



September 6, 2016

Ruth V. Watkins
Senior Vice President for Academic Affairs
204 Park Bldg.
Campus

RE: Graduate Council Review
Department of Educational Leadership and Policy

Dear Vice President Watkins:

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 Department Profile, and the Memorandum of Understanding resulting from the review wrap-up meeting.

After your approval, please forward this packet to President David Pershing for his review. It will then be sent to the Academic Senate to be placed on the information calendar for the next Senate meeting.

Sincerely,

David B. Kieda
Dean, The Graduate School

Encl.

XC: Gerardo R. Lopez, Chair, Department of Educational Leadership and Policy
Maria E. Franquiz, Dean, College of Education

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The Graduate School - The University of Utah

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

April 25, 2016

The Graduate Council has completed its review of the **Department of Educational Leadership and Policy**. The External Review Committee included:

Monica C. Byrne-Jimenez, EdD
Associate Professor
Co-Director, Program in Educational and Policy Leadership
Hofstra University

Gary M. Crow, PhD
Professor, Department of Educational Leadership and Policy Studies
Indiana University, Bloomington

Lisa E. Wolf-Wendel, PhD
Professor, Department of Educational Leadership and Policy Studies
Associate Dean for Research and Graduate Studies
University of Kansas

The Internal Review Committee of the University of Utah included:

Heather E. Canary, PhD
Associate Professor
Department of Communication

Mark H. Matheson, PhD
Professor (Lecturer)
Department of English

Nicole R. Robinson
Professor
School of Music

This report of the Graduate Council is based on the self-study submitted by the Department of Educational Leadership and Policy, the reports of the external and internal review committees, and the Department Chair and College Dean's joint response to the internal and external committee reports.

DEPARTMENT PROFILE

Program Overview

The mission of the Educational Leadership and Policy (ELP) Department is to prepare ethical researchers, leaders, and policymakers in PK-12 through higher education who are informed by comprehensive and empirically-based theory and research, as well as committed to leading educational organizations that enact principles of justice, equity, and excellence for all learners.

In pursuing the goals outlined in this mission, ELP professors maintain credibility simultaneously in two different educational cultures: the community of scholars on the university campus and within the broader academic community, and the community of practitioners in schools and higher education institutions. ELP emphasizes closing the theory and practice divide through the application of field-based, applied research methods to the study of significant administrative and policy problems.

ELP offers three MEd degrees, an EdD degree with emphasis on K-12 Administration, and a research focused PhD.

Both the internal and external review committees note there is strong collegiality in the Department and the new Chair is effecting positive change. Within the Department there has been significant disagreement with the EdD degree for Higher Education, mostly about the core topics in such a degree. The Chair indicates, in his response letter, that there will be a trial period of a new core and the issue will be revisited.

Faculty

The Department of Educational Leadership and Policy has 11 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. The Department lost three Professors, one Associate Professor, three Assistant Professors, and two Clinical Professors. ELP has hired one Professor and a new Chair, one Associate Professor (from another college department), four Assistant Professors, and two Clinical Professors. Despite this turnover, the faculty maintains a strong focus, morale, and sense of stability, as well as a collegial atmosphere with mentoring and support of junior faculty.

Faculty have a broad range of interests, from policy, leadership, economics, and organizational theory, to critical race theory, social justice, diversity, equity, higher education administration and multiculturalism.

Students

The Department currently has 193 graduate students enrolled: 106 in the master's programs, 48 PhD students, and 39 EdD students. Most students are working professionals and thus are part-time. ELP does offer some graduate assistantships with tuition benefits, scholarships, and two fellowships.

Many of the PhD and EdD students work full time. One advantage of working full time is the ability to simultaneously apply concepts learned in research in the clinical setting and take issues/ideas from the clinical setting into research. The downside is the impact on time to completion. Also, support for PhD students is limited to \$15,000 for only one year. Some PhD students get funding for a subsequent year, but there are no guarantees. This is not competitive with other programs and has a severe impact on recruiting. Also, since PhDs generally get top positions in the community, strengthening support for the doctoral program would increase connections with the program.

