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DIAMOND TO COAL: AN EDUCATIONAL LEADERSHIP DOCTORAL PROGRAM'S EVOLUTION AND DEVOLUTION

by
Eva M. Ross

A Dissertation
Submitted to the
Department of Educational Leadership
In partial fulfillment of the requirements
For the degree of
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Dissertation Chair: Burton R. Sisco, Ed.D.

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Abstract

Eva M. Ross
DIAMOND TO COAL: AN EDUCATIONAL LEADERSHIP DOCTORAL PROGRAM'S EVOLUTION AND DEVOLUTION
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Burton R. Sisco, Ed.D.
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Extant research on educational leadership preparation programs (ELPPs) is cross-organizational and quantitative in nature. This descriptive sequential explanatory mixed-method study provides contextual depth by looking at the evolution (and devolution) of an on-campus doctoral-level ELPP model. This study examined contextual influences and programmatic effectiveness over time, as well as its uniqueness, integrity and import, from various key stakeholder standpoints. Data collection methods included a primarily quantitative alumni survey and follow-up interviews, as well as core faculty and program developer interviews. Qualitative data analysis methods included grounded theory analytic techniques; quantitative analysis methods used descriptive statistics. Findings and results indicated contextual factors were instrumental with program sustainability. The model was effective with alumni' changed practice and strengthening/changing theoretical perspectives, as well as in relating its mission to leadership practice. There were varying perceptions of program uniqueness. Program integrity was maintained, in terms of trueness to the original program mission and goals, as was program import. However, given the program model's effectiveness, consideration of contextual factors and an ongoing evaluation process may have facilitated program sustainability.

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Chapter I

Introduction

As the United States experiences increasing globalization in the 21st century, social, economic, and technological forces are leading to new ways of thinking and acting (Altbach, 2008; Fullan & Scott, 2009). This globalization is influencing changes in graduate programs in the educational leadership field, as it is affecting higher education overall. Such forces include financial crises in the global market, which lead to decreases in federal and state funding for higher education. Further, changes in information technology are bringing about options in delivery mechanisms for higher education, such as hybrid and online learning opportunities.

One ramification of decreased funding for higher education is the increased competition for scarce resources. One response to this may include different ways of funding and financing higher education, with an increase in commercialization or a market-based focus. Certainly, the last decade has seen decreased budgets (Fullan & Scott, 2009) with a demand for reduced costs and increased productivity (Groccia & Miller, 2005), as well as increased accountability and assessment (English, 2008a; Fullan, 2006; Groccia & Miller, 2005; Levine, 2005). With assessment, there is an increased focus on national standards (English, 2008a) in both K-12 and higher education environments.

Educational leadership preparation graduate programs, in particular, face challenges as higher education institutions, overall, respond to decreases in funding by searching for additional venues to increase revenue. Such venues may include a move to a hybrid or online learning model of program delivery, thus increasing program accessibility to larger numbers of students with a concurrent increase in tuition revenue. Alternatively, a given educational leadership preparation program may be removed completely, viewed as no longer viable from a revenue standpoint.

Educational leadership preparation programs (ELPPs) need to demonstrate effectiveness and viability and provide quality programming (Jackson & Kelley, 2002; Orr, 2011; Young, Crow, Murphy, & Ogawa, 2009). There is a recognized need for ongoing research on program viability, including additional research on what constitutes an exemplary program (Orr, 2011). The need appears to be urgent, for concomitant with the field's internal recognition of the need for program quality and concrete demonstration of same, educational leadership programs have been subject to critique in recent years (Levine, 2005) from those outside the educational leadership field. Levine's argument in particular is that program developers need to rethink their programs in light of the social changes that are occurring in the world. He further contends that many of the doctoral programs in the educational leadership field are better suited to be masters programs. Although those within the educational leadership field have criticized his study, citing methodological flaws (Orr & Barber, 2009; Young, Crow, Orr, Ogawa, & Creighton, 2005) his widely publicized report may have furthered interest in program quality and evaluation within and outside of the field (Orr & Barber, 2009).

Suffice to say that such critiques, within and external to the educational leadership preparation field, provide an ongoing challenge and impetus to all in the field to demonstrate the utility of their programs to key stakeholders and critics. In light of these considerations, I next address the ongoing changes in educational leadership graduate programs in greater detail and demonstrate the need for empirical evaluation data to support programmatic decisions for a given educational leadership preparation program.

