January 7, 2009

MEMORANDUM

TO: Peter Quigley, Interim Vice Chancellor for Academic Affairs  
Office of the Chancellor, UH-Mānoa

VIA: Peter Garrod, Dean  
Graduate Division

FROM: Christine Sorensen, Dean  
College of Education

SUBJECT: Authorization to Plan (ATP) an Academic Program for a New Doctoral Program in the College Education

Attached is the Authorization to Plan an Academic Program form for a new professional doctoral program in education in the College of Education.

Also attached, for your information, are support documents from Hunter McEwan, Patricia Hamamoto and Robert Witt, as well as the summaries from the Dean’s Council (see Item #4) and the Faculty Senate (see 12:35 of Minutes) meetings.

Having discussed this plan with the College Council and the College Faculty Senate, and with their unanimous approval, I am in full support of moving forward with this proposed program.

If there are any questions/concerns, you may call me at ext. - 67703.

Attachments

c: M. Beth Pateman, Associate Dean for AA  
Hunter McEwan, Chair, Educational Foundations
AUTHORIZATION TO PLAN (ATP) AN ACADEMIC PROGRAM

1. School/College and Department/Unit
   College of Education

2. Chair/Convener of Planning Committee
   Hunter McEwan

3. Program Category:
   New

4a. Degree or Certificate Proposed:
   Education Doctorate (EdD) in Professional Leadership

4b. List similar degrees or certificates offered in UH System:
   PhD in Education

5. Planning Period
   January 2009 to January 2010

6. Program Description
   The College of Education is proposing a new degree at the doctoral level—the Education Doctorate (EdD). The EdD will be designed as a professional doctorate integrating professional and academic knowledge, specifically targeted to practitioners: (1) School Leaders (principals, superintendents, and curriculum specialists), (2) Teacher Leaders (community college and four-year college faculty, school based teachers, and clinical teacher educators), and (3) Leaders in Educational Organizations (professional staff at organizations and agencies, and community college leadership). The degree program will feature a combination of coursework and fieldwork organized around and integrated with projects dealing with problems of practice.

   The EdD is a distinct degree from the PhD in education. The model of differentiating the EdD and PhD in education is in keeping with recent developments at other colleges of education and is supported by the Carnegie Foundation for the Advancement of Teaching (CF), the Council of Academic Deans of Research Education Institutions (CADREI), the American Association of Colleges of Teacher Education (AACTE), the American Educational Research Association (AERA), the University Council on Educational Administration (UCEA) and leading experts in the field. Hawaii Department of Education (DOE), Hawaii Association of Independent Schools (HAIS), and Kamehameha Schools (KS) are supportive of this effort. All three have agreed to appoint representatives to the planning committee.

   The program will be accessible to qualified candidates across the state, and require approximately sixty-three semester hours of credit spread over three years of study. Students will be organized in cohorts to encourage collaboration on projects, and they will be conducted in a combination of face-to-face instruction, online instruction, and participation in field-based projects. Instruction will incorporate the use of signature pedagogies, capstone experiences, and collaboration with key stakeholders in the profession. Given the practitioner orientation of the program, there will be a strong applied research focus with students working on problems of practice in institutional settings.

   We envision the new doctorate as an interdepartmental offering that will draw on the specialist expertise of faculty from across the college as well leading practitioners in the field of education. The degree would focus on the idea of educational leadership, not in the sense of administrative training, but in the sense of developing stewards of the profession who exhibit professional standards of knowledge and practice and are dedicated to the pursuit of educational change and renewal (Walker et al, 2008).

   All the departments in the college support this initiative and have indicated their commitment to actively participate. The College Faculty Senate has also unanimously endorsed the concept.


**Relationship to campus mission and strategic plan.**

The EdD would serve the mission and strategic plan of the university by

- improving educational effectiveness across the P-16 spectrum,
- increasing access by Hawaii residents to public higher education, particularly advanced study
- strengthening partnerships with public and private educational institutions,
- partnering with the Department of Education to improve the overall effectiveness of public education in Hawai‘i, and
- employing the most up-to-date information and communication technology to enhance instructional activities, on campus and globally.