There are few students of color in the K-12 master's programs, reflecting the lack of diversity in the state's school districts. ELP 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 ELP are more successful in recruiting a racially diverse student body. Approximately 20% of the students overall are students of color. The K-12 programs recruit from the local markets and thus tend to have less diversity than the MEd in Student Affairs and the PhD programs.

There is concern that the advising level of almost 8 EdD/PhD students per faculty member needs to be evaluated. Adding another EdD degree program will exacerbate this heavy advising load. Only seven out of 87 students are supported by external funding (2013-2014). This also may have an impact on the variable time to completion in the PhD program.

Curriculum

All of the degree programs offered by ELP are for graduate students. There are three master's programs and two doctoral programs:

- a) MEd degree with K-12 Administrative Licensure
- b) MEd degree with emphasis in Higher Education Student Affairs
- c) MEd degree in Teacher Instructional Leadership with Secondary Licensure
- d) EdD degree
- e) PhD degree

All degree programs have strong enrollments. The distance-based learning program with Dixie State University maintains a strong enrollment from the focus on K-12 education, and the MEd in Higher Education has been successful in attracting a diverse student body. Enrollments in the EdD program were in a moratorium since the last review. This was put in place due to the heavy advising loads with reduced faculty as well as concern about completion rates. Currently, there are 87 students in the PhD or EdD degree programs. With only 11 faculty to advise these students, there remains a very heavy advising load on the faculty. The effort by a group of faculty members to craft a new EdD in Higher Education studies is ongoing, with a view to admitting students perhaps as early as 2016. This may pose an even higher

advising load. With respect to this new EdD degree, there seem to be diverging opinions among the faculty, particularly with respect to the core courses.

Diversity

ELP exhibits strong racial diversity in the tenure-line faculty ranks, with underrepresented groups percentages of: 75% of Assistant Professors, 100% of Associate Professors, and 60% of Professors. However, for the clinical faculty there is no racial diversity and a similar lack of diversity in the adjunct ranks, although this is likely due to the local pool from which these faculty are recruited.

As noted in the student section, there are few students of color in the K-12 master's programs, reflecting the lack of racial diversity in the state's school districts. Other emphases in ELP are more successful in recruiting a diverse student body

Program Effectiveness and Outcomes Assessment

The MEd K-12 program is accredited by CAEP, and the MEd Student Affairs degree is accredited by the NASPA/ACPA professional standards in the Department of Educational Leadership and Policy. There are not currently assessment criteria for the EdD and PhD programs as described in the self-study. ELP is currently working on developing learning outcomes for both the EdD and PhD degree programs.

The Department maintains good graduation rates for the MEd programs due to the cohort nature of these programs. Such a cohort environment does not exist for the EdD or PhD programs. Completion rates for these programs vary, and approximately 35% of students leave the program prior to degree completion. ELP hopes to maintain better records to help track these data better in the future with the aid of databases and the College of Education assistance.

There are currently no formal procedures in place to assess the effectiveness of student advisement in the Department.

Facilities and Resources

The internal report states: "ELP has experienced budget cuts: 08/09 budget represented a 4% cut, 1/09 an additional 5% cut and anticipated 10-14% cut in July 09. The self-study cites a concern that personnel might be laid off 'to meet budget cuts required by state.' Long-time faculties are experiencing salary compression. Concerns are that with the budget cuts, they may be recruited elsewhere."

As most students work full time, summer courses are necessary. There is concern that ELP had to limit summer salary for regular faculty and must use funding from unfilled faculty lines to cover current faculty. There is concern that summer salaries will fall in the future, which may have a negative impact on summer course offerings taught by full-time faculty.

The new MEd program at the Dixie State University campus helps with these budget pressures. ELP has had to cut faculty and student travel. Since the Utah Education Policy Center now operates as a not-for-profit organization, there is the opportunity for employment of faculty and graduate assistants.

In spring 2014, the ELP Department joined the rest of the College of Education in the new Beverly Taylor Sorenson Arts and Education Complex (SAEC). This change in facilities has had a significant impact on the morale and collaborative abilities of the ELP faculty. Prior to the move, faculty member offices were either carrels in a large Milton Bennion Hall (MBH) classroom, the Annex, or were individual offices spread over several floors in MBH. These office arrangements took a toll on the level of collegiality and communication across the faculty. The move to SAEC has provided an opportunity for faculty members to reconnect, and the collaborative spaces have increased the level of collegiality, resulting in numerous collaborative efforts such as grant submissions, co-teaching experiences, and university research projects.

