Graduate Council Meeting
March 12, 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
W. Buente, CSS - A	x	H. Tavares, COE - C	x
K.F. Cheung, SOEST - A	x	A. Tse, SONDH - C	x
J. Chung-Do, TSSWPH - A	x	**P. Williams, CNS - C**	EXC
Kara Miller, CALL - A	EXC	J. Yoshioka, COE - P	x
T. Grüter, CALL - P	x	**C.Stephenson, MFS - P**	x
A.Mawyer, CALL - C - proxy for P. Williams	x	**B. Sipes MFS - P**	x
P. Nerurkar CTAHR - P	EXC	A. Barone, GSO	ABS
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)	
D. Higginbotham - for K. Miller	x	H. Yu - Sp24 for N. Tarui, Sabbatical	x
S. Jun - for P. Nerurkar	x	S. Chang for M. Tallquist	x

Guests: Makena Coffman and Priyam Das, URP, and Amy Schiffner, IS.

Announcements/Reminders
- Meeting Dates for Spring 2024 on Tuesdays, 3:00-4:30pm:
  April 16 and May 7
- Graduate Assembly: Thursday, April 25, 3:00-4:30pm
- Talk story sessions in 2024:
  - March 28 @ 1:00pm: Navigating IX: IX Practical Takeaways For Your Graduate Program - ZOOM
- Peter V. Garrod Award Course committee selection due on Friday, March 15, 2024
- Frances Davis Award - Program Committee selection due on Thursday, March 28, 2024
- UHF Scholarships - AAA Committee selection due on Thursday, April 25, 2024

Old Business
- Approval of February 27, 2024 minutes.
- No additions, corrections or edits.
- **Motion to Approve: 17 in Favor; 0 Opposed; 0 Abstentions**

New Business
- Program Modification - BAM pathway: Interdisciplinary Studies: SUST+Master's in Urban and Regional Planning

    No questions or comments from committee or Graduate Council members.

    Motion to Approve: 19 in Favor; 0 Opposed; 0 Abstentions

- Course Proposals - addressed in reverse order from the agenda

- **LTEC 645** - no particular requests or suggestions. Seems to unpack the role of artificial intelligence and generative AI and advancing pedagogy for students in the College of Education. Not duplicative. Advancing work. Collectively, identified no issues with this proposal.
- **Motion to Approve: <u>19 in Favor; 0 Opposed; 0 Abstentions</u>**

- **ERTH 707** - several minor points were identified. This course exoplanet astronomy accelerated study of exoplanet astronomy and planetary system, introduction to key concepts and other high level content.
    > Box 9 - information should be 45 hrs rather than 9 contact hours
    > Item 3 on p3 - phrase in combination with IfA faculty - what does "in combination with IfA faculty" mean? Do IfA faculty provide secondary support for the Earth Sciences instructor? Or, do instructors alternate between Earth Sciences and IfA from year to year? This is unclear in the Justification. Do faculty alternate in teaching the course? Please clarify.
- Item 4 on p 3 - this new course will not replace any existing course. However, instructions for the Justification document require an explanation regarding faculty workloads and offerings that appears to be missing.
- **Motion to Approve Pending Updating of the Form and Requested Revisions: <u>19 in Favor; 0 Opposed; 0 Abstentions</u>**

- **DRB 651** - current topics on biology of aging and practical implications.
    > A number of questions were raised:
    > Justification - how will success of course in terms of learning objectives - response was via student evaluation. Uncertain whether student evaluations were sufficient to measure student success regarding student learning.
    > Graduate course with graduate CRN, but also open to advanced 4th year students. No prerequisites for those advanced students or open to all 4th year students.
    > Is this a stacked course? Different undergraduate course or taking a graduate course?
    > Field 13, two Schedule Types are checked: LED and Seminar - if alternating. Can a course fall in two scheduling types?
    > Field 18, extra hyphen in description for Catalog.
    > Syllabus - lecture discussion and seminar. Can it be both? Clarification needed for Catalog.
    > Grading section - seems unclear. Suggest include percent distribution for assignments.
    > Clarify papers and presentations - are they weighted equally or other?
- **Motion to Approve Pending Resolution of the Issues Flagged by the Committee: <u>19 in Favor; 0 Opposed; 0 Abstentions</u>**

- Question RE: multiple Schedule Types, can a course have more than one Schedule Type?
    > J. Maeda responded that to her knowledge, there is no rule that a course can not have more than one, if it makes sense. The example shared was that there are some courses

that have both Lecture Discussion and Seminar. For the course, DRB 651, it does make sense to have both. The course is not being required or potentially used to meet a seminar requirement. If the course were to be required to meet the seminar requirement, then Seminar should be the Schedule Type selected. However, once a course is approved, unless the form is referenced regularly, the instructor may not know the Schedule Type. In the case of DRB 651, the syllabus appears laid out for lecture-discussion format, but the content could potentially be taught as a seminar.