7. **Program Justification**

A growing demand exists for a professional practice doctorate in Hawai‘i and across the Pacific Region. As part of the planning process, we intend to conduct a thorough needs assessment. However, discussions held with various Hawaii-based agencies suggest that there is a large pool of potential candidates on Oahu and on the neighbor islands. Many educators in the public and private schools and educators on neighbor islands do not have easy access to advanced doctoral study due to their location and to their professional schedules. The Hawaii Department of Education, the Hawaii Association of Independent Schools (See attached letter), and Kamehameha Schools have indicated considerable interest in such a program. Many education professionals in Hawaii seek to advance their scholarly understanding of educational issues in order to enhance their professional skills, rather than pursuing a career as educational faculty at research institutions. Thus, the EdD will better respond to state and regional educational needs by allowing expanded access for teachers, administrators, and other educators who have not had easy access to advanced studies. We aim to accomplish this goal by the use of non-traditional scheduling, innovative teaching strategies, and emerging communication technology. These ideas will be further refined in the planning stage.

The trend towards degrees of professional practice is well developed in other fields of endeavor (in nursing, engineering, pharmacy, clinical psychology, and in business administration), not only in the US, but internationally. In addition, the Carnegie Project on the Education Doctorate (CPED) recommends the development of professional practice doctorates in colleges of education (Shulman et al., 2006). Currently, the CPED is working with twenty-four participating research universities in the US to study better ways to differentiate educational doctoral programs, to clarify their mission, and to implement program reforms. Dr. David Imig, the CPED director, has consulted with faculty in the College of Education regarding this work.

8. **Description of resources required**

No additional university resources will be required. The program will make use of existing faculty and staff. Library resources will be the same as those required for the PhD program. The program will make use of current physical facilities such as classroom space, equipment, etc. It is anticipated that partnerships with HAIS, the DOE, and Kamehameha schools will provide mentors and other resources. We have also received verbal assurances from a local foundation that they are interested in supporting this initiative, and we are following up with a proposal to request funding support for the planning and initial implementation phases of the program. Such funds will provide support during the initial phases of planning and implementation to allow program enrollments (and tuition) to build over time. The availability of foundation resources will fit in with a planning timeline for 2009-2010 and implementation of the program in Fall 2010.
9. Planning Activities

A number of informal meetings have already taken place to explore the feasibility of the proposal and to seek faculty input and support. The Dean’s Council (which includes associate deans, department chairs, and directors) and the College Faculty Senate have indicated unanimous endorsement of a cross-disciplinary practitioner doctorate. A planning committee has been identified to develop the formal EdD proposal to be submitted through the UH approval process. The planning team will be chaired by Hunter McEwan (Educational Foundations) and will include the following members: Neil Pateman (Curriculum Studies), Ellen Hoffman (Educational Technology), Stacey Roberts (Educational Administration), and Jeff Moniz (Institute for Teacher Education). External partners (DOE, HAIS, KS) have committed a representative each to the planning committee. Contacts have been made with the Carnegie Project on the Education Doctorate (CPED) project to request their advice. Meetings have also been held with Dean Peter Garrod of the UHM Graduate Division and with other educational leaders external to the University. The following documents have been consulted as part of the committee’s investigation into current developments in the field:


The planning committee intends to conduct a needs assessment to determine the size of the candidate pool. In addition, they will address issues regarding program admissions, standards, and outcomes. They will design the details of the program (sample pathway, curriculum map, etc.) and develop an assessment plan consistent with NCATE requirements.


a. Annual costs to implement the program

Costs would include faculty salaries, coordination, and clerical support. We anticipate using existing resources plus those we receive from external funding sources. The curriculum would include two seminars and field experiences each term, with a need for faculty to deliver instruction and interact with cooperating field partners. The cost of the coordinator would be provided through external funding for at least the initial three years of the program.