COMMENDATIONS

1. Relationships among the faculty are strong. After a considerable amount of faculty turnover, ELP is stabilizing and an impressive group of junior faculty members has been hired. A new Department Chair and a recently appointed Dean in the College of Education are contributing fresh energy and perspectives. We commend the Department's collective willingness to work constructively to advance ELP's research and educational missions.
2. We commend the Department for hiring three new assistant professors in Higher Education Studies. This constitutes a very strong response to a recommendation made in the 2009 internal review, in which the reviewers suggested dedicating more faculty time and resources to ELP's mission of teaching Higher Education leadership and policy.
3. The Department maintains a strong commitment to faculty and student racial diversity.
4. The Department has an impressive social justice mission that is widely shared among the faculty and students.
5. The Department deserves praise for establishing and maintaining internship opportunities for MEd students studying Student Affairs in Higher Education. Maintaining these relationships is challenging and time consuming, and we commend ELP for its sustained and successful efforts in this area.
6. Students speak highly of the support they receive from the faculty, both in the classroom and in personal interactions. The Department is also making significant efforts to shorten students' time-to-completion rates.

RECOMMENDATIONS

1. Greater clarity needs to be achieved in data gathered about the Department and used for collective faculty discussions. This includes more transparency in class assignments and clear expectations for the RPT process and improved mentoring of junior faculty.
2. The Department should pursue external funding to support PhD students for their Research PhD program and summer support for the faculty. Multiyear funding (i.e., two- to three-year offers) for PhD students is critical for national competitiveness and will build their national reputation.
3. Extend and enrich the social justice emphasis. The Department is encouraged to further build its national identity around this emphasis. The Department's strengths in the social justice area could be a great resource to the University and the local educational system; the Department is encouraged to get this mission outside the walls of the school. Clinical faculty and adjunct faculty should be actively involved in this emphasis.
4. Reach consensus and finalize plans for the EdD degree in Higher Education while carefully considering the impact on existing programs and resources.
5. The Department should produce a current Graduate Student Handbook. This would help PhD students have a clear pathway to graduation.

Submitted by the Ad Hoc Committee of the Graduate Council:

Charles D. Hansen (Chair)
Professor, School of Computing

Laura T. Kessler
Professor, S.J. Quinney College of Law

Lien Fan Shen
Associate Professor, Department of Film and Media Arts

College Name
College Of Education

Department Name
Educational Leadership & Policy

Program Name
All

Faculty Headcount

		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
With Doctoral Degrees Including MFA and Other Terminal Degrees	Full Time Tenured Faculty	4	5	6	7	7	6	6
	Full Time Tenure Track	6	5	6	5	5	4	5
	Full Time Career Line/Adjunct Faculty	2	5	3	4	2	3	4
	Part Time Tenure/Tenure Track						1	
	Part Time Career Line/Adjunct Faculty	1	1					
	Total	13	16	15	16	14	14	15
With Masters Degrees	Full Time Tenured Faculty	0	0	0	0	0	0	0
	Full Time Tenure Track	0	0	0	0	0	0	0
	Full Time Career Line/Adjunct Faculty	2	2	1	1	2	1	0
	Part Time Tenure/Tenure Track						0	
	Part Time Career Line/Adjunct Faculty	0	0					
	Total	2	2	1	1	2	1	0
With Bachelor Degrees	Full Time Tenured Faculty	0	0	0	0	0	0	0
	Full Time Tenure Track	0	0	0	0	0	0	0
	Full Time Career Line/Adjunct Faculty	0	0	0	0	0	0	0
	Part Time Tenure/Tenure Track						0	
	Part Time Career Line/Adjunct Faculty	0	0					
	Total	0	0	0	0	0	0	0
Total Headcount Faculty	Full Time Tenured Faculty	4	5	6	7	7	6	6
	Full Time Tenure Track	6	5	6	5	5	4	5
	Full Time Career Line/Adjunct Faculty	4	7	4	5	4	4	4
	Part Time Tenure/Tenure Track						1	
	Part Time Career Line/Adjunct Faculty	1	1					
	Total	15	18	16	17	16	15	15