Ongoing Changes in Educational Leadership Graduate Programs

Programmatic changes in the graduate programs in the educational leadership field are many and diverse. The debate about the purpose of the educational leadership doctorate continues (Goldring & Schuermann, 2009; Orr, 2007). While there is a trend in program redesign to move away from traditional dissertations (Caboni & Proper, 2009; Guthrie, 2009; Marsh & Dembo, 2009), some programs focus primarily on K-12 educational leadership preparation (Hale & Moorman, 2003), culminating with Ph.D. degrees based on research rather than practice (Young et al., 2005). Conversely, some educational leadership professionals, including researchers, recommend university-school collaborations, with practitioners team teaching as faculty in the leadership programs (Preis, Grogan, Sherman, & Beaty, 2007).

Related to the above, Baker, Orr, and Young (2007), using a 1994 Carnegie classification, noted four major trends with educational leadership preparation programs (ELPP) degrees granted from 1993 to 2003. First, there was an increase in advanced degrees granted. Second, there was academic drift from Research I to Comprehensive institutions in granting those degrees. Third, there was program dominance, or more types of programs offered, by the Comprehensive I institutions. Fourth, Research I institutions produced fewer educational leadership degrees overall. The implication of this research points toward a greater practitioner emphasis in educational leadership preparation programs with a concurrent de-emphasis on research.

Levine (2005), in his critique of post-graduate educational leadership preparation and educational administration programs, stated "What is startling is that one in nine education departments at liberal arts colleges, institutions that commonly limit themselves to baccalaureate education, also has a post-graduate program for principals" (p. 22). He further pointed out:

> In the course of our study, we frequently heard comments about the poor academic preparation of educational administration students at schools across the entire Carnegie classification spectrum. At the less selective schools, professors and deans complained especially about students' weak grasp of basic skills, such as writing clearly and communicating effectively. (p. 33)

The challenge, given the increase in degrees granted from Comprehensive institutions rather than doctoral research extensive (formerly called Research I) institutions (Glassick, Taylor, Maeroff, & Boyer, 1997; McCormick & Zhao, 2005), is to address critics such as Levine (2005). His implication appears to be that the quality of leadership preparation programs at such institutions is less than that of those at doctoral research extensive institutions. One way to address such criticisms is to provide data that show evidence of program quality through program evaluations. I address this point next.

Need for Evaluation Research to Address Critics and Key Stakeholders

At the same time these programmatic changes are occurring in the field, there is a continuing need for empirical studies to support the decisions made about educational leadership preparation programs. There is a dearth of in-depth published empirical studies concerning the effectiveness of specific educational leadership programs at the doctoral level (Preis et al., 2007; Young et al., 2009). There is also a dearth of evaluations of program delivery (Preis et al., 2007), although there is empirical evidence to guide the improvement of practice for educational leaders (Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007; Davis, Darling-Hammond, LaPointe, & Meyerson, 2005; Southern Regional Education Board, 2006; Young, 2009). Educators recognize the need for empirical research (Preis et al., 2007; Young et al., 2009).

While there is research evidence on the utility of various aspects of educational leadership preparation programs and descriptive research on selected exemplary programs, there is little empirical research to demonstrate overall program viability (Orr, 2011). There is a need for additional research, particularly with regard to demonstrable program outcomes, contrasting what students learned and how that knowledge translates to their practice after program completion. To this end, it is important to gather empirical data on program assessments or evaluations, providing evidence for program utility and guiding program development. It is particularly important to conduct research that shows the extent to which the program meets its purpose and goals. In the next section, I address how this may apply specifically to Rowan University.

Study Context

I am currently a full-time doctoral student in the Educational Leadership doctoral program at Rowan University, a public institution, located in Glassboro, New Jersey (Rowan University, 2008a). Because I entered the program in 2007, I was able to be a participant in the initial program model. The initial program purpose (Rowan College, 1995) was as follows:

> [The program is] designed to provide students with the knowledge base and rigorous intellectual analysis experience that will equip them to harness the human and other resources necessary to assure highly effective intellectual institutions. It is organized around what educational leaders need to know and be able to do in order both to understand societal needs and demands regarding education and to be able to create transformative change that is responsive to societal requirements. Graduates will have a deeper understanding of leadership theory, of the context in which schools and colleges will operate, and of the application of leadership theory and contextual knowledge to the solution of problems in education, as well as to foster and sustain excellence. The program will also develop the analytical and communication skills required for successful leadership. (p. ii)

Core program objectives (Rowan College, 1995) were related to students having a deeper understanding of (a) leadership theory, (b) the context in which schools and colleges operate, and (c) application of leadership theory and contextual knowledge to the solution of problems in education. These are specific to the four core program pillars: change, organizations as cultures, leadership theory, and research, with an emphasis on self-reflection throughout. The program's focus was broad, preparing students across organizations for administrative positions in community colleges and four-year colleges and universities, K-12 schools, entrepreneurial educational businesses, and nursing departments; the foundation was for improved leadership practice for societal change.

Based on research conducted through my coursework (Ross, 2008), I have learned about Rowan's culture and subcultures. From the standpoint of theory and data collected, I have drawn tentative conclusions. I believe Rowan has moved toward a more political culture (Birnbaum, 1988; Bolman & Deal, 2008), away from what may have initially been more of a human resources culture, focused on people and their needs. As a student and graduate assistant, I have had an opportunity to experience the culture and observe how its members are addressing challenges such as program viability. As Rowan University has experienced external challenges, such as reduced resources, there has been a concomitant increase in internal challenges such as competition within and between departments and faculty for resources and attention. With these challenges, it is all the more important to provide evidence that shows program viability to key stakeholders, including information that shows how this program effectively meets regional needs.

Need for the Study

As a student, lifelong learner, and former educator at a small liberal arts college in South Jersey, I have a strong interest in quality in higher education. The Educational Leadership doctoral program at Rowan University drew my interest because of my regard for its instructors and appreciation for the model it used to create stronger leaders in education. However, this program has undergone multiple curricular and structural changes, particularly in the last few years, as it continues to adapt to internal and external pressures that affect how the Department balances financial and program effectiveness.

For example, during my time in the program, I saw programmatic changes occur that included an increase in the number of students, a decrease in the number of faculty, and concurrent significant budget cuts in state funding (New Jersey Association of State Colleges and Universities, 2009). The number of students entering the program tripled, with a reduction in the number of full-time doctoral faculty. There has been a move toward adjunct faculty and changes in the program delivery methods, including hybrid and online courses. These changes have resulted in a move away from the initial program model.

Yet, although Rowan’s Educational Leadership program has made programmatic changes, it has conducted few program evaluations during the last 10 years. The evaluations conducted were informal (such as responding to student comments in course evaluations). The exception was a recent formal program review (Orr, 2008) that included student focus groups for both current students and alumni.

Although the program has data on the aforementioned informal evaluations and the recent program review, it has lacked a process or mechanism for ongoing formal evaluations and, thus, in large part, lacks the data to support recent ongoing programmatic changes. Particularly, the doctoral program in Educational Leadership lacks formal longitudinal data on program outcomes as experienced by alumni (Rowan College, 1995) and to what extent these outcomes were achieved. For that reason, I am focusing on the initial outcomes for the program, implemented from 1997 to 2007, from alumni perspectives of their achievement of the outcomes and the ways the program has affected their leadership. I discuss the model for Rowan’s Educational Leadership doctoral program in detail in Chapters 4 and 5, which address contextual considerations in detail for program development and implementation, respectively.

Leadership and Conceptual Framework

When I entered the program in fall 2007, my leadership focus was primarily instructional and classroom-related, drawing on my experiences as an educator in higher education. However, my program experiences have led to my moving toward an advocacy approach (Anderson, 2009) with leadership, while incorporating principles of authentic and servant leadership. As an authentic leader (Starratt, 1991, 2004a), one who strives toward servant leadership (Greenleaf & Spears, 2002; Sipe & Frick, 2009; Spears, 2004), I focus on the importance of creating environments that are safe and supportive, yet challenging. I also focus on building trust and facilitating openness within organizations to create communities that facilitate professional growth and learning through connection and relationship, as well as intellectual rigor.

Many in the educational leadership field considered this program model to be "leading edge," with elements of this model including an emphasis on reflection, program rigor, and a focus on leadership, rather than administration. As I progressed through the program, I personally valued the faculty expertise, the emphasis on reflection, the program rigor, and the caring faculty-student connection. These are now leadership attributes that I value and to which I aspire, due to the impact of this program. My experiences, both with the programmatic changes and my appreciation of the program's impact on me, informed my interest in this study. I was interested in seeing whether others saw the program in a similar manner, as well as understanding the contextual factors that were affecting changes to the program. My study purpose and approach reflects that interest.

