Graduate Council Meeting
April 16, 2024 ● 3:00-4:30p ● ZOOM
Minutes

Attendance:
Quorum: 10 (Current membership = 20)

Name of Member		Name of Member	
P. Berkelman, ENGR - A	x	N. Tarui, CSS- P	EXC
W. Buente, CSS - A	EXC	H. Tavares, COE - C	x
K.F. Cheung, SOEST - A	EXC	A. Tse, SONDH - C	EXC
J. Chung-Do, TSSWPH - A	x	J. Yoshioka, COE - P	x
Kara Miller, CALL - A	x	**C.Stephenson, MFS - P**	x
T. Grüter, CALL - P	x	**B. Sipes MFS - P**	x
A.Mawyer, CALL - C - proxy for P. Williams	x	A. Barone, GSO	x
P. Nerurkar CTAHR - P	x	GSO	
J. Stilgenbauer, ARCH/SCB/HSHK - C	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)	
Fei-Fei Jin for K.F. Cheung	ABS	H. Yu - Sp24 for N. Tarui, Sabbatical	EXC

Guests: Michel Mohr, Kapali Lyon, Jonathan Pettit, Marie Alohalani Brown, Religious Traditions and Ancient Civilizations; Dustin Crowther, Second Language Studies

Announcements/Reminders
- Meeting Dates for Spring 2024 on Tuesdays, 3:00-4:30pm: May 7
- Graduate Assembly: Thursday, April 25, 3:00-4:30pm
- **Future Graduate Council** Meetings, Tuesdays, 3:00-4:30pm:
  - Fall 2024: September 17, October 15, November 12, December 10
  - Spring 2025: January 28, February 25, March 25, April 15, May 6
- **Future Graduate Assembly** Meetings, Thursday, 3:00-4:30pm:
  - Fall 2024: November 21
  - Spring 2025: April 24
- **UHF Scholarships** - AAA Committee selection due on Thursday, April 25, 2024
- **Peter V. Garrod Mentoring Awardee**: Dr. Jonna Eagle, AMST
- **Frances Davis Undergraduate Teaching GA Awardee**: Maximillian Soares-Miehlstein, Psychology-MA

Old Business
- Approval of March 12, 2024 minutes.
- Some grammatical errors were identified. However, since they were grammatical in nature, the vote was taken to approve the minutes during the meeting. The following grammatical corrections were made to the minutes after the meeting.
    - LTEC 645 - third line - no duplicative, does that mean: no duplication or not duplicative?
    - Under Discussion regarding issues/concerns about the structure of objectives - after Per C. Stephenson raised concern - add comma after Stephenson.

- - ○ Bottom above adjourn - MFS B. Sipes not discussing it….. change order and added Per B. Sipes, MFS CAPP has been discussing this…..
    - ○ Three lines down - G. Niles and Rosenfled seemed unclear. Added: In CAPP meeting Gloria Niles and Alan Rosenfeld seemed unclear.
    - ○ Five lines from bottom - MFS CAB C. Stephenson has been discussing….. change order and added Per C. Stephenson has been discussing…..
    - ○ Question mark missing in microcredentials section - This part: One item being discussed, things to consider for grad is stacking those credentials. What might that look like for a graduate student?
- **Motion to Approve: <u>15 in Favor; 0 Opposed; 0 Abstentions</u>**