Cost Study

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Direct Instructional Expenditures	1,689,114	1,440,434	1,810,730	1,845,155	1,865,661	1,643,315	1,901,836
Cost Per Student FTE	13,290	9,557	12,627	13,744	16,326	14,885	15,698

FTE from Cost Study

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Full-Time Salaried	11	14	16	17	16	13	15
Part-Time or Auxiliary Faculty	0	1	1	1	2	3	2
Teaching Assistants			1				

Funding

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Total Grants	6,715	179,249	43,284	32,481	2,159	52,201	18,754
State Appropriated Funds	1,419,738	1,292,478	1,392,367	1,440,210	1,434,901	1,348,425	1,532,001
Teaching Grants	6,715	8,566	7,791	0	0	0	0
Differential Tuition							

Student Credit Hours and FTE

		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
SCH	Lower Division	294	228					
	Upper Division	81	176	402	261	276	282	270
	Basic Graduate	1,566	1,893	1,796	1,643	1,391	1,364	1,436
	Advanced Graduate	726	852	805	868	711	656	807
FTE	Lower Division	10	8					
	Upper Division	3	6	13	9	9	9	9
	Basic Graduate	78	95	90	82	70	68	72
	Advanced Graduate	36	43	40	43	36	33	40
FTE/FTE	LD FTE per Total Faculty FTE	1	1					
	UD FTE per Total Faculty FTE	0	0	1	0	1	1	1
	BG FTE per Total Faculty FTE	7	7	5	5	4	4	4
	AG FTE per Total Faculty FTE	3	3	2	2	2	2	2

Enrolled Majors

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Undergraduate Pre-Majors							
Undergraduate Majors							
Enrolled in Masters Program	73	83	85	76	68	72	80
Enrolled in Doctoral Program	47	52	50	54	48	48	54

Degrees Awarded

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Undergraduate Certificate							
Bachelors							
Masters	34	32	43	41	33	30	32
Doctorate	10	4	7	10	5	8	3

Memorandum of Understanding Department of Educational Leadership and Policy Graduate Council Review 2015-16

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on July 18, 2016, and concludes the 2015-16 Graduate Council Review of the Department of Educational Leadership and Policy. Ruth V. Watkins, Senior Vice President for Academic Affairs; Maria E. Franquiz, Dean of the College of Education; Gerardo R. Lopez, Chair of the Department of Educational Leadership and Policy; and Katharine S. Ullman, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the review summary report presented to the Graduate Council on April 25, 2016. An overarching point made was that progress to date and the aspirations of the Chair and Dean are impressive. At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: Greater clarity needs to be achieved in data gathered about the Department and used for collective faculty discussions. This includes more transparency in class assignments and clear expectations for the RPT process and improved mentoring of junior faculty.

Many initiatives fall under this recommendation. A database to track student progress has been developed, facilitating proactive and clear communication with both students and their faculty mentors about individual graduation timelines. As detailed in the Chair response memo, graduate surveys (in MED K12 program) have been implemented, providing data that can assist in driving strategic plans; this initiative could be expanded. As discussion over strategic direction continues, the need for particular data (such as alumni outcomes) may drive further expansion of data collection. The Department is also developing a three-year course plan that facilitates transparency and predictability in class assignments. To address junior faculty anxiety over the expectations for the RPT process, information that was previously decentralized has been brought together in a faculty handbook, including a timeline of the internal process. Revised RPT guidelines are awaiting formal approval. In discussing the broader issues of mentoring junior faculty, two main directions were highlighted. First, the advantages of a College-wide mentoring program were discussed (such a program is being piloted in the College of Humanities). Second, the benefits of an externally-designed resource (facultydiversity.org) are currently being evaluated. The Dean is working on a plan, in conjunction with the Office for Equity and Diversity, to have College-wide access. Both strategies offer the advantage of mentoring that spans from junior to senior faculty, which is an important consideration. In the shorter term (this coming year), mentoring via facultydiversity.org will be pursued. As outcomes for the College of Humanities mentoring program are evaluated, expanding this strategy to the College of Education, including ELP, is a possibility.

Recommendation 2: The Department should pursue external funding to support PhD students for their Research PhD program and summer support for the faculty. Multiyear funding (i.e., two- to three-year offers) for PhD students is critical for national competitiveness and will build their national reputation.

The Chair recognizes this recommendation as key to department success and has thought deeply about what will be needed to secure external funding. Next summer, he will begin implementing a Research Development Award to stimulate multidisciplinary research. It is hoped that such opportunities to incubate innovative links that tie education leadership to specific contexts, such as STEM, medicine, or entrepreneurship, will in turn provide unique opportunities for external funding. The Chair is also creating clear expectations that Graduate Assistantships lead to external grant applications. He has also consulted with a representative from the Institute of Education Sciences to lay the groundwork for finding a path for ELP to secure IES funds. In the coming year, this link will be nurtured and faculty will be mobilized to formulate a concrete plan for an application, perhaps for a training grant. Such analysis and planning may also reveal strategic directions for future faculty hiring in order to maintain a balanced spectrum of expertise in both qualitative and quantitative approaches (building on noted success in recent recruitments). The Utah Education Policy Center has some grant initiatives underway, which will be beneficial even if not initiated directly within the Department. However, combining efforts with UEPC and with other departments within the College of Education is an excellent opportunity to evaluate for IES funding. In addition, the Chair is considering internal funding options within the College of Education for multi-year graduate student support. Finally, private foundations represent another source of funds and an opportunity to expand on the achievements that specific faculty have had in this arena. The Chair will keep yearly track of the number of grants applied for, number awarded, and number of proposals in preparation; this information will be included in letters of progress to the Graduate School.

Recommendation 3: Extend and enrich the social justice emphasis. The Department is encouraged to further build its national identity around this emphasis. The Department's strengths in the social justice area could be a great resource to the University and the local educational system; the Department is encouraged to get this mission outside the walls of the school. Clinical faculty and adjunct faculty should be actively involved in this emphasis.

The ELP Department must strike a balance between building its national reputation in social justice issues and providing practical, broad-based education. Toward this end, the Chair has instituted Teaching Development Awards that promote partnerships with practitioners who can help faculty increase the relevance of course content without sacrificing critical social justice themes. Advisory boards for EdD programs are also being formed that will both further reinforce important links with practitioners, as well as ensure that ELP educational programs fulfill needs encountered in practice and gain a reputation for doing so. Overall, the emphasis on social justice must be considered within the landscape of a broader strategic plan. This is an ideal juncture to build on discussions the Chair has already initiated to develop a shared vision that broadly engages the faculty and feeds into strategic planning efforts of the College as a whole. Such strategic planning will tie in to the recommendations discussed here and could also capitalize on

other feedback obtained from the Department review reports. Finally, to leverage the social justice emphasis toward gaining national acclaim independently of curricular content, the Department could feature and promote this expertise by hosting a national symposium centered on this theme.

Recommendation 4: Reach consensus and finalize plans for the EdD degree in Higher Education while carefully considering the impact on existing programs and resources.

The Department has reactivated its EdD program in Higher Education with the aim of having this be a high-quality but small (~20-student) track, with the first cohort estimated to have nine students. After two years, and regularly thereafter, this degree program will be carefully assessed for its impact on existing programs and resources.

Recommendation 5: The Department should produce a current Graduate Student Handbook. This would help PhD students have a clear pathway to graduation.

A Graduate Student Handbook is in the final stages of completion. Once complete, summative feedback from a student focus group will be collected, and the emphasis moving forward will be on responding to this feedback and keeping this resource up to date. This will be facilitated by the Director of Graduate Studies, a position in transition that will soon be filled.

This memorandum of understanding is to be followed by regular letters of progress from the Chair of the Department of Educational Leadership and Policy to the Associate Dean of the Graduate School. Letters will be submitted until all of the actions described in the preceding paragraphs have been completed. In addition, a three-year follow-up meeting will be scheduled during AY 2018-19 to discuss progress made in addressing the review recommendations.

Ruth V. Watkins
Maria E. Franquiz
Gerardo R. Lopez
David B. Kieda
Katharine S. Ullman



David B. Kieda
Dean, The Graduate School
September 6, 2016