b. Projected enrollment and estimated tuition revenue

Given the demand for the PhD, and the knowledge that many of those candidates would likely choose the EdD approach instead, and given interest already expressed by potential students, we believe that it is possible to operate a cohort model with cohort sizes of approximately 15-20 students. Initially, we would start with one cohorts and phase in additional cohorts in the following two years to a maximum of three cohorts running concurrently. Since the program is based on a three-year cohort model, it is anticipated that time-to-graduation would be three to four years. The program is designed to serve currently employed candidates and graduate assistantships would not be provided. Nearly all candidates will be in-state students.
c. How will the program be funded?
The program will be funded through a combination of reallocation of general and special funds, funds accumulated through Outreach College, and contracts and grants. The planning committee may seek approval to request a special fee for delivery.

d. Does the current or proposed budget (Department/College/Campus) include funds or a request for funds for the proposed program? Please provide details.
No request for university funds is anticipated. Existing College resources will be reallocated and external funds will be sought.

e. Given a “flat budget” situation, how will the proposed program be funded?
Existing faculty resources will be used. Coordination will either be absorbed or will be supported through external sources.

f. Mini Cost Revenue Template

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11. **Impact on current courses or programs.**

It is anticipated that the development of an EdD program will have a beneficial impact on the current PhD, by creating two clear options for advanced doctoral study. This arrangement will better serve students in the PhD program by allowing them to focus more intently on pursuing a program of studies in educational research. Currently, the PhD program struggles to meet the needs of both groups of students, those who intend to remain in the field of practice and those who seek new careers as researchers or as academicians. It is anticipated that a cohort based-program that makes use of summer courses blended with online coursework and field practice will attract a large number of applicants and be an attractive option for potential applicants on neighbor islands, thus reducing the number of candidates served in the PhD.

12. **If this program is multidisciplinary, provide evidence of commitment for support from the colleges, departments, programs, and/or individuals expected to participate.**

Discussions have already taken place involving participants from all college departments. The following departments have endorsed the plan to develop a professional doctorate in education (EdD): EDCS, EDEA, EDEF, ETEC, KRS, SPED, ITE. The College Faculty Senate overwhelmingly supported the idea for a practitioner doctorate in education. (See attached minutes of College GCC and College Senate).

Reviewed by: *(The ATP has completed the campus approval process prior to review by Council of Chief Academic Officers)*

**Campus Chief Academic Officer:**

Comments and Recommendations:

____________________________________________________________________

Print Name      Signature     Date

**Council of Chief Academic Officers (Systemwide Consultation):**

Comments/Recommendations:

____________________________________________________________________

Print Name      Signature     Date

**Chancellor: ___ Approved   ___ Disapproved**

____________________________________________________________________

Print Name      Signature     Date

*(Final signed copy is provided to the Vice President of Academic Planning and Policy for Program Action Report)*
Monday, January 5, 2009

MEMORANDUM

TO: Christine Sorensen, Dean
    College of Education

FROM: Hunter McEwan, Chair
      Educational Foundations

SUBJECT: Authorization To Plan

I am submitting, on behalf of my colleagues Neil Pateman (Curriculum Studies), Ellen Hoffman (Educational Technology), Jeff Moniz (Institute for Teacher Education), and I, the final version of the document, Authorization to Plan (ATP), regarding the proposal to proceed with planning a new professional doctoral program in education. This ATP is result of consultation with various interested groups and individuals (See ATP for details). The proposed doctoral degree has received the unanimous approval of members of the COE’s Dean’s Council and the College of Education Senate.
November 12, 2008

Dr. Christine Sorensen
Dean, College of Education
University of Hawaii at Mānoa
Wist Annex
1776 University Avenue
Honolulu, HI 96822

Re: New Doctoral Program for School Leadership in Hawai‘i’s PK-12 Schools

Aloha Dean Sorensen:

We write today in support of a unique proposal that promises to enhance the leadership for PK-12 schools in Hawaii.