Discussion regarding issues/concerns about the structure of objectives
- Per C. Stephenson, raised continued concern with the structure of objectives in new course proposals. All three courses, two in particular, student learning objectives and institutional learning objectives. In some cases, re-stating the objectives without how it relates and in other cases the objectives are teaching objectives rather than learning objectives. Discussion ensued how some of this concern has been addressed. Information on the Graduate Division website for new course proposals. This is a larger issue that relates to professional development for faculty. Much more than what we're currently doing.
- Institutional learning objectives (ILOs), there was a question about how these are met. Is it a check box or are faculty to change them? J. Maeda clarified that ILOs are to be aligned w/ the PLOs and SLOs; a one to one match. Not all courses are to meet all of the ILOs, but it's important for a combination of courses to meet the ILOs. If none of the ILOs are met by the course then stating none is fine. There has been an effort start to try to help with this alignment as well as identifying assessments to meet the ILOs. J. Maeda has been working with Y. Hill and A. Tse on this effort.
- Per A. Tse these areas keep coming up, it's the same comments and they continue to be problematic even with information on the website. Perhaps, it would be helpful to have a targeted presentation on what to do to determine fit to the ILOs, maybe a check mark or somehow indicating which ones fit as well as how to write SLOs and the level of the verbs for graduate courses. Providing feedback to the proposers may be a start.
- Contents of the syllabus vary. There are guidelines on what should be included, but whether or not the suggested content is included, varies greatly. Some do not have objectives and some have incomplete objectives or misaligned objectives. It would be helpful if there was some way to standardize content in a syllabus.

Discussion continued after the approval of the courses on how we might address the continued issues/concerns with course objectives and alignment with ILOs:
- Some ideas were direct outreach to all faculty - early Fall / early Spring, depending on UHM cycle, give a reminder of best practices. Reach all faculty on campus.
- New Faculty Orientation is the best chance to reach new faculty early, as part of their orientation and training. Reaching faculty early and helping them to start off on the right foot.
- Each program should have an Assessment Coordinator - would it be possible to add to the instructions for UHM forms and a bullet point for proposers to run SLOs and ILOs by their

Assessment Coordinator. Objectives tend to be discipline/field related. Maybe more related to program level address than something to be done by the Graduate Council. A multi-faceted approach would be helpful as this is an effort that should be undertaken by more than one group.

- **Discussion**

    AAA Committee update RE: Microcredentials and graduate education

    - Per W. Buente, the AAA committee reviewed resources that were provided to the committee and they identified other resources.
    - Microcredentials are short courses designed to deliver a skill set or specific kind of training. generally for the work foce or employability. Digital badge that is received. Employers are looking for these types of credentialing options. Higher Ed is in a position to fill this space and if not, employers will go elsewhere.
    - UH is currently evaluating microcredentials and their viability.
        - Concerns shared by AAA committee and also taken to MFS CAPP to be shared by B. Sipes.
        - Similar concerns by AAA committee. additionally, accreditation questions, would students apply for the microcredentials. Pathways for a MA degree program, might it be considered something to take away if the master's degree cannot be completed? Maybe a microcredential is an option? Used in performing arts, specific skill sets and offered by other universities. Demonstrates professional development, commitment, employability. Logistical questions - digital medium? maintaining the platform and cost, who would be awarding it -system, college, or dept? How many credits would be involved in the microcredentials?
        - General sense of where UH is relative to other institutions. The sense from the group appears that microcredentials are not going away and something to be considered. UH appears to be embracing microcredentials given the current development of a system policy. These are being considered by employers and consumers. It's something to consider and figure out how we might move forward. A link to the memo from Vice President Halbert was shared and is what initiated conversations and referred to MFS CAPP and CAB as part of consultation. Nothing has been finalized yet.
        - Next steps for the committee will be to have more information to be shared at a future Graduate Council meeting. Recommendations and next steps for the next steps. Are there benefits for microcredentials, do they outweigh the concerns, and thoughts from the committee. Might it work for some as microcredentials may be not for all programs to consider.

- Per J. Maeda, currently UH is putting together a policy at the System level. Each campus would then determine their own requirements and process for what it would look like. At the graduate level, one credential offered is the graduate certificate. It is considered a credential. One item being discussed, things to consider for grad is stacking those credentials. What might that look like for a graduate student? Take a potential 6 cr here and another 6 cr there to total a 12 cr something and could that something be used toward something else? This would apply to both undergraduate and graduate students. For graduate level, this can help people to pursue a second career, advancement, but it's looking at how this might work or look. Other institutions have started offering microcredentials.
- S. Chang shared a situation where a prospective student asked if courses they took after the undergraduate degree that were undergraduate courses prerequisite to their graduate degree could count toward the graduate degree. It raises the question of quality if courses were not taken for a grade and only taken for credit.
- Per B. Sipes, MFS CAPP has been discussing this too. Similar questions on stacking and definition as well. The current drafted policy seems unclear on the definition. In the CAPP meeting, Gloria Niles and Alan Rosenfeld also seemed unclear. Questions were raised on the cost of badges as well. Concerned also about a contact to an outside entity who will maintain the badges. This is different since UHM would not be the one to maintain them like we do transcripts. What happens if we start with 200 badges per year and then move to 5000. Per C. Stephenson, MFS CAB has also been discussing this issue. CAPP is the lead. Similar concerns expressed as well as the mixing of academic and non-academic credentials. Academic credentials need to be approved by the faculty. Life experiences may also be included, but it is another discussion.

Adjourned: 4:25p

Next Meeting: April 16, 2024