ACADEMIC AFFAIRS PORTFOLIO AND OPERATIONS REVIEW

DEPARTMENT/PROGRAM PHASE 1 TEMPLATE

Name of school/college: School of Theology and Ministry
Name of department/program: Master of Arts in Transformational Leadership (MATL)
Date: June 15, 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, if 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: Effective educators in the field of transformational leadership must be "leading-change practitioners." Teaching and learning is grounded in both scholarship and practice. Hence, our core and adjunct faculty are academic administrators, non-profit leaders, life-coaches, management consultants, and community educators who critically engage theory and practice intentionally to promote a "scholarship of service." Unlike archival research in the field of theology, scholarship in the field of transformational leadership demands travel and community involvement, requiring financial support and course release, whenever possible.

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: Courses that integrate academic, professional, and spiritual formation generally require more contact hours for mentoring and facilitation, both in-classroom and field-based/contextual learning. Faculty are assigned the same work units (5.0 for a 3.0 credit course) and offered the same compensation for facilitating a course that is more work intensive.

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: Graduate level leadership programs at SU must interface and collaborate more intentionally across disciplines, colleges, and units--advancing a more coherent curriculum that minimizes gaps and overlaps. Such strategy will optimize resource allocation, including faculty appointments.

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

Response: Effective leadership programs provide opportunities for global contextual teaching and learning. STM-funded graduate level study abroad and internship opportunities are not currently available to MATL students

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

Response: