MINUTES
GRADUATE BOARD
April 11, 2016

PRESENT: M. Deibis, M. Farmer, M. Finney, T. Hemphill, V. Lotfi (Senior Vice Provost for Academic Affairs), B. Maki, M. Mani, A. Yorke

ABSENT: A. Ojelabi (Student), K. Schilling

1. Minutes from February 8, 2016 were approved with no changes.

2. Review Self-Study Report from Master of Arts in Arts Administration Program 2 Year Preliminary Program Review

   - The MA in Arts Administration program is one of three Rackham programs at UM-Flint and was established in 2010.
     - It is a part-time 30 credit program and is a cooperative effort between the Departments of Theatre and Dance, Visual Arts and Music.
     - The program’s mission is to engage students in the study of arts management methods, resources, organization, funding and leadership models.
   - Recent developments of the program include several revisions since its inception including:
     - Re-design of curriculum to differentiate performing and visual-arts tracks.
     - Development of a course on grant writing.
     - Introduction of a master’s thesis requirement.
     - Drafting of a new fellowship program.
     - Holding additional information sessions to promote the program.
     - Streamlining course scheduling to move closer to a cohort model.
   - Program strengths include:
     - Program faculty committed to assisting with recruiting new students.
     - Periodic curricular review by the program faculty and program revisions to address the changing needs of students.
     - Providing internship experience to students to achieve hands-on experience and help develop their skillset.
     - Students are generally satisfied with the program and report positive experiences with the program and the faculty.
   - A summary of the programs challenges include:
     - Program enrollment has declined and compared to 2010-11 and 2011-12, the number of applications has dropped by close to 50%.
     - There has been a decline in the number of program faculty and as of the date of the self-study only two of the four core faculty members are teaching in the program.
     - Introduction of the thesis requirement has placed significant additional burden on the faculty, particularly due to the small size of the program faculty.
Further, requiring a master’s thesis has been shown consistently to be a deterrent for our population of students when considering a UM-Flint master’s program.

- The Board also noted that the program currently lacks an official document, detailing its policies and procedures.

- The Board recommends that there is a need for the program to submit an interim report back to the Board by August 31, 2017 detailing the progress made in the following areas:
  - Program needs to significantly expand its core and participating faculty,
  - Program needs to develop comprehensive governing policies and procedures,
  - Remove the thesis requirement and/or introduce a non-thesis option, and
  - Develop short and long term strategies for recruitment and increased enrollment.

3. Review Self-Study Report from Educational Leadership – Educational Specialist 6 Year Program Review

- The Education Specialist program was established 6 years ago in response to an expressed need from UM-Flint service region educational practitioners for a degree program in educational administration.
  - It is a part-time 30 credit cohort program offered in mixed-mode of on-campus classes on Saturdays and the remaining in online delivery.
  - Students can choose from curriculum or executive leadership concentrations.

- Recent development of the program includes:
  - As part of the 2012 NCATE accreditation process, the Ed.S. program began using Tk20 to collect student performance data.
  - In 2014 the Ed.S. program was required by the Michigan Department of Education’s Office of Professional Preparation Services to submit a School Administrator Application.

- Program strengths include:
  - Enrollment has remained strong providing for a strong budget with adequate resources for the program.
  - Students have expressed a high degree of satisfaction with the program.
  - The program continues to be offered by a combination of tenure track faculty along with lecturers that are practitioners with extensive career experience in executive school leadership. Faculty are now in place provide future developments for the program.
  - Enrollment continues to meet or exceed the original projections.
  - The mixed-mode delivery of the program continues to be attractive to the students, and the cohort delivery model provides students with the opportunity to form a close-knit learning community.
  - The program has been entrepreneurial by taking it to different parts of the state including Utica and Sault Saint Marie.
A summary of the program’s challenges include:
- The Ed.S. program was launched before a critical mass of tenure-track faculty were hired. As a result, these new faculty were not able to provide input on the program development, quality improvement and evolution of the program.
- The Ed.S. has not yet sought the civic engagement classification for applicable courses that could enhance the curriculum and distinguish it from other programs.

The future plans for the Ed.S. program (as identified in the self-study report) include:
- The courses and curriculum need to be comprehensively reviewed to eliminate redundancy and to build a pathway between the Ed.S. and Ed.D. degrees. Reconceptualization and restructuring may be needed.
- The assessments need to be reviewed and revised based on the 2014 adopted professional standards (ELCC) from Michigan Department of Education’s Office of Professional Preparation Services.
- The once a month Saturday face-to-face meetings times may need to be reevaluated to ensure that they provide adequate instruction time.
- Program needs to develop comprehensive governing policies and procedures.
- Class scheduling needs to continue to be planned ahead of time as it involves coordination between the Ed.S. and Ed.D. programs.

The Graduate Board was very pleased with the self-study report and does not require an interim report to be submitted.

4. Review Self-Study Report from Educational Leadership – Doctor of Education 2 Year Program Review

- The Doctor of Education program began in Fall 2014 and was designed for practicing teachers and administrators who hold an Ed.S. in Educational Leadership or a relevant field of Education who wish to enhance their professional credentials. The Ed.D. has an emphasis on applied learning and preparation for executive leadership assignments.
  - It is a part-time 34 credit cohort program offered in mixed-mode of on-campus classes on Saturdays and the remaining in online delivery.
  - The program offers a concentration in Educational Leadership.

- Program strengths include:
  - The students in the Ed.D. program are very strong and highly qualified and the demand for new students is relatively inelastic.
  - Enrollment has been strong providing for adequate resources for the program.
  - Students report a high degree of satisfaction with the program.
  - The blended instructional delivery and cohort model have been effective.
  - The technical services received by OEL and ITS have been excellent.
  - The initial marketing of the program has been strong.
  - The Ed.D. program has a draft program handbook.
A summary of the program’s challenges include:
- There is a need to review the syllabi and key assessments to ensure that they are conceptualized and provided in a continuum.
- Additional course development could provide the availability of multiple concentrations.
- Additional methods of synchronized communication are being evaluated to enhance the program.
- A review of the use of the discussion board is needed to ensure continuity of instruction in the Ed.D. program.
- Uniform guidelines are needed in the handbook regarding the dissertation process.

The future plans for the Ed.D. program (as identified in the self-study report) include:
- Program changes, curriculum mapping, course revisions, and new course development are needed to ensure a pathway between the Ed.S. and Ed.D. degrees.
- The development of a restructured assessment plan.
- The formal adoption of the Ed.D. program policy and handbook.
- There needs to be a clear policy on the impact of dissertation advisement on faculty course-load and compensation.
- Every blended course must have a set of course readiness requirements or prerequisites for students to enter the course.
- The role and responsibilities of the Program Director need to be clearly defined and articulated.

The Graduate Board was very pleased with the self-study report and makes these recommendations:
- Consider adding additional concentration in Curriculum and Instruction.
- Consider capping enrollment to 15 students per year.

5. Matters Arising
- There were no matters arising.