August 19, 2009

David W. Pershing  
Senior Vice President for Academic Affairs  
205 Park Building  
Campus

RE: Graduate Council Review  
Department of Educational Leadership and Policy

Dear Vice President Pershing:

Enclosed is the Graduate Council's review of the Department of Educational Leadership and Policy. Included in this review packet are the report prepared by the Graduate Council, the Academic Profile, and the Memorandum of Understanding resulting from the review wrap-up meeting.

Please forward this review to the Academic Senate to be placed on the information calendar for the next meeting of the Senate.

Sincerely,

Charles A. Wight  
Dean, The Graduate School

Encl.

XC:  David J. Sperry, Interim Chair, Dept. of Educational Leadership and Policy  
Michael L. Hardman, Dean, College of Education
The Graduate School – University of Utah

GRADUATE COUNCIL REPORT TO THE SENIOR VICE PRESIDENT
FOR ACADEMIC AFFAIRS AND THE ACADEMIC SENATE

May 26, 2009

The Graduate Council has completed its review of the Department of Educational Leadership and Policy.

The external reviewers were:

Margaret Grogan, Ph.D. (committee chair)
Dean, School of Educational Studies
Claremont Graduate University

Sharon Conley, Ph.D.
Professor, Graduate School of Education
University of California, Santa Barbara

Susan Komives, Ed.D.
Professor, Department of Counseling & Personnel Services
University of Maryland

The Internal Review Committee of the University of Utah included:

Don Strassberg, Ph.D.
Professor, Dept. of Psychology

Rick Green, Ph.D.
Associate Professor, Dept. of Political Science

Marissa Diener, Ph.D.
Associate Professor, Dept. of Family & Consumer Studies

This report by the Graduate Council’s ad hoc review committee is based on the Department’s self-study, the report of the internal review committee, the report of the external review committee, and responses from the Department Chair and the Dean of the College of Education.
DEPARTMENT PROFILE

Program Overview

The Department of Educational Leadership and Policy offers graduate education in effective organization of education and educates graduates to become school or college administrators, professors of educational leadership, and policy makers in government or private education agencies. The program enjoys a national reputation in the field of educational administration.

The department offers three M.Ed. programs, one for K-12 Administration, and two relatively new offerings with emphases in Student Affairs in higher education settings and Teacher Leadership. The department offers both a professional Ed.D. and a research focused Ph.D. There is also a joint Ph.D.-M.P.A program with the Center for Public Administration and Policy. The department also houses the Utah Education Policy Center, and is the current home for a leading scholarly journal in the field.

Faculty

The Department of Educational Leadership and Policy has 10 tenured or tenure track faculty, two clinical faculty, and several adjunct faculty. There has, since the last review, been a high degree of faculty turnover, which includes the hiring of 8 new faculty members. Several department members also hold senior administrative positions in the University, which results in decreased time in the department. Despite the effects of this loss of faculty time on the department’s workload, the faculty maintains a strong focus, morale, and sense of stability, as well as a collegial atmosphere with mentoring and support of junior faculty. Many, including junior faculty, are visible national leaders, with internal and external awards and grants, and active research agendas. The leadership of the department chair is recognized by faculty, students, and staff.

Faculty have a broad range of interests, from policy, leadership, economics, and organizational theory, to critical race theory, social justice, diversity, equity, and multiculturalism. There are few, however, with expertise in higher education administration, a problem given the increasing student interest in the Student Affairs emphasis.

Seven of 11 tenure track and clinical faculty are women. The faculty is racially diverse; currently 27% are faculty of color (2 Latino, 1 Chinese American, and 8 Caucasian); the department anticipates the arrival, in the 2009-2010 academic year, of a senior tenured faculty member who is African-American.
**Students**

The department currently has 146 graduate students enrolled: 74 in the master’s programs, 39 Ph.D. students and 33 Ed.D. students. Most students are working professionals and thus are part-time. The department does offer some graduate assistantships with tuition waivers, scholarships, and two fellowships.

There are few students of color in the K-12 master’s programs, reflecting the lack of diversity in the state’s school districts. The department has some targeted recruitment strategies for these programs, where a faculty member is charged with actively seeking out women and teachers of color to interest them in the department. Other emphases in the department are more successful in recruiting a diverse student body. Approximately 30% of the students overall are students of color, and 53% are women. Among Ph.D. students 4 of 7 first year students are students of color, and 44% of the first year cohort in the Higher Education master’s program are students of color.

The department has three off-campus satellite sites, a distance program at the Dixie site in St. George, and another program for rural school districts in Price, to serve outreach students.