Study Purpose and Approach

This descriptive and exploratory mixed-methods study examined the evolution of an on-campus doctoral educational leadership preparation program. I examined the program's effectiveness and import over time as well as the contextual factors that influenced the program. In doing so, I used an organizational theory framework to determine influences on program sustainability.

With regard to program effectiveness, I examined alumni perceptions of how this doctoral program's mission, reflected in its goals and objectives, aligned with outcomes alumni understood as useful to them in their leadership practice. I also examined how they grew professionally. I further analyzed alumni understandings of the program strengths and their specific suggestions for improvement as they related to the program's implementation of its goals and outcomes. I also considered program developer, faculty, and alumni understandings of the elements that made this program model unique. Lastly, I examined the core faculty's perceptions of the program's integrity, or trueness to its original program mission and goals, as well as program impact.

My study approach included an alumni survey (see Appendix A), as well as one-on-one follow-up phone or in-person interviews with participating alumni. I also conducted in-person interviews with program developers and core faculty to obtain historical background and contextual information on program development and implementation. The survey was primarily quantitative, although it also provided for open-ended comments via "other" options for selected questions. This survey included questions that explored alumni understandings of the program's alignment with its stated mission and core objectives and outcomes with their enacted leadership practice.

I collected qualitative data from alumni, program developers and faculty through interviews. Additionally, I reviewed secondary data, such as the initial program development document (Rowan College, 1995), the Educational Leadership doctoral program's mission and goals (Rowan University, 2009), and prior program evaluations. These qualitative data enriched the quantitative data collected.

Definition of Terms

I used the following terms and definitions in the context of this study:

1. Focus, curricular: These are program elements or outcomes (goals) that have a curricular emphasis. An example is the core curriculum pillars (leadership theory, organizational culture, organizational change, and research).
2. Focus, process: These are program elements or outcomes (goals) that apply across courses and/or throughout the program, such as "reflection in action."
3. Focus, structural: This pertains to any part of the program structure, such as the use of the on-campus cohort model as a delivery mechanism.
4. Outcome: This is a broadly stated goal; it operationally defines the program mission. Depending on how it is stated, it may be a program aim (in terms of what the program will do) or learning outcome (what the student will do).
5. Outcome, actual: Those enacted outcomes or goals, cited by alumni that have influenced their practice. These outcomes may align with the stated program learning outcomes or may be a new outcome. An example of an actual outcome is alumni use of theory in their leadership practice.
6. Outcome, learning: This is a program goal or outcome cited as part of the stated mission and goals of the program. An example of a learning outcome is "Application of theory to the practice of educational leadership."
7. Program aim: This is a program's intent and focus, worded from the standpoint of what the program will achieve. Examples of program intent and

focus include a cross-organizational program emphasis or a program emphasis on fostering collaboration and community among students.

8. Program element: This is a mechanism used to implement the program goal or outcome. The cohort model is a program element that might relate to the outcome, “Working collaboratively.”
9. Program mission and goals: This is the program’s documented aims and outcomes, drawn from the initial program development document (Rowan College, 1995) and the Educational Leadership department’s doctoral program website (Rowan University, 2009).
10. Program model: The doctoral program model for this program in the initial implementation phase was based on the four curricular pillars (leadership theory, organizational culture, organizational change, and research), with reflection as an ongoing process throughout, and action research as a primary dissertation emphasis.

Research Questions

The following research questions guided this study:

- Research Question 1: What internal and external contextual factors affected this program model relative to program development, implementation, and sustainability?
- Research Question 2: How have alumni’s theoretical perspectives and/or leadership practices changed in a workplace context resulting from their doctoral program participation?

- Research Question 3: How does the Educational Leadership program mission, reflected as program aims and learning outcomes or goals, align with those outcomes alumni understand are useful to them in their changing leadership practice and with theoretical perspectives?
- Research Question 4: How did participants grow professionally across time resulting from their doctoral program participation?
- Research Question 5: What are alumni understandings of the doctoral program's strengths and/or specific suggestions for improvement, as they relate to their changing leadership practices and/or theoretical perspectives across time?
- Research Question 6: What are faculty members', program developers', and/or alumni's understandings of the uniqueness of the program model? How do these understandings align with one another?
- Research Question 7: What are faculty members' understandings of how the Educational Leadership program has maintained its integrity and import over time specific to its program mission and goals?

