abstentions**

Discussion and suggestions were provided as a means to help program faculty with putting together the UHM course forms and required documents. Some of the suggestions:

1. Provide guidance on advanced degree ILOs and the SLOs. Include links to Bloom's Taxonomy for graduate level action verbs.
2. Include a link to the advanced degree ILOs in the instructions for the Justification document
3. Share the resources provided to the Course committee for all to use; include on webpage for course actions and modifications.
4. Share a dossier of successful course proposals; exemplars by schedule type or syllabus
5. Create an annotated UHM-1 cheat sheet - hover over items on the form to see info to include in the boxes on the form.

Discussion

- Graduate Student and GA Grievance Procedures
 - J. Maeda shared that the GA Grievance policy and procedures are under review by OHR, OVPAE and Graduate Division. It started from the previous legislative session when one of the concerns of GAs and ALU reported that they did not know about the process or that there wasn't a grievance procedure for GAs. The Graduate Division process has existed for decades and has only been clarified in recent years, but no substantial changes have been made. She added that the hiring process for a new General Advocate is also in process. It's important to have a process available and to inform students and faculty about it, despite the fact that the vast majority of GAs and graduate students (they have a parallel process), not wanting to formally file anything. For them, it's more important that others know of the concerns. This grievance process is often confused with the Academic Grievance process which is run by the Office of Student Conduct which handles grade grievances for both undergraduate and graduate students.
 - Per S. McClish, GSO representative, there is diversity across departments in how much students know about the grievance process. It's mostly not clear to students, unless it's in a handbook or other resource. However, when you need it, how do you find it? She also reiterated that it is often confused with the academic grievance process. It would be helpful to have more and consistent messaging about both processes and where students can and should go for the different types of concerns.
- It was suggested to include clear information about the processes and to clarify where students go for non-academic grievances and issues.
- One of the members Googled UHM grievances - Academic Grievance procedures. That link appeared as the 6th link to the Graduate Division one. A suggestion was made to add language to distinguish where to go for graduate student concerns. It would be helpful to clarify the process for non-academic issues and where to go for help.
- Other suggestions included something to help communication between mentor and mentee; Individual Development Plans (IDP) and how to foster more agreement, potentially. In biomedical research an IDP is required annually. However, what is challenging is that there are many different forms available to use and students often don't use them to their full potential.

Adjourned: 4:30p

Next Meeting: January 23, 2024