New Business
- Program Modification - Second Language Studies
  - ○ No questions or concerns from the Program committee.
  - ○ Including SLS 701 looks like a great idea.
  - ○ Change in distribution to reduction from 3 to 2, explanation missing? T. Gruter asked for clarification. Are you referring to areas of specialization?
    - ■ Question from C. Stephenson, why did you replace the distribution with 2 700-level instead of 3? Per T. Gruter provided some context, traditionally, the department has recognized 4 areas of specializations or subfields. Inherently, SLS is a multidisciplinary field. Difficult to define these sub-fields and defined several decades ago and as the field has moved forward it has become difficult to say this course fits in this subfield and this other course in this other subfield. There is overlap which has led to confusion and to some extent disagreement amongst the faculty where courses fit. The faculty decided to stick with these broad areas, but tie them to seminar numbers that they have. They have numbers for each subfield - Second Language Use, Second Language Learning, and Second Language Education. Two out of those three areas and then will leave the remaining three for students to choose from those areas in addition to seminars in neighboring departments. It is to align with how the field has moved forward. This is to give more clarity. It's not to narrow it down, even though it may look that way on paper.
  - ○ Information question - with 4 yr scholarships, how many PhD students does the program have? Per T. Gruter, SLS has 35-40 PhD students currently. It's a large PhD program and it is important for this program modification to move forward.
  - ○ Compliment from C. Stephenson on PLOs; best statement of learning objectives that she has seen on proposals. "Clear, precise, great format." "Good job". Per T. Gruter, she expressed thanks and said she would pass it on to her colleague Dan Isbell, assessment coordinator and he has drafted their PLOs. Credit to Dan.
  - ○ P. Berkelman had a question. In reading through the submission, there was reference to multilingualism, three or more languages, but it's a program of second language studies. Is this excluding third and fourth language studies or is it just historically the name? Seems to exclude what comes out to two. Per T. Gruter, they're not excluded. Historically, the department was called the Department of English as a Second

Language (ESL), the first such department of its kind in the world. This was several decades ago. The Department determined that was too narrow as they are not just focused on English or the teaching of languages. It's more about how people with multiple languages in their life learn, teach and live with those languages. Subsequently, they changed to the Department of Second Language Studies. Maybe a better name would have been the Department of Multilingualism. It is how they are interpreting it currently. A language(s) acquired after the first language is the definition of Second Language in their field

- **SLS 701 -** Per E. Szarmes, shared comments based on review he and P. Williams completed. Credit limit - 3 cr course with repeat limit of 2. Description includes it can be audited or taken as CR/NC later. Per T. Gruter, credit can only be earned one time. The repeatability was to help with enrollment if necessary as well as in the reasons D. Crowther mentioned. He didn't understand how students could be encouraged to register for the course again when the credit could only be counted once. Another point, how does it relate to the master's degree electives? Is this elective?
    - Per D. Crowther, one of the goals for the course is that the field is quite diverse. The faculty also represent a number of different disciplines in second language studies. They want to rotate among faculty members to teach it and bring different foci and expertise. Topics would remain the same, but views from the field would vary. The variability would be by the faculty - qualitative perspective for instance. The assignments are also projected to help students to prepare for job market, which would also be helpful once they're closer to getting into the job market. There is also an aspect to build with more senior students to share their experiences with other students.
- How is this related to master's degree electives in note 3A on p2 of the program modification memo? This was to increase clarity for their research methods courses. They have designated qualitative and quantitative research courses. Taken by MA students. Some MA students go onto the PhD program. If already taken as part of MA, they are exempt from those courses and choose an additional elective.
  Motion to Approve: <u>15 in Favor; 0 Opposed; 0 Abstentions</u>

- <u>Program Modification</u> - BAM pathway in Department of Religions and Ancient Civilizations
    - Question on culminating experience? This was unclear in the proposal. Per K. Lyon, this is their Final presentation for the Plan B. Per J. Pettit, for Plan A and B, is presenting their research paper (thesis) or pedagogical project for Plan B. They need to come before the faculty to do that. Question came when looking at the course credit requirements in the second year; it's 12 cr and the culminating experience. This seems like quite a lot. A journal submission is a goal. A faculty member shepherds a student This was clarified in their explanation of the final presentation.
    - Question RE: a H designation for a course, shouldn't it be HAP? The academic plan lists it with REL 301? Per M. Brown, she included that course, but there isn't a focus for REL

301 at this time. Might fulfill HAP, but she has not requested it yet. Focus on Hawaiian, Native American and other indigenous groups. Could also be a DH? J. Maeda clarified - no focus designations? M. Brown responded no. For any incorrect designations, J. Maeda will check and remove them if possible.