Study Significance

The study intent was to examine a given doctoral program's effectiveness and import over time, along with the contextual factors that influenced the program. In doing so, I sought to examine how Rowan University's Educational Leadership doctoral program met its mission and core objectives across time from the alumni perspective, specific to their understandings of changes in their leadership and workplace application. The study results and findings further pointed to alumni understandings of program strengths and suggestions for improvement. I further considered program uniqueness from the perspective of different key stakeholders, as well as faculty members' understandings of how this program has maintained its integrity over time.

This study provides data on student outcomes across time as students moved through and completed the program. Specifically, study findings showed to what extent the program met the leadership skills and abilities cited in the literature, as well as how the program addressed regional leadership needs. I further analyzed alumni perspectives of how the program's mission and goals, over time, aligned with the program components the graduates found useful in their leadership practice.

This study solicited participation from alumni cohorts that ranged from program inception through the graduating classes of 2007, as these students participated in the original program model. I focused on this model because there have been major programmatic changes since 2008. As a student in the program, beginning in fall 2007, I have seen such doctoral program changes include an increased focus on hybrid and online programs and a greater number of adjuncts teaching. I have also seen a greater focus on off-campus cohort programs using an accelerated model for program delivery.

Results and findings from this study may contribute to the larger body of knowledge in educational leadership development and implementation as others in the field may compare the utility of Rowan's program model and its sustainability in context with programs in their institutions. Rowan's College of Education may also use this information to guide further program development and implementation.

Overview of the Study

In the next chapter, I review the literature from the standpoint of the challenges, trends, issues, and evaluation research specific to educational leadership preparation programs. I present the study methodology in Chapter III, including the research framework, data collection and analysis, as well as ethical considerations. In Chapters IV and V, I address contextual considerations pertaining to Rowan's educational leadership doctoral program, contrasting those considerations with the literature. I follow this with the quantitative results in Chapter VI, the qualitative findings in Chapter VII, and I address the program model's uniqueness and integrity across time in Chapter VIII. I discuss the findings and results, as well as the conclusions specific to those findings and results in Chapter IX. I also provide implications of said findings and results for Rowan University and the educational leadership field overall. I conclude Chapter IX with recommendations for practice and further research. In Chapter X, I address my evolving leadership as I progressed through the program coursework and dissertation research, including the influence of the conduct of this study on my leadership.

Chapter II

Literature Review

In order to know where to go next, it is important to consider and learn from where one has been. This literature review provides an overview of educational leadership program preparation, past and present. In doing so, I provide contextual information in brief on educational administration/leadership preparation program development and its status. I then address key issues the educational leadership field has faced specific to doctoral programs. I follow this with the strategies the field is using to address those issues, reflected in current program trends for doctoral programs and related research. I conclude with ways in which this study may aid in extending the field's knowledge base through context-based mixed-method research on a given doctoral level educational leadership preparation program.

Educational Leadership and Administration Programs: Historical Overview and Concurrent Challenges

In this section, I provide a brief historical overview of educational administration programs. Others have addressed this topic in detail (Levine, 2005; McCarthy, 1999; Murphy, Young, Crow, & Ogawa, 2009). My intent is to demonstrate how these programs have evolved overall from meeting a need to delineating the challenges the field faced and is facing by consequent societal forces, particularly the school reform movement. In a later section, I consider the ideological stances that may inform these views. I then consider doctoral ELPPs issues and trends, and related research as the field responds to the challenges and influences it faces.

Educational administration programs: Partnerships formed and weakened. Educational administration programs originally performed well (Levine, 2005), meeting the needs of key stakeholders, and increasing in number for much of the last century. Specifically these programs met the needs of school systems, higher education, as well as the states. When state licensing for school administrators began after World War II, for example, universities were the logical choice to administer the programs. These key stakeholders formed partnerships, and these partnerships appeared to work well until the 1960s. At that time, however, the partnerships began to dissolve due to societal changes that included the Civil Rights movement, affirmative action, and the political climate overall. These weaker partnerships were also partly due to hiring practices external to the former university-school system. The “good old boy” network was no longer an option, as it had been in the past.

School reform movement: Toward an accountability emphasis. Further influences on educational administration programs included the school reform movement. This reform movement, which began in 1983 with the publication of *A Nation at Risk* (Levine, 2005; National Commission on Excellence in Education, 1983) further weakened the links among school systems, universities, and states (Levine, 2005). The spotlight was on school leaders, holding them accountable for improving school achievement by raising high-stakes test scores. External stakeholders overall began to find educational leadership programs lacking in quality (Murphy et al., 2009). Further, laws and reports reflected this focus.

