

**Graduate Council Meeting  
February 27, 2024 • 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	EXC
<b>W. Buente, CSS - A</b>	x	H. Tavares, COE - C	x
K.F. Cheung, SOEST - A	x	A. Tse, SONDH - C	x
J. Chung-Do, TSSWPH - A	x	<b>P. Williams, CNS - C</b>	x
Kara Miller, CALL - A	x	J. Yoshioka, COE - P	EXC
T. Grüter, CALL - P	x	<b>C.Stephenson, MFS - P</b> proxy for B. Sipes	x
A.Mawyer, CALL - C	ABS	<b>B. Sipes MFS - P</b>	EXC
P. Nerurkar CTAHR - P	x	A. Barone, GSO	x
J. Stilgenbauer, ARCH/SCB/HSHK - C	x	GSO	
E. Szarmes, CNS - C	x		
M. Tallquist, JABSOM - A	EXC	J. Maeda, GD	x

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

Alternate(s)		Alternate(s)	
		H. Yu - Sp24 for N. Tarui, Sabbatical	x
			n=16

Guests: Patricia Halagao, Amber Makaiau, Chad Miller, and Cecily Ornelles, College of Education, Benjamin Lukey, College of Arts, Languages and Letters.

**Announcements/Reminders**

- Meeting Dates for Spring 2024 on Tuesdays, 3:00-4:30pm: March 12, April 16 and May 7
- Graduate Assembly: Thursday, April 25, 3:00-4:30pm
- Talk story sessions in 2024:
  - March 5 @ 1:00pm: PACE and RISE Presentation - IN PERSON
  - March 28 @ 1:00pm: Navigating IX: IX Practical Takeaways For Your Graduate Program - ZOOM
- New Zoom link (due to link glitch for this meeting) to be shared for remaining meetings along with an updated directory.

**Old Business**

- Approval of January 23, 2024 minutes.
- No questions or discussion.
- **Motion to Approve: 15 in Favor; 0 Opposed; 0 Abstentions**

**Discussion**

Questions/concerns on the Frances Davis and Peter V. Garrod award reviews. J. Maeda asked the Program and Course committee how they were doing.

AAA committee to receive UHF scholarship applications done via STAR for review. There are 4-5 scholarships to be reviewed for awarding.

## **New Business**

- New Program Proposal
  - p4cHI GCERT Proposal
  - Questions from the Program Committee were sent to the proposers ahead of the meeting:
    - GCERT admissions and standing of a GCERT and double-counted. GCERTs are meant to be stand-alone. Students do not need to be concurrently enrolled in a degree program unless the GCERT program requires it. There are a couple GCERTs who require a specific master's degree, but most do not. For the most part, anyone interested in a GCERT who has a bachelor's degree can pursue one. Credits from a GCERT may be double-counted toward a master's degree program. Not everyone does allow all of the credits, but all 15-18 cr of a GCERT may be double-counted toward the master's degree if allowed by the degree program.
    - 1. Why is this in COE rather than CALL? ("candidates have come from both CALL and COE") Three of the five courses are in CALL.
      - As shared by A. Makaiau, the idea for this started about 10 yrs ago under former Dean Don Young and Associate Dean Beth Pateman. Explored what it might look like and this started with a pilot certificate in the college for the past 10 years. This is how it started and the reason it remains there. A. Makaiau developed it, her tenure home is in COE, concerned it remained in the college to be maintained and she has been working with it since its start and it is aligned with a master's degree track in the COE.
      - This is a collaboration between two colleges, but COE is the rightful home for it.
    - 2. This seems entirely dependent on external funding. Is that sustainable, and is external funding a good basis for a grad certificate?
      - A. Makaiau apologized that it came across this way. Per A. Makaiau, this GCERT is not entirely dependent on extramural funding. Of the involved faculty in the Uehiro Academy, 4 of 5 are tenured faculty at UH and funded by UH. They are part of UH faculty. Funding is receive to support the GCERT, but it is not dependent on extramural funding.
      - This GCERT, p4cHI, it's a pedagogical approach that is attracting more and more people. It has international attraction and participation. This movement is already in parts of Japan.
    - 3. Please explain each:

- “Danielson Framework, Na Hopena Ao, The Common Core, and the C3 Framework”
  - Per C. Miller, all are standards-related initiatives teachers are expected to utilize and all are currently in use especially in HI. The first one, Danielson Framework is about what makes a successful teacher and how teachers in HI DOE are evaluated.
  - Na Hopena Ao - is grounded in a Native Hawaiian Place of Learning, NH initiative. To help school system to become more of a NHPoL.
  - These are what teachers are expected to be use and are the focus of EDCS 492. Teachers are familiar here and across the country. These are ways of teaching and utilizing philosophy teaching/using philosophy in coursework in a way different from a course on philosophy; it’s a way of teaching from K through graduate school. They’re also referenced throughout the courses in the master’s program as well. Additionally, the Common core standards, which have been adopted by 44 states at last count. These are the skills students are expected to develop in the K-12 spectrum. Identifying what a K student should be able to do in reading, writing, speaking, listening, and language through to what high school students should know and be able to do. Same is true in Mathematics. Help teachers to develop curriculum at each step.
  - The C3 framework is a movement in Social Studies bringing inquiry into the classroom. More than dates, people and holidays. It’s a way to utilize history in ways and other areas of social studies to think more broadly about the human experience in order to create a more thoughtful and compassionate society. Guiding opportunity for teachers. Ideas for teachers and direction.
- 4. p. 3 item (2): grammar: it’s should be its
- 5. Assessment seems incomplete for PHIL 492, 493, 725 and all. Assessment pieces for each of the courses. Instructors for each of the courses were present.
  - Assessment pieces for each of the courses seen as incomplete. Included as part of each of the courses, but thought this potentially would be too overwhelming for the proposal. Per A. Makaiau happy to share the assessments that are part of the courses.
  - PHIL 493 - unique, it’s a practicum course - 3 major outcomes - assessment - product that goes into larger portfolio for the certificate, meant to be shared professionally - lesson, curriculum. Product to be shared. A reflective assessment - continuous, ongoing journal writing and final reflection that is submitted and assessed. Third is video evidence -

practice video and write commentary on the video as part of their portfolio and larger professional development.