HAIS and the Department of Educational Foundations have pioneered a successful public-private collaboration resulting in the M.Ed. in Private School Leadership for the Pacific Basin. With graduates from three cohorts of this program in our schools, we have a growing number of emerging leaders, and a few veteran leaders, for whom a doctoral program is the next step in the enhancement of their leadership practice.

For our public school system, the creation of a new cadre of doctoral-level school principals will advance the goals of Act 51 by increasing capacity for school “reinvention” at the building level. For all of Hawai‘i’s schools, upcoming retirements of school leaders in unprecedented numbers call upon us to magnify our efforts to mobilize significant numbers of emerging leaders to advanced degree work, in support of their career advancement to higher levels of responsibility.

As you know, the Carnegie Foundation for the Advancement of Teaching is advocating a Doctorate with a focus on Professional Practice – a highly rigorous, research-based, easily identifiable degree with the dissertation requirement of a research degree, along with substantive and practical professional assessments at the culmination of the program.

We advocate for and will support the creation of such a professional practice doctorate in school leadership within the College of Education at the University of Hawai‘i at Manoa.
We believe that a professional practice degree program, serving practitioners from public, charter, and private/independent schools, has the potential to catalyze transformational and urgently needed improvements throughout the PK-12 academic community, and possibly inclusive of early childhood education.

Leadership has common elements wherever it exists, and the challenges facing public, charter and private/independent schools are often very similar. Instructional leadership, community leadership, educational entrepreneurialism, governance and finance, and public policy constitute a body of knowledge useful to all school leaders.

A case study-based experience blending leaders from these communities provides the additional benefit of creating and nurturing an emerging and new cadre of PK-12 leadership in Hawaii, the underlying foundations of which will be shared scholarship, a commitment to problem solving, mutual respect, and common experiences… a true community of professional practice.

Through its investigations of possible other partners, HAIS has established the need for a doctoral program among the professionals in its member schools. In 2007, for example, 35 potential students expressed interest in a doctorate, and there are an additional 29 students enrolled in the current HAIS/UH M.Ed. cohort. Similarly, public school administrators, faculty, and staff members constitute an additional and substantial body of interested candidates.

Act 51, mentioned above, provides public school leaders with an additional impetus and obligation to hone their leadership skills to perform well in the new, empowered environment for leadership at DOE. Within private/independent schools, there are numerous potential candidates for a professional practice doctorate who have been put off from programs currently available from other institutions because of cost, rigidity of program, and the like.

We can expect that all candidates would bring substantial professional experience along with personal enthusiasm for a doctoral program with a focus on professional practice, thus raising the level of inquiry and discourse for all.

We recognize that this Ed.D. program might also provide departments within the College of Education opportunities to collaborate, with each other, and with highly credentialed and skilled practitioners from private/independent, charter and public schools who might be called upon to participate in instructional and supervisory roles.

We believe that the unique nature of the program, involving private/independent, charter and public schools with the public university would be attractive to granting agencies, locally and nationally, that might assist in the start-up and maintenance costs of the program.
We stand ready to provide whatever resources and support we can, in partnership with the College of Education, to establish a program with significant potential to positively affect PK-12 education in the state.

Sincerely,

Patricia Hamamoto
Superintendent
Department of Education
State of Hawaii

Robert Witt
Executive Director
Hawaii Association of Independent Schools

cc: Dr. Hunter McEwan, Professor and Chair, Educational Foundations, COE/UHM
Dr. Eileen Tamura, Professor, Educational Foundations, COE/UHM
Dr. David Ericson, Professor, Educational Foundations, COE/UHM
Dr. Daniel White, President, HAIS
Mr. Joe Rice, Vice President, HAIS
Ms. Lisa Leong, Program Director, HAIS
Mr. Mitch D'Olier, Chairman, HKL Castle Foundation
Dean’s Council Meeting  
Everly Hall, Room 123  
November 26, 2008 (Wednesday)  
9:00 A.M. – 11:30 A.M.