The *No Child Left Behind Act of 2001* (U.S. Government, 2002) led to increasing student achievement documentation, often through high-stakes test scores, reported at both a state and school district level. *Better Leaders for America's Schools* (Meyer & Feistritzer, 2003) maintained that there was an educational leadership crisis, which was ostensibly reflected in useless education courses in educational leadership programs. This report proposed that school districts determine the training needs and allow them to obtain such training from a provider of their choice, rather than from higher education institutions. This is a significant consideration, not only because of the stated view that these programs need to increase in quality, but also because of the emphasis on training rather than promoting leadership through developing higher-level thinking skills in educational leadership preparation programs.

This trend for demonstrating accountability appears to be moving toward higher education, including doctoral programs (Cohen, 2006; Ewell, 2005; Meyer & Feistritzer, 2003). Cohen (2006) reported on key stakeholder concerns in Texas about the quality of doctoral programs. The Governor issued an executive order for higher educational institutions to work with the Texas Higher Education Coordinating Board to create a system of accountability to address the effectiveness of the graduate programs. Ewell (2005), in presenting information on higher education policy in the United States, referred to 2004-2005 as the year of accountability. He cited four major reports on accountability and assessment issues, perhaps anticipating the *Higher Education Act* reauthorization.

Development of ISLCC and ELCC standards. The national standards movement began to gain momentum in 1988 with the formation of the National Policy

Board for Educational Administration (NBPEA) (English, 2008b). This organization was comprised of a number of practitioner organizations, including the University Council of Educational Administration (UCEA), the National Association of Secondary School Administrators (NASSP), and the American Association of School Administrators (ASA). From this formation came the beginning of standards, including examining the content of university ELPPs and providing assessment input on degree and licensure exams, among other activities.

In 1994, the Council for State School Officers created the Interstate School Licensure Consortium (ISLCC) (Murphy, 2005). One outcome of this endeavor was the ISLCC Standards, which, according to Murphy, were "crafted to influence the leadership skills of existing school leaders as much as they were to shape the knowledge, performances, and skills of prospective leaders in preparation programs" (p. 155). The National Council for the Accreditation of Teacher Education (NCATE) as well as a number of states adopted these standards (English, 2008b). Lastly, NCATE subcontracted the process of reviewing university programs to the Educational Leadership Constituent Council (ELCC). These standards have likely been a catalyst, in part, for spirited discussions in the educational leadership field (English, 2000; Murphy, 2000) over its intent and direction overall. NCATE adopted the national standards, the ISLCC-ELCC standards, in 2002 (English, 2008b).

Initial foray into innovative educational leadership preparation programs. In the late 1980s and early 1990s, the Danforth Foundation supported research on and implementation of innovative educational leadership preparation programs. This initiative, specific to principal preparation (McCarthy, 1999), was offered by 22 universities from 1987 to 1991. It focused on recruiting talented people into the programs as well as increasing the representation of minorities in those programs. The school districts recommended the program candidates, which were classroom teachers. Common features across most of these programs included student cohort groups, a practitioner emphasis, a coordinated curriculum across the courses, and school district collaboration with the university that offered the program.

Milstein and Krueger (1997), drawing on findings from the above-mentioned programs and a related literature review, concluded that there were five key elements needed with effective administrator preparation and formalization within the institution offering the program to facilitate program improvement. These key elements were: (a) institutional readiness for program change (including program champions and partners within and outside of the institution), (b) a systematic and purposeful recruitment and selection of candidates, (c), practitioner-focused courses and related active learning teaching strategies, (d) use of the cohort model, and (e) commitment by the university institution for resource acquisition.

Levine study: Challenging ELPP viability. Lastly, a report by Levine (2005), a former President of Columbia University, spoke to a perceived lack of quality with ELPPs. Those in the educational leadership field considered Levine's study to be significantly flawed (Flessa, 2007; Young et al., 2005), pointing out low response rates (ranging from 34 to 53%), among other concerns. One of the concerns in the field specific to the Levine study (2005) was that he did not consider the reform efforts that were and are taking place with educational leadership preparation programs (Goldring & Schuermann, 2009), including the development of the ISLCC standards (Young et al., 2005). However, his study did receive attention, both from those within and outside of the field. I address his report next for that reason.

