Graduate Council
Minutes
December 8, 2015
Gilmore 212

Quorum: 11 (Current membership = 21)


Absent: L. Wong

Guests: A. Bartlett, EDCS and E. Tamura, EDEF

Approval of November Minutes
No questions or comments. - Vote: Unanimous

Announcements

- Peter V. Garrod Distinguished Mentoring Award – deadline for nominations extended to 01.04.2016
- TA Training – 01.04 – 06.2016 If were unable to attend in Fall, they were asked to attend the Spring training. Register through CTE: http://www.cte.hawaii.edu/TA/TA_Training.html
  - Questions
    - RE: online TAs who are not physically at UHM. Can they be accommodated at TA training?
    - Accountability for attending? Does OGE keep track?
    - For both areas, further discussion will occur with Kathie Kane of CTE.
- eNewsletter – new source of information from OGE. The second issue for Fall 2015 is forthcoming.
- Leadership Matters (designed for current Department and Graduate Chairs or those who will be taking on either position):
  - Office of Vice Chancellor for Students session on 01.26.16. More information will be sent out early in the Spring semester.
- Spring 2016 Graduate Council meetings:
  - OGE Graduate Student Services phone and counter services closed 12.21–31.2015; we will re-open 01.04.2016.
  - 3-Minute Thesis – piloting a competition in April 2016. Amy Hubbard, COMG and Jon-Paul Bingham, MBBE are involved in the planning of this initial event. Preliminary and final rounds in one day. Cultivating communication skills for students to share their research with a wider audience.
Questions about distance learning students – will there be a way to accommodate them? Dean Aune will discuss this with the planning committee for this event.

Old Business
- Review of Annual Graduate Program report – Due date: 01.29.2016
  Issue raised RE: access to CMS outside of business hours. The security issue is understood; it’s more access when Graduate Council (GC) members have the time at the end of the day or when away (i.e., different time zone) to do their review. Moving the server to ITS has been discussed in OGE, but that solution may not be the best fit for OGE or workable in the way it would need to be. Further discussion is needed on this situation.

New Business
- UHM-1 Form Approvals (Course Committee: M. Babcock, B. Kim, J. Rieder, B. Shiramizu, and A. Wertheimer)
  - THEA 681 – new topics course. Repeatable as topic changes. Enhances program. Comment – syllabus included limited practical information. Student evaluation was one sentence. Missing concrete metrics for measurement. Otherwise, course as described is appropriate.
  - GG 613 – included syllabus and information. Comment – class is introductory course; missing weekly schedule, location of class is missing, information RE: KOKUA, student evaluation of course information is also missing.
  - GG 625 – included syllabus and information. Comment – syllabus, two-pages – one textbook, weekly schedule is missing, no KOKUA information, course requirements are missing for completion.
  - LIS 630 – to be used as the core required course for the modified graduate certificate in LIS. Information was straight forward. No major concerns, issues, or questions regarding the proposal or syllabus. Similar to other proposals, the syllabus could have been more complete.
  - Missing from the agenda WS 618 and OCN 683.
    - EDEA 780 was not covered at this meeting though it was on the agenda.
    - Due to GC members being unable to attend, EDEA was not covered. For WS 618 and OCN 683, it’s unclear why those were missing from the agenda. J. Maeda to look into it. Vote may be taken via email for those courses so as not to delay them from being approved by the OVCAA.

- Vote to approve courses shared: Unanimous

- ATP for Teacher Leader Graduate Certificate
  - Guests: A. Bartlett, Department and Graduate Chair from Curriculum Studies and E. Tamura, Department of Educational Foundations.
  - Collaborative effort between two departments as well as a national movement for teachers across the country to have access to a different role in schools. Teacher Leader is different from a school level administrator (principal or vice principal). In Hawai‘i, this title can also be added to a teacher’s license as an added field. The issue stems from trouble with retaining teachers at the school level, without them becoming a principal or other administrator. Teacher Leader is a means to
help teachers remain at the school level to mentor, collaborate and help other teachers. Term Teacher Leader is for leadership at the school level by teachers; teachers often do not see themselves as leaders outside of their classroom. This can also help them to gain other positions within a school.

- Question: Are there data in Hawai‘i RE: teachers staying if they pursue this certificate? This is a brand new program; data would be collected from now. Most students in the current degree programs (EDCS and EDEF) are local teachers. They would return after teaching for two years for this form of professional development.
  
- Question: Is there a need for it? The teachers’ union says there is interest in such a program. The programs will also approach private school teachers as there seems to be interest from them as well.

- Compensation for those who seek new responsibilities? Both guests agreed it’s a good idea and it’s something to consider discussing with the DOE Superintendent. Students in this program will also pay for their tuition.

- One course release has been requested for the Program Director.

- Students may pursue either degree – EDCS or EDEF and would be able to concurrently apply to certificate. The certificate is to be 18 credits out of the 30 credits required for each of the degrees. Of the 30 credits required for the degree, 18 credits would apply directly to the certificate Teacher Leader.

  - **Vote: Unanimous**

**Discussion**

- Graduate ILOs – approved by the Graduate Council in September. Some expressed relatively strong concerns for one of the ILOs at the October Graduate Assembly meeting.

- It’s the 6th ILO under Professional Responsibility
  
  - Conduct research or projects as a responsible and ethical professional, including consideration of and respect for Native Hawaiian and other cultural perspectives.

- The underlined portion is what some expressed concerns about. We did not have a quorum at that meeting. A straw poll was taken with the majority in favor of the existing wording.

- It was out of concern/fear that such language would provide more ammunition to the context of what is occurring with the 30 meter telescope. Also, if students are studying well across the world, they would still need to be respectful, so why would one group need to be specified. At the Graduate Assembly meeting there was mention of this being a Trojan horse. Dean Aune clarified that the ILOs were drafted with intentions of these being the knowledge and skills we would like graduates of UHM to have from their time here. There was no ill-intent or other intention behind the ILOs.

- The Mānoa Assessment Committee (MAC) was consulted to help with how the graduate ILOs could incorporate a Hawaiian place of learning, as done by the undergraduate ILOs. With the nature of graduate education being more specific in nature and the need to be more flexible than prescriptive necessary, the wording MAC suggested in the ILO was designed with that in mind. After the concerns raised at the Graduate Assembly, Dean Aune and J. Maeda met with MAC to discuss the concerns.
Part of the UH mission is having a Native Hawaiian perspective and supporting Hawaiian values. Graduate students should experience more than their field of study and learning about Hawaiian values and this place need not be limited to coursework. There are other extra-curricular activities across campus as well as other students in the program to learn from and share this experience. Additionally, the ILOs are to be assessed at the institutional level and all of the ILOs need not be included in every course.

A question on assessment – how best to measure this ILO? A suggestion from a MAC member, Monica Stitt-Bergh, that graduate students can be surveyed for their experiences relative to the ILO. Similar to exit surveys or surveys done while they’re here. Another question related the way it would be operationalized by programs. A suggestion and some discussion followed on whether or not the “O” in ILO stood for Outcomes or Objectives. The undergraduate ILO “O” stands for Objectives and was the preference of the faculty. The suggestion is to change parallel the graduate ILO “O” to also be Objectives, rather than Outcomes. Another suggestion was to include in the preamble of the ILO document that all of them do not need to be assessed for each student by the program.

Meeting adjourned: 3:56p

Next meeting: January 19, 2016 in Gilmore 212 at 2:30p.