**Curriculum**

The department offers a large number of degree programs relative to the size and availability of the faculty. External reviewers found the curriculum to be sufficiently broad and comparable to the curricula of other leading programs in the field. Some concern was voiced that courses offering a general orientation to leadership and governance were lacking. Social justice issues are threaded throughout the curriculum, and the robust social justice curriculum and research agenda were praised by reviewers. However, reviewers also noted concerns about classroom and group dynamics that need to be addressed in order to allow for fruitful discussion about social justice policy and its implications in education and leadership.

Some programs, such as the K-12 Administration and Teacher Leadership, face some competition from other institutions in the state. The Student Affairs emphasis does not and has grown substantially, in part because of recruitment, demand, and assistantships provided by the University’s Office of Student Affairs. The distance cohort in southern Utah is aimed at recruiting for the K-12 programs.

The department has made good progress in developing distinctions between the practice-oriented Ed.D. and the research-oriented Ph.D., and is making efforts to ensure that the Ed.D. program is relevant for practice-focused students. Additional efforts were suggested to fully differentiate these programs.
Program Effectiveness and Outcomes Assessment

The department tracks information on student admissions, enrollment by program area, performance assessments, completion rates, and time-to-degree. Plans to develop assessment processes for various competency outcome measures, required in accreditation processes, have been slowed by faculty turnover and search processes. Master’s students in all programs appear to be making timely progress toward degree completion. The completion rate for Ph.D. students is relatively low at 25% and the time to completion tends to be long, reflecting the fact that most students are working full-time. The Ed.D. program has a higher completion rate than the Ph.D. students but the time-to-degree nonetheless reflects the full-time employment of most students. Graduates are appropriately employed in their respective fields.

Facilities and Resources

Long-time senior faculty have experienced salary compression, and summer salary support is threatened in the current budget climate. This may force more reliance on adjuncts, which in turn may have adverse effects on the quality of courses (in respect to the research expertise that students value in regular faculty). There are insufficient resources for adequate stipend support to enable students to pursue their degrees on a full-time basis or to facilitate competitive recruitment.

The current physical facility is inadequate, but space has been allocated for the UEPC elsewhere. A new College of Education facility is being planned and fundraising is underway.

COMMENDATIONS

1. The department is consistently ranked as an outstanding one in the U.S. and has national visibility and reputation for excellence.

2. Department faculty have high research productivity, teaching awards, national recognition, and a commitment to mentoring junior faculty. Shared leadership among senior faculty has provided time for scholarship for junior faculty.

3. The leadership of the department chair is specifically commended for support, responsiveness, and commitment.

4. The new master’s program in Student Affairs is innovative, responsive to previous reviews, and will fill needs in higher education. The cooperation with the University’s office of student affairs is commendable.
5. The department is commended for its laudable social justice focus and commitment to increasing ethnic diversity. These core values permeate classes, research hiring, and recruitment.

RECOMMENDATIONS

1. The Department should develop a strategic plan to address future additional budget cuts, the low enrollment in the Teacher Leadership program, funding for doctoral students, and the need for sufficient faculty to provide necessary breadth in the Higher Education programs.

2. The Department should continue its efforts to develop assessment processes for competency outcome goals for all programs and develop appropriate measures or indicators of goal accomplishments, including the final integrative papers.

3. The department should examine the issue of faculty workloads, particularly in light of the loss of faculty to central University positions. Curricular offerings could be evaluated to see whether course content in leadership, governance, and administration might be co-taught in other departments and colleges, which might help alleviate faculty workloads.

4. The department should strengthen its laudable focus on social justice by ensuring opportunities for robust but sometimes contentious discourse.

5. The department should examine its two doctoral programs to ensure that the distinction between practice- and research-oriented doctorates is clear and ensure that students are advised into the appropriate program for their interests. This evaluation should include examination of the time-to-degree and completion rate for Ph.D. students and developing a plan for improving this experience.

ACTIONS TAKEN SINCE INITIATION OF THE REVIEW

1. The department chair, Dr. Pounder, has resigned and an interim department chair is being sought from within the faculty.

2. A faculty retreat has been planned to consider necessary conditions for success for Ph.D. students.

3. A new senior faculty hire will target increasing enrollment in the Teacher Leadership program.

Submitted by the Ad Hoc Review Committee of the Graduate Council

Patricia Murphy (Chair), Nursing
Ann Marie Breznay, Marriott Library
Paolo Gondolo, Physics
This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on August 11, 2009, and concludes the Graduate Council Review of the Department of Educational Leadership and Policy (ELP). David W. Pershing, Senior Vice President for Academic Affairs; Michael L. Hardman, Dean of the College of Education; David J. Sperry, Interim Chair of the Department of Educational Leadership and Policy; Charles A. Wight, Dean of the Graduate School; and Frederick Rhodewalt, Associate Dean of the Graduate School were present.