- 725 - dedicated academic study of philosophy and children. Unique characteristics, focus is on concept of wonder, what is meant by term philosophy (not capitalized). Do a lot of reading, what is meant by the term philosophy? American and worldwide education. Assessments are - seminar papers, three small papers or one end of term paper, 30-45 pages written graduate seminar paper.
  - 492 - introduction to p4c. Summative assessments - foundational readings and discussions. Focus is to dive into doing it. Using literature to practice. Assessments are a reflective paper, with project for students to answer what it is, why they need it, one more.
- 6. What is unique about Philosophy for Children IN HAWAII? What is unique about philosophy in Hawaii?
- The requirements of the GCERT are linked with requirements to be a teacher and expectations of teachers in the field. There are many scholarly papers published about what makes p4c in HI unique. It's a worldwide movement. Tom Jackson from the Philosophy department at UHM brought p4c to Hawaii in 1984. From Montclair University on the East Coast and wanted to make it relevant to the teachers to students and communities and meet the needs of people in Hawaii. Spent many years to meet the needs in our state. He has worked with teachers in the schools to make it relevant and it's now resonating with so many across the world. Additionally, it's appreciating the rigor of philosophical inquiry and thinking and also deeply recognizing how important community is to that work and what it means in a multicultural community with cultural sensitivity and promoting social justice. It is focused on being a culturally responsive and sustaining practice that honors individuals in that community of inquiry.
  - p4c has become a teacher movement here. In other places, they are reliant on an academic philosopher coming in to do this. In HI, we are all born with wonder; how do we cultivate this in teachers and how can teachers drive this movement rather than being dependent on an expert philosopher.
  - We have teachers practicing philosophy for children in schools. Others come here to see this happening. It's an approach to teaching, rather than just as an activity that they do with students. This is how it helps it to be more sustaining.
- 8. Aren't course syllabi included with the proposal?

- Per J. Maeda, not if the courses are already existing. The courses should be listed as part of the GCERT, but the proposal would not include syllabi, unless the GCERT is proposing new courses.
  - Per B. Lukey, some information that might be helpful to know about the GCERT is its pedagogical approach and reach. He heard from a group in Japan who is studying original material by Matthew Littman that never took root there in Japan. However, the p4cHI movement is being used in different locations in Japan and to an extent, how that happened is what the group in Japan is studying. The approach taken with p4cHI is unique to Hawaii.
- **Motion to Approve: 16 in Favor; 0 Opposed; 0 Abstentions**

- **Discussion**

- GA's and Cost-of-Attendance - J. Maeda shared information on the projected unofficial minimum required step for GAs. The steps would increase each of the next three years. Step 13 would be required minimum for AY 24-25. Step 14 for AY 25-26 and Step 15 for AY 26-27. GAs undergoing process to become their own union. These step minimums in AY 25-26 and beyond may change when GAs would start their negotiation process.
  - COA is projected to be less than guidance given in January. Projected as similar to this year. Still waiting for actual COA. Until the actual figure for COA and minimum required Step for GAs, admissions cannot be done for international students.
  - Question asked, where does this figure come from - Federal Government/financial aid and then figures come from UH System, VP Academic Strategy and possibly VP for Student Services then each campus would calculate their own COA. J. Maeda explained it would be ideal for this figure to be available in January. This delay is hurting graduate education. Programs cannot make offers without this information, even though students offered a GA can wait until April 15 to make a decision.
  - The GA salary step schedule has also been approved to be expanded to include up to step 30. This will also be included in the memo to approve the new minimum step.
  - Further discussion occurred on the relationship between COA and the GA salary. The GA minimum should take into consideration COA because if an incoming student is to be fully covered by the GA, then the GA minimum step needs to be higher than the COA. It is difficult to move on offers without knowing COA, unless the program can offer at a much higher step than is projected to cover COA.
  - An inquiry has been made RE: Achievement Scholarships for AY 24-25. That information will be distributed as soon as it is available.
  - Updated directory to be shared as well as new Zoom link.

- Graduate Student Climate - there are situations still occurring in different units. Not really related to Title IX, but have heard about concerns related to hostile work environments as well as hostile environments from an academic perspective. Also, concerns about mentoring or lack of mentoring. J. Maeda asked the members to ask graduate chair colleagues about concerns and issues and to share resources. A search to fill the general advocate position. There are currently two other advocates, the Manoa Advocate (more Title IX), Civil Rights advocate, as well as a Peace and Conflict specialists who can also help.
- Implementation of a climate survey to graduate students. JABSOM has implemented one as part of their Program Review and CNS is working on one. Waiting to hear the plans from the other schools/colleges before one to be implemented from Graduate Division.

Adjourned: 4:10p

**Next Meeting:** March 12, 2024