In this study (Levine, 2005), the research team sent surveys to the heads (deans, chairs, and directors) of all schools of education (ranging from four-year to doctoral institutions) in the United States as part of a Deans Survey. The researchers asked participants for demographics and information about their practices, as well as their experiences and attitudes about their education school and education schools overall. The response rate was 53%. The team (Levine, 2005) also sent surveys to alumni of educational leadership programs (from baccalaureate to doctorate) in 1995 and 2000, asking about their careers, their experiences in the schools where they received their degrees, and their attitudes toward education schools in general. The survey had a response rate of 34%.

Additionally, the project team (Levine, 2005) sent surveys to a representative sample of faculty members in educational administration or leadership programs. The faculty responded to questions specific to their work, their attitudes, and their experiences at their education schools and education schools collectively. The Faculty Survey had a response rate of 40%. They asked identical questions of 1,800 principals (the Principals Survey), with a 41% response rate.

The study had qualitative components, including school site visits, case studies, and review of secondary data. The research team (Levine, 2005) developed case studies of 28 schools and departments of education. The team further developed education school demographic profiles by combining data from the Deans Survey with that of the National Council for Accreditation of Teacher Education.

In his results, Levine (2005) contended that “there is no systematic research documenting the impact of school leadership programs on the achievement of children in the schools and school systems that graduates of these programs lead” (p. 12). However, research in educational leadership preparation programs was in progress prior to his study and is ongoing (Young, 2008; Young et al., 2005; Young et al., 2009).

Levine (2005) also contended that many educational administration programs do not effectively prepare principals and superintendents for leadership. He stated that many of these programs needed revision, if not removal. His report examined existing ELPPs and their ability to educate principals and superintendents in ways that effectively prepare them to be leaders in the school system. Based on his findings, Levine (2005) recommended redesigning programs, with university-supported higher standards and concomitant resource support. He also recommended either strengthening or eliminating weak programs, including eliminating the doctorate of education degree in favor of a masters degree. In doing so, he proposed reserving the doctorate of philosophy degree only for those who would be scholars in educational leadership.

Current Program Status: Program Proliferation and Changes in Institutional Focus

Overall, the number of educational leadership preparation programs has proliferated over time. According to Baker, Orr, and Young (2007), educational administration or leadership graduate degrees increased considerably from 1993 to 2003. Masters degree programs rose by 16% and the number of degrees granted rose by 90%. Doctoral degrees have declined in the educational leadership field.

Further, while educational leadership preparation programs are proliferating, the types of institutions offering these programs are changing. Comprehensive and liberal arts colleges and universities now offer these programs instead of research institutions (Baker et al., 2007; Levine, 2005). Concurrently, there is a lower percentage of research universities offering such programs and/or granting these degrees, in favor of comprehensive universities (defined as less selective institutions). Baker et al. (2007) refer to this as academic drift, or institutional shifts in the schools granting such programs and degrees. University-based programs appear to be in a tenuous position, with many university-based ELPPs recently discontinued (Young, 2010). An implication of this research is that it is important that programs, including Rowan’s doctoral program, proactively show impact and evidence of viability in light of the challenges it faces, particularly as framed by the differing perspectives on education and ELPP quality.

Major Perspectives on Leadership Preparation: Four Differing Views

The trend with educational reform appears primarily to be an emphasis on accountability and high-stakes testing through standards and concurrent or concomitant challenges to education and/or ELPP validity, which contrasts to the Rowan’s doctoral program model’s mission and vision for facilitating societal change. In this regard there are differing perspectives or viewpoints (English, 2008b) in terms of the adequacy of education as it relates to educational leadership preparation.

English (2008b) refers to these as scenarios specific to different views of K-12 education and/or educational leadership preparation quality as cells; as such, he examines them on two by two axes. The first axis relates to the perception of schools overall as adequate or inadequate, and the second does the same with regard to educational leadership preparation programs. As I present these scenarios, I also consider possible implications for doctoral ELPPs.

Cell A: The pipeline problem: Increase demand to meet the need. From this standpoint (English, 2008b), both K-12 education and ELPPs are adequate, maintaining the status quo. The issue is that there are not enough candidates in the pipeline to meet the need. This view includes reducing requirements to allow non-educators to enter and eliminating licensing restrictions and/or the need for prior experience to allow this to occur. Alternative programs are encouraged; the implication is that there is likely less of or no need for traditional university-based doctoral programs.