Motion to Approve: <u>15 in Favor; 0 Opposed; 0 Abstentions</u>

- Course Proposals
    - **OCN 671** - Per E. Szarmes, this course was reviewed by he and P. Williams. The contact hours should be 45 rather than 48 hours. A more specific class schedule is needed - what will be taught when?. Should ICS and MATH weigh in on this course on how it relates to their offering?
    - Relationship of OCN 671 to OCN 670? Not formalized in Catalog, but otherwise required? Is OCN 671 formalized version in place of OCN 760? Per the current Catalog, OCN 760 is a topics course that is offered as part of the curriculum and has offered data science as one of the topics. This proposal for a permanent number for this specific topic will allow it to become a more regular course offered by this department.
    - **Motion to Approve with Revisions: <u>14 in Favor; 0 Opposed; 0 Abstentions</u>**

    - **PEPS 640** - Per J. Stilgenbauer and H. Tavares who reviewed this course, they found it complete and couldn't find any problems with it.
    - **Motion to Approve as Submitted: <u>15 in Favor; 0 Opposed; 0 Abstentions</u>**

    - **PLAN 653 -** Per H. Tavares and J. Stilgenbauer who reviewed this course, UHM-1 form was in order and Justification was fine. One remark by H. Tavares was regarding the Catalog description on the form. It highlights ethical considerations, but in the syllabus for the AI portion, since the course is both GEOAI and GIS, it didn't highlight any of the ethical considerations. It's foregrounded in the form, but should it be reflected more in the content of the course? J. Maeda can suggest to the program to include it in the syllabus and to revisit this comment. Since it is in the course description, it would be good for it to also be in the syllabus in some way.
    - **Motion to Approve: <u>15 in Favor; 0 Opposed; 0 Abstentions</u>**

Discussion
- Per J. Maeda, she mentioned that there will be a Cross-listing policy to be drafted via OVPAE. Concerns and issues have been raised regarding cross-listed courses for both graduate and undergraduate courses.
- President's Search - J. Maeda encourages members to participate and provide input in the listening sessions to be hosted by the search firm, Witt-Keifer. After these listening sessions they will put together a profile for the May meeting and open the search process in June.
- Revisiting curriculum and making sure that it is still a viable curriculum. For any changes to the curriculum (e.g., introducing a new course, swapping courses, etc), a program modification

memo is necessary. For changes to courses (e.g., change in credits, repeatable, description, etc), a UHM-form is necessary. Some changes incorporate and require both a program modification and a course change. If courses have not been offered in more than 5 years, they should be revisited and retired if they will not be offered in the near future. Courses can always be reintroduced and proposed if retired. The catalog should reflect only those courses that are regularly offered.

- Program sheets - J. Maeda will be asking programs to submit a program sheet again in the next academic year, but with a similar template and look. In the future there is hope for a system for graduate students, but until then, a start will be to have a similar format for graduate program program sheets.
    - Question by H. Tavares regarding creating a track, does that require a program modification? Per J. Maeda, yes, that would be part of the program modification process.
- There will be an update on Microcredentials from the AAA committee at the May meeting.
- B. Sipes shared hearing discussion about having to pay for GA tuition. There is some concern about the stipend level, especially for international students. Are we going to have to pay for tuition? It's not something we have budgeted for. Per J. Maeda, there has been a discussion regarding the monetization of GA tuition waivers. It's only been a discussion so far. How this will happen. At this point, we don't charge anyone for a GA's tuition, even the University. Since we don't do that, we cannot charge grants to do that. The discussions have been on how that might be done along with the challenges involved in doing that. Challenges on competitiveness as well as what happens for those grants that cannot be charged to cover tuition. There will need to be a transition period. There is a group of faculty who are participating. They're volunteers asked by the Committee on Faculty Service. Five faculty had volunteered. There is nothing firm or on paper yet; it's only been discussions at this point. B. Sipes suggested the Graduate Council be a part of this discussion and updated as the meetings happen. J. Maeda reiterated that it is just a discussion at this point, but that Graduate Council will be involved and kept abreast and asked for input and feedback as the discussions continue.

Adjourned: 4:00p

Next Meeting: May 7, 2024