Graduate Council
Meeting Minutes
October 20, 2015
Gilmore 212

Quorum = 11 members (Current membership = 21)


Excused: B. Kim, J. Reider, T. Ranker, R. Gazan, K. Mossakowski, B. Shiramizu, A. McKee

Approval of Minutes – September meeting

- Minutes were sent ahead of the meeting for review. One correction was made to the name of the Advisory Committee. The draft minutes did not have a “y” at the end of Advisory. One addition was to add the number of Graduate Council members to maintain a quorum to the minutes. The Graduate Council membership is currently missing three members. Potential members have yet to be identified and appointed. Until then, quorum for business is 11 members being present throughout the meeting.
- No discussion or further questions. Vote: In favor, 11, plus, 5 in absentia; 1 abstention

Announcements

- Dean Aune apologized for oversight in not sending out the agenda for the meeting ahead of time.
- A presentation regarding the review of the Annual Graduate Program report by OGE IT will be postponed to the November meeting. An error in the system needed to be corrected.
- Founder Region Fellowship Info was shared via a slip of paper with information to all members. Information is also available via the OGE web site. Contact person is Tasha Kawamata Ryan in OGE at 956.7541 or tkawamat@hawaii.edu
- Graduate Assembly – Thursday, October 22, 2015 in Kuykendall 101 from 12:00p – 1:30p.
- Next Leadership Matters Session on Hiring is November 5, 2015
- Integrated online application – D. Sanders mentioned interest from a IT person in IfA. Dean Aune requested he ask the IT person to contact her for meeting information. A group will be convened to discuss development of an integrated system for supplemental materials and the application with UH ITS.
- Electronic submission of Theses and Dissertations is forthcoming. Summer 2016 is projected as a pilot term for candidates for graduation to upload their theses or dissertations to the ProQuest system. Hamilton will have access to download them to make accessible via Scholar Space.

Old Business –

- Certificate in Reading, K-12 - Modification
  - There was much discussion on this certificate’s proposed modifications at the last meeting. Members from the committee that submitted this proposed modification attended to help answer any further questions or concerns. Guests were Drs. Andrea Bartlett, Chair of Curriculum Studies, Sarah Twomey, Associate Professor and committee member, and Amelia Jenkins, Chair of Special Education. Comments from a few Graduate Council
member indicated that the proposal was substantially different and improved. Comments also included that it was a better proposal. No questions or discussion occurred.

- **Vote: In favor, 11, plus, 5 in absentia; 1 abstention**

**New Business –**

- **Combined Undergraduate/Graduate Courses**
  - Dean Aune shared that in a recent Dean’s meeting, there was discussion about similar, but also different courses being offered together by one instructor. She had a list of such courses being offered together at the same time on the same day. Some were intermediate and advanced undergraduate courses, while others were more lecture oriented. Also included were undergraduate and graduate courses offered together at the same time and on the same day. She was asked by the VCAA if a policy existed that allowed such an offering at the graduate level. C. Sorensen asked if any COE courses were on the list. None were. She shared that there are some in the COE that are undergraduate and post baccalaureate courses for teacher licensure offered together. Coursework is differentiated.
  - A couple members of the Graduate Council expressed that it was their understanding and they were told such a practice to offer an undergraduate and graduate course together was prohibited. Dean Aune stated that presently, she is unaware of such a policy against such a practice. She would like to have this discussion to get the thoughts of the Graduate Council.
  - General discussion by the Graduate Council occurred about examples and benefits of this occurring at UHM as well as at another institution. Some of the examples were about master’s and doctoral courses being offered together, while others were of undergraduate and graduate courses. A couple of the members were concerned about such an offering and it was difficult to see how it would be appropriate for both groups of students (i.e., undergraduates and graduate students). A. Wertheimer provided some examples as did M. McNally about how such a practice can work and be of mutual benefit to all of the students. J. Dial also shared a personal experience that demonstrated how both groups of students can benefit. His experience was also such that the depth of information necessary at the graduate level could also be received by the graduate students.
  - Questions facilitated discussion of whether such a practice would affect enrollment and faculty workload. Enrollment would remain specific to each course, thus, a small course would still show up as small in reports. However, with both an undergraduate and graduate course offered together, if both were small, the department could still provide a rationale that such an offering demonstrates a benefit for both levels of students, allows for courses to still be offered, even if with small enrollment, and shows workload efficiency on the part of the faculty member. A key part of such an offering that emerged was the importance of a differentiated syllabus or a syllabus for each course that clearly delineates the objectives and content to be learned by each group of students. It is to be more than simply more work by the graduate students. At times, the length of class may be lengthened to better accommodate the graduate student learning necessary in the course.
  - Some discussion focused on what level would be most appropriate – 400-level and 600-level courses seemed to have the most general agreement, although 300-level and
600-level courses were also discussed. M. Babcock shared that 300-level coursework for graduate students in ART are not uncommon. Much of the 400-level coursework tends to be for Art History students; the 300-level courses are more studio-related courses. Graduate Education allows upper division courses (300-400-level) to be counted toward a graduate degree. Programs have the responsibility to identify which courses they will count toward the degree, within general parameters set by OGE. It is feasible to have programs determine whether or not 300 and 600-level courses to be offered together could work for them. It would not necessarily work for all programs.

- A suggestion was made by a couple Graduate Council members that parameters to accommodate such a practice be developed and posted on the OGE web site. Such a practice’s benefits seemed to outweigh any concerns, though no concrete concerns seemed to persist in the discussion. Some members may have still had reservations about such a practice, but the general consensus seemed in favor of allowing faculty to determine and maintain the rigor and integrity of graduate courses, if offered with an undergraduate course. It would be up to programs to determine the appropriateness for such a course offering.

- Dean Aune suggested for those who had been told such a practice is prohibited to follow-up with their Deans and Department Chairs to discuss such an offering further. She would report back to the VCAA that there is no compelling information to prohibit this practice. Additionally, a statement of parameters for this practice will be drafted and sent for review and feedback by the Graduate Council.

**Annual Graduate Program Report**

- This report is due at the same time as the Mānoa Assessment report with the latter report also being publicly available. Dean Aune posed to the members their thoughts as to whether or not the annual graduate program report might also become publicly available?
- Discussion was relatively brief in that there didn’t seem to be any reasons against it. However, reservations were raised as to the timing of doing it this year. Writers of the report should be informed as it may affect how they write the report – internal versus external audiences. Having this report become publicly available next year, with announcements made to that end would be acceptable.

- **Vote: Unanimous in favor.**

**Scholar Space**

- This is UHM’s institutional repository. They accept many forms of publications, papers, pre-prints, and projects. It is an open-access resource to allow more access to more research and information that originates from the UHM community.
- Previously, all theses and dissertations via CDs, were sent to Hamilton Library to be printed and bound and more recently, uploaded into Scholar Space to be made more widely accessible. With the growth in open access materials and the shift from binding to electronic accessibility (i.e., theses and dissertations to be uploaded to ProQuest), all theses and dissertations will be uploaded and accessible via Scholar Space. Plan B projects are already uploaded into Scholar Space by programs who choose to use that medium. C. Sorensen Irvine shared that LTEC has done that for their students’ Plan B projects.
A. Wertheimer shared that this week is also Open Access Week and information about Scholar Space and this movement is being shared. This occurs every third week of October. This information has also been shared on the OGE home page. For any questions about sharing or uploading information to Scholar Space, please contact Sara Lee at saralee@hawaii.edu

Meeting was adjourned at 3:46p.

Next meeting: **November 17, 2015**