Cell B: Universities not connected to the real world: Practitioner emphasis. Using this view (English, 2008b) K-12 schools are fine as they are. However, leadership preparation practices need to improve through an emphasis on practical experience instead of theory, thereby providing exposure to the “real world.” Concrete solutions include providing internships and university-school district partnerships. The emphasis is on using only those research-based practices that will increase student achievement, from an accountability perspective. I consider that the implications of this perspective are that ELPPs do not need to be research-focused. Instead, practical forms of terminal products will be required, thus supporting doctoral program redesign of traditional doctoral EPPPs in favor of a practitioner approach.

Cell C: Schools are broken: We need competition and incentives to fix them. This view considers that schools are inadequate (English, 2008b) but that leadership preparation programs are adequate. Consequently, leaders need to use national standards and comply with accreditation to “fix” the “broken” schools. Student test scores on standardized tests then indicate success. Further, there should be competition for public school resources; with this approach, schools would be more efficient by working harder to obtain those resources. The possible implications of this market-focused approach for ELPPs, I believe, are that K-12 schools may emphasize standards at the exclusion of all else, using a business approach alone to maintain the bottom line.

Cell D: Social justice: Distributed leadership. From a social justice perspective (English, 2008b), schools are inadequate because they are, by their structure and function, reproducing an unjust social order. Further, leadership preparation programs are inadequate to the extent that they do not prepare educational leaders to address these social inequalities. From this perspective, distributed leadership is necessary for leadership practice. In other words, leadership does not rest in one person but includes many working toward the same leadership activity. Leadership preparation would need to involve key stakeholders, such as principals and superintendents, to “engage in changing a set of internal operations that reinforce larger social inequalities” (p. 205). This latter cell appears to most reflect Rowan’s program model and intent.

English (2008b) further points out that the aforementioned perspectives specific to changing schools and/or leadership preparation practices may often derive from conservative or liberal standpoints. Specifically, he considers that conservatives seek a more efficient society while liberals seek a society that is more just. Either side may use national standards to suit their purpose. For example, liberals may see test scores as a way to show that schools are addressing educational gaps, while conservatives may point to test scores as evidence of ineffective schools.

Proactive versus Reactive Preparation Approaches: Leading or Managing?

Given the aforementioned discussion, a focus for educational leadership preparation programs may be proactive, fostering organizational change through leadership, or they may emphasize managing, supporting the status quo through an accountability emphasis. The spirit of definitions of leadership appear to be reflected in a stated emphasis on the importance of democracy in the field of education (Starratt, 2004b; Young, 2011b), including a call toward democratic ethical educational leadership (Gross, 2006; Shapiro, 2006), encompassing social justice (Cambron-McCabe, 2006; Gross, 2006) or advocacy leadership (Anderson, 2009). These approaches challenge the status quo.

Specifically, some contend (and I agree) that educational leaders have a social responsibility to take proactive and ethical actions in ways that benefit students (Starratt, 2004a). These include advocacy approaches (Anderson, 2009; Buskey & Pitts, 2009) to counter the neo-liberal movement, predominant in educational reform. Anderson (2009) argues against this neo-liberal, or market driven approach.

Specifically, Anderson (2009) contends that there is an overemphasis on accountability and a tendency to use education overall as a scapegoat for societal ills. Rather, he argues, we need to consider and address the imbalance of power in our society and the effect this has on marginalized populations, an effect that includes racism and classicism. Further, others in the field express concern that the field is taking a reactive response to educational standards, choosing to adopt the political and economic status quo (English, 2011). Some point out that, although the field may embrace social justice in theory, this is often a token commitment (Cambron-McCabe & McCarthy, 2005).

From the standpoint of scholars in the field then, the emphasis on accountability in the United States poses a challenge to the realization of the vision for democracy and social justice in the field overall. My contention is that this challenge also translates to educational leadership preparation programs, such as Rowan’s program, as key stakeholders frame standards differently in terms of their perspectives, as illustrated in terms of English’s (2008b) four cells, or scenarios. These varied approaches likely have their basis, at least in part, on ideological stances and underlying values and assumptions. I address this in the upcoming sections.

Ideological Framework: Different Views of the Purpose of Education in Society

Challenges to educational leadership preparation programs may relate to different views on the purpose of education in society, such as social efficiency, democratic equality, and social mobility (Anderson, 2009; Labaree, 1997). Social efficiency sees education from the perspective of the taxpayer and employer. This view sees education as a public good; its purpose is to prepare workers to fