Meeting Minutes

Master’s Program Committee

November 27, 2017

12:15 to 1:45, Room 5E11

Attended: Michael Reisch, Jennifer Swanberg, Adam Schneider, Sue Westgate, Debbie Gioia, Sarah Dababnah, Corey Shdaimah, Megan Meyer, John Cagle, Ilana Hipshman

1. Updates
   1. Working Groups Report
      1. Join MPC/DAO Course Creation:

The committee met twice and it has formed three subcommittees due to the need for smaller working groups. It has also recruited members from SWCOS and adjunct faculty to serve on the committee. The subcommittees will work on:

* + - * 1. developing a field seminar;
        2. identifying broader analytical frameworks or common theoretical concepts
        3. identifying initial component that will begin before classes and contain experiential components. The group will continue to meet with the goal of developing a pilot course for approximately 20 students that will run next ear.
    1. Academic Rigor

John Cagle will look at the Qualtrics survey to move this forward

* + 1. Virtual/hybrid learning

This committee held one meeting and set a goal to develop guidelines for all hybrid and online courses. It has/will continue to look at our own Graduate School requirements and those of others schools. It will also look at faculty incentives and training for such courses. It was suggested by that the working group also develop a plan for evaluating these.

* 1. New Course approvals

The MPC approved two one-credit courses. Thank you to Debbie, Caroline, Sue, and Adam who have reviewed these. We have been getting many of these. Some concern was noted regarding professor-specific courses. It makes sense for people with expertise in any area to offer these; to the extent that these courses may be considered important for the curriculum we should take steps to ensure that others can also teach them. How can we cultivate retention of adjunct faculty whose knowledge based can add to the curriculum? This is a problem more generally with recruiting. Faculty are encouraged to be on the lookout for potential adjuncts from among our alumni or others. People can submit request to teach online or by being connected to Megan. Another suggestion was to possibly put together a “Speakers Bureau” of experts for topics that faculty could draw from. This would also provide an opportunity for those people to try out teaching a class and hosting faculty and students could provide feedback.

1. Action Items
   1. Approval of minutes: Approved
   2. Seeking reviewers for new course: Paul Sacco plans to submit an SBIRT course for approval; Debbie and Sue volunteered to review it.
2. Discussion Items
   1. Self-study update: we are now planning for site visits which will take place January 31-February 1st. The site visits will also include Shady Grove. We still are not sure what the schedule is but Megan and Amy will keep us posted. Site visitors consistently want to hear about program goals and mission. We should make ourselves familiar with the info graphics that will be posted on the website and Megan shared some of these with us. The full report is long. The diversity and competency sections will be most important for the MPC to be well-versed in. During the meeting with the MPC it is important for there to be faculty to speak to research and policy that are areas for growth. Megan and Amy will let us know which infographics to prioritize prior to our next (1/22/18) MPC meeting
   2. Committee minutes posting: all committees will now be posting their meetings. It is not clear yet where these will be and to whom we should be sending them but when it is set up we will begin sharing our meetings minutes.
3. Other Business?

The question of whether the Primary/secondary concentration model has any actual value, either for education or career goals, or for building a resume? It does not drive field placement and it makes curriculum complicated. We would like to review this to see whether it should be continued. Additional information that would be helpful in deciding would be: student input; admissions input.

Perhaps this could be folded into discussion of certificate programs and making them more widely visible? How might this fit with continuing education?

This also raises issues of advising by faculty, which would not replace the kind of advising that Nakiya provides but more for mentoring and career guidance which often takes place informally when students connect with faculty, but may not be accessed as easily by others. Nakiya is currently looking into this and gathering information on advising models from the literature and what is being done elsewhere.

What role might alumni have? Krishna is looking into getting alumni to serve as consultants to students.

Future meeting dates: 17; 3/26/18; one additional date TBD

Self-study site visit: 1/31/18-2/1/18