The discussion centered on but was not limited to the recommendations contained in the Graduate Council review completed on May 26, 2009. At the wrap-up meeting, the working group agreed to endorse the following actions:

**Recommendation 1:** The department should develop a strategic plan to address future additional budget cuts, the low enrollment in the Teacher Leadership program, funding for doctoral students, and the need for sufficient faculty to provide necessary breadth in the Higher Education programs.

The department has drafted a budget reduction plan in anticipation of reductions in funding for the 2010-2011 academic year. With regard to Teacher Leadership program enrollments, the chair reports that a new faculty member has accepted the task of recruitment and enrollment for this program. It is anticipated that the program will eventually be highly subscribed; however, if viable enrollments are not attained the department will consider closing the program. Funding for Ph.D. students is a particular challenge in this department. The typical student is employed full-time and is unlikely to accept a stipend that pays approximately one-quarter to one-third of his or her current salary. That circumstance notwithstanding, the department recognizes the need to increase the number of teaching and research assistantships available to doctoral students. The dean is considering reallocation of ELP’s budget to support additional stipends. The dean is also creating a grant incentive program to seed efforts to gain external funding. Finally, with regard to the need for additional faculty in the Higher Education programs, the department will search for one new faculty member in the Higher Education area during the 2009-2010 academic year and hopes, pending budgetary constraints, to fill a second position in the next year or two.

**Recommendation 2:** The department should continue its efforts to develop assessment processes for competency outcome goals for all programs and develop appropriate measures or indicators of goal accomplishments, including the final integrative papers.

The chair will include a discussion of this issue at the department’s fall retreat and provide a plan by the end of the Fall ’09 semester. At present, the department collects most of the data required to assess its programs but must identify additional data as well as establish a process for using the data to inform action.
Recommendation 3: The department should examine the issue of faculty workloads, particularly in light of the loss of faculty to central University positions. Curricular offerings could be evaluated to see whether certain content in leadership, governance, and administration might be available in other departments and colleges, which might help alleviate faculty workloads.

At present only one faculty member serves in central administration, and thus the chair does not view out-of-department service as an issue. The chair identifies the major issue in workload equity as stemming from understaffing in the Higher Education program. The addition of faculty in this area (see Recommendation 1) should alleviate workload issues in the department.

Recommendation 4: The department should strengthen its laudable focus on social justice by ensuring opportunities for robust but sometimes contentious discourse.

The faculty is committed to the social justice focus. The chair plans to hold discussions with faculty concerning ways of maintaining an open climate in the classroom.

Recommendation 5: The department should examine its two doctoral programs to ensure that the distinction between practice- and research-oriented doctorates is clear and ensure that students are advised into the appropriate program for their interests. This evaluation should include examination of the time-to-degree for Ph.D. students and developing a plan for improving this experience.

The department has instituted a capstone project requirement for Ed.D. students that differs significantly in format and content from a Ph.D. dissertation. Capstone projects provide students with opportunities to apply leadership and inquiry knowledge and skills to problems of practice or policy issues. They include a written report and an oral presentation. Capstone projects may be a(n): a) Policy Report or Inquiry Brief, b) Program or Policy Evaluation, c) Implementation Project, or d) School or Organizational Improvement Plan. Department faculty are in discussions to more precisely define the elements of a legitimate capstone experience.
This memorandum of understanding is to be followed by annual letters of progress from the chair of the Department of Educational Leadership and Policy to the Dean of the Graduate School. Letters will be submitted each year until all of the actions described in the preceding paragraphs have been completed.

David W. Pershing
Michael L. Hardman
David J. Sperry
Charles A. Wight
Frederick Rhodewalt

Charles A. Wight
Dean, The Graduate School
August 19, 2009
# Department Review by Academic Year

## College of Education: Educational Leadership & Policy

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## Research Expenditures - Source: OBIA 'B' tables, Updated annually during Spring term.

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<th>Year</th>
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## Student Credit Hours (Budget Model) - Source: OBIA, Updated annually during Summer term.

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<th>Year</th>
<th>Lower Division</th>
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<th>Total Undergraduate</th>
<th>Basic Graduate</th>
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## Course / Instructor Evaluations - Source: OBIA, Updated annually during Autumn term.

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<th>Year</th>
<th>Undergraduate Courses</th>
<th>Undergraduate Instructors</th>
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## Enrolled Majors - Source: OBIA, Updated annually during Autumn term.

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<tr>
<th>Year</th>
<th>Pre-Majors</th>
<th>Full Majors (Including Intermediate)</th>
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<td>2007-2008</td>
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## Degrees Awarded - Source: OBIA, Updated annually during Autumn term.

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**Office of Budget & Institutional Analysis (OBIA)**
110 Park Building, 201 South President's Circle, Salt Lake City, UT 84112
Office: 801-581-6948 | Fax: 801-581-7541 | Email: info@obia.utah.edu
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