Summary


1. November 13, 2008 Council Meeting Summary – Mona Chock  
   Please see Mona Chock if there are any corrections.

2. NCATE Update -- Beth Pateman  
   In anticipation of NCATE conducting an electronic visit in the fall, council members were advised to submit all NCATE presentation material electronically. Beth has a copy of NCATE President Jim Cibulka’s report and is willing to share it with those who are interested in seeing an example of a report that is done well.

3. OSAS Admissions Data – Melvin Spencer  
   OSAS admissions data on the BEd Secondary, Mānoa PBCSE, Statewide PBSCE, Statewide PBSCE early admit, OPBCSE,BS-KRS, PB-SPED, and Samoa BEd Elementary were reviewed. There were 187 applications received for 2009 Spring Admission of which 117 were accepted.

4. Senate Update – Ellen Hoffman  
   At the last Faculty Senate meeting the COE sustainability group was adapted as a Sustainability Subcommittee of the Facilities & Budget Committee. The senate unanimously endorsed offering the Ed.D. degree. The fall Congress Meeting & Holiday Luncheon is coming up on December 12, 2008. Council members were asked to remind faculty and staff to RSVP for the event for an accurate headcount since lunch is being ordered. This year no new retirees will be attending the Congress Meeting.

   Hunter McEwan is leading the committee to explore the Ed.D. The COE has received letters of support from the Castle Foundation, DOE, and others. Castle Foundation has leadership development on its priorities. A formal proposal must be done. The college does seem in-line with what the Castle Foundation wants and there is potential funding of up to $250,000. Per Hunter the next step is to get authorization to plan the Ed.D. degree via the OVCPP.

5. Facilities – Donald Young  
   a) Everly & Wist Hall Building A/C Timers  
      The proposed A/C schedule decreases hours based on facility usage and is intended to save on electrical costs. For special events the timer can be changed upon request to Facilities Management via a memo to Sheryl Tashima. Sheryl is getting details related to the actual procedure required by Facilities Management.

   b) External Lighting Installation  
      External lighting will be installed outside of Wist Hall entry for increased safety and security.
c) High Speed Fiber Optics
High speed fiber optics are being installed in Buildings 1, 2, 3 and Castle Memorial Hall.

d) Possible Shutdown of Wist and Everly Halls (Powering Down)
In an effort by the Mānoa Chancellor’s Office to save funds through energy efficiencies, Wist Hall and Everly Hall have been identified as possible shutdown buildings for the period 12/25/08-01/04/09. TDP will need as much advance notice when this is to be implemented since TDP will need to make arrangements for shared servers and other technology supports for those who will work during this period.

e) COE building plans for the future
Nadine Little was introduced. Nadine is on staff with Mark Fukada, responsible for raising funds for a COE building. Currently COE is considering adding a wing on Building 3. COE has received permission from the Chancellor and the UH Foundation to proceed. The cost is projected at approximately $10M. COE must have at least 50% or $5M and the construction infrastructure pieces in place before the college can begin a public campaign for the remainder of the funds. The infrastructure costs are estimated at $1M. COE plans to use the fire insurance settlement monies that are estimated at $5M - 6M for the infrastructure cost and is requesting the balance to go towards construction of the new wing. An updated COE facilities presentation will be made to the Faculty Senate.

7. Other Business

Travel Requests
Dean Sorensen met with the COE clerical staff last week to find out how the college can better support them in their work. Discussion identified that the college’s Travel Request Policy approved by the Dean’s Council in 2006 has been implemented unevenly throughout the college. The policy specifies that the Travel Request is to be initiated by the faculty and staff, not the clerical staff. The clerical staff members are able to work on the travel forms once the forms have been initiated in the system. Dean’s Council members were asked to assist in communicating this to their respective departments.

It was noted that if one stays at the conference hotel at the conference rate then no comparison quotes are necessary. A credit card statement is not required for reimbursement but travelers do need to provide proof of payment.

8. Dean’s Update – Christine Sorensen

MET & Academic Deans’ Meeting
o The UH Centennial Campaign reached its goal of $245M and received an additional $50M in bequests.

