ACADEMIC AFFAIRS PORTFOLIO AND OPERATIONS REVIEW

DEPARTMENT/PROGRAM PHASE 1 TEMPLATE

Name of school/college: College of Education
Name of department/program: Educational Leadership Doctoral Program (EDLR)
Date: July 2016

Introduction

As the school/college reviews and builds out data sets provided by the university, it will also solicit, in a manner appropriate to the organization and culture of that school/college, the information needed from departments or programs for well-informed analysis and recommendations. Such material falls into two categories:

1. Workload and operations information that is held (or largely held) within the department/program rather than the school/college or central university data sources, such as faculty service performed within the department/program.
2. Information, perspectives, and concerns that the department/program believes should be considered as part of the broader review, such as challenges inherent to teaching within a particular discipline.

The questions below reflect the baseline information that meets the criteria above. Schools and colleges should feel free to add to these questions as appropriate. Please note that this template is part of the Workload and Operations phase; each department/program will have another opportunity to provide information relevant to the Portfolio Review.

Department/Program Review

Please address the questions below and add whatever information deemed relevant to this process.

To the extent that this information is not already available in the template for your school or college, advise regarding the parts of the workload for your faculty not captured by course load and credit generation measures. In particular, is~~f~~ there is any research/scholarship/creative work or service that distinguishes the contributions of the faculty in this department or program from others in the school/college and university, please describe it.

Response:
SU COE is an affiliate of the Carnegie Project on the Education Doctorate (CPED), Consortium of over 80 colleges and schools of education, which have committed resources to work together to undertake a critical examination of the doctorate in education (EdD) through dialog, experimentation, critical feedback and evaluation. It is imperative that doctoral level inquiry, research, scholarly products and the faculty work supervising doctoral students be distinguished from a Master's level of engagement.

Is there information that needs to be considered as a part of an analysis of the "teaching productivity" of the department or program? Are there differentiators in the kinds of instruction taking place or the population of students being educated that impact the ability of faculty to generate credit hours?

Response:
There are two significant areas of teaching that impact interpretation of "teaching productivity" for the EDLR program. First, EDLR faculty currently oversee both independent dissertation projects and thematic group dissertation projects. Of 67 active students, 37 are engaged in the independent dissertation process and 30 students are engaged in group thematic dissertations. Currently, among the independent dissertations, 5 are chaired by EDLR faculty and 32 are chaired by non-EDLR faculty with an EDLR faculty member serving on committee in most instances. EDLR faculty currently supervise all 30 active group thematic dissertations focused on community problems of practice. Doctoral students in both the independent dissertation process and the thematic group dissertation process, while not enrolled in a course, are mentored by faculty throughout the year, although this time is not reflected in faculty workload as students are not registered in the Summer for dissertation credits. For example, a faculty member is working with six students on varied phases of dissertation during the Summer 2016 Quarter, however, the students are not registered for dissertation class/credits. Doctoral students require year-~~-~~round guidance. Students are receiving substantially more hours of work from faculty who are supervising/mentoring dissertation projects than the program of study outlines.

A second area is faculty/student advising which encompasses more time in the EDLR doctoral program due to unique pre-doctoral achievements that require faculty to review prior transcripts for possible waiver of courses already covered by Master's work and/or transfer of post-Master's credits that qualify for program requirements. The unique career aspirations of students who already have earned Master's degrees and seek doctoral experiences for particular career goals means that faculty must work with students to identify meaningful and available courses to meet students' professional concentration area requirements for the leadership doctorate.

What unrealized opportunities do you see? Are there ways that the contributions of the department/program to the mission and financial health of the university could be improved?

Response:
The doctoral program embeds the social justice mission in the local community and region by involving doctoral students ~~through~~ community based scholarly inquiry ~~of doctoral students~~. The first and second year doctoral students are directly engaged in significant work: consulting, investigating, researching and producing scholarly work related to needs of community partners. Ultimately, this work benefits the fiscal health of organizations as work products support bids for grants to fund school or agency mission. As community partners desire to be part of these projects, there is reciprocal benefit to the university to be a center for inquiry and change. The EDLR program anticipates that future grant writing opportunities will be possible through these community based research projects.

What particular constraints or challenges does the department/program face?

Response:
As a doctoral program there is a need **for research assistantships** to assist faculty in their own scholarly work and **teaching assistantships** that provide an avenue for professional development for doctoral students. Doctoral students as professionals are an invaluable resource for assisting with marketing and recruitment of new students. A university with a doctoral program in educational leadership will benefit from utilizing the talent of the doctoral students admitted to the program.

The doctoral program needs a professional **marketing analysis** with data that will help to produce viable strategies for recruitment. In order to be efficient, the program needs data to drive decision making regarding potential candidates.

Appropriate full-time faculty size is crucial for the university's goal of increasing the strength of the program and the numbers of Ed.D students that it trains. Graduate student mentoring is labor intensive; hence, an increase in the number of graduate students trained must be accompanied by an increase in faculty to educate them in the classroom and through the dissertation process.

Local and regional communities need education about current doctoral program learning outcomes, structure and the unique thematic group dissertation culminating project that provides a higher degree of continuous support for the doctoral research/inquiry requirement (compared to traditional individualistic dissertation projects) through ongoing faculty and peer mentoring that occurs among students across the life of the project~~requirement~~.

Doctoral students engaged in dissertation projects need a great deal of coaching/mentoring regarding data analysis. The EDLR doctoral program would benefit from having a designated person with expertise in quantitative and qualitative software/tools for data analysis (such as fluency in SPSS, NVivo, and other useful statistical and/or qualitative tools). Doctoral students conducting research constantly ask various EDLR faculty who may or may not be their dissertation supervisor to assist in conceptualizing data analysis for their particular/unique dissertation projects, which often requires that faculty devote time not on workload to teaching/mentoring the use of the data analysis tools needed for their particular analysis. Given that other doctoral programs exist across SU and that some undergraduate students in psychology also conduct research, it would be helpful if SU hired a person responsible to support research/inquiry across all programs on campus in which research projects are required.

Current students are best resources. With continuous transition, some students experience stress that dilutes ability to market the program as alumni. The program may benefit from re-examining post masters courses accepted into concentrations to reduce credit hours.

Is there anything else you would like to put on the record?

Response:

The doctoral program is advertised as a 3-year program. The work involved in proposing, executing and completing a doctoral level dissertation usually cannot be accomplished in this time frame. Students are requiring supervision beyond 3 years that eventually burdens faculty workload preparing new students with a cadre of doctoral students maturing through the program. Unlike master's students, doctoral students have a greater likelihood to request changes in program of study and/or extend program of study resulting in a large overlap between cohorts of student.