○ Endowment interest earnings were down 12-15%. The endowment must be at least 6% above market value before payouts are made. Since more and more endowments are below the 6% mark it was anticipated that there will be fewer payouts.
  • At the COE the number of gifts is down and endowment income is down so some COE scholarships may not be funded next year.
  • UHF takes 1 ½% earnings and a gift tax of 2.00% to fund UHF operations. Due to the decrease in income the UHF is planning to layoff employees if needed. Dean’s Council members were advised to be careful with their use of the college’s UHF accounts since these funds are limited.

○ New personnel in the Chancellor’s Office are Director of Communications Diane Chang and Government Relations Manager Elmer Ka’ai.

○ Budget
Dean Sorensen anticipates a UH System budget cut of 20% minimum but it may be more. All Governor’s cuts will come from G-funds. UH will calculate cuts based on both G- and S- funds. Whatever the percentage cut to the UH System, 2/3 will be absorbed by UH Mānoa. She expects a January budget cut. Centrally the State is looking at vacancy reports and will probably sweep vacancies. Civil Service is projecting potential RIFTS, and if a vacancy exists the State can move someone into the vacancy. Civil Service positions approved by Mānoa without the Governor’s approval cannot be filled, including temporary positions.

- President’s Search
  The search for a President’s Search Firm has begun.

- BOR approved the College of Engineering implementing professional fees.

- OVCAA Assessment Committee
  Draft Principles, Priorities & Criteria for Program & Department Review (November 20, 2008) and other drafts regarding departmental “health indicators”, weighting, and where to use the weights were distributed. Dean’s Council members were encouraged to begin planning for these things and having conversations about them. One of the handouts was from the Process Committee and listed criteria on how to prioritize programs on campus. Dean’s Council member will be provided the website address to view all the data that the Process Committee members are reviewing. A Chronicle of Higher Education article compared how other research institutions are addressing the budget situation. The article identified departments or programs merging or streamlining, some cuts, hiring freezes and layoffs.

9. Adjournment
   The next Dean’s Council meeting is scheduled on Thursday, December 11, 2008 from 9:00 AM to 11:30 PM in Everly Hall, room 123 A/M.

   The meeting adjourned at 10:49 A.M.
UHM COE FACULTY SENATE MEETING  
Friday, November 14, 2008, 12 noon-1:00 PM  
Wist Hall, Room 233

MINUTES


Guest: Hunter McEwan
Recorder: Mona Chock, Assistant to the Dean

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<th>AGENDA ITEM</th>
<th>ACTION</th>
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<td>12 noon</td>
<td>Call to order</td>
<td>Chair Ellen Hoffman called the meeting to order at 12 noon.</td>
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<td>Approval of minutes from 10/10/08</td>
<td>Minutes of October 10, 2008 were approved as circulated.</td>
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<td>12:05 p.m.</td>
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<td>1. Sustainability Committee status (Budget and Facilities)</td>
<td>Jenny Wells made a motion, “that the Sustainable Committee be a subgroup under the Faculty Senate Budget and the Facilities Committee.” The motion was seconded by Tom Speitile and passed by unanimous vote.</td>
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<td>2. Fellow Ship Committee Report</td>
<td>The December Congress Meeting is scheduled for December 12, 2008, School of Architecture Courtyard and Auditorium from 11:30 AM – 2:30 PM. The Congress</td>
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12:35 Proposal for a new Ed.D. degree
Hunter McEwan reviewed the COE history and process that led to this proposal. He identified that several models exist, including international models.

12:50 New Business
No new business was reported

1:00 Adjournment
The meeting adjourned at 12:45 AM.

Upcoming Congress Meeting: Friday, December 12, 2008 11:30 a.m. – 2:30 p.m.
Architecture Courtyard/Auditorium
Next Senate Meeting: Friday, January 9, 2009 noon-2 p.m.

luncheon will be funded by the Dean’s Office.

Jeff Moniz made a motion, “to endorse the effort to develop a doctorate in professional practice.” Jim Skouge seconded and the motion passed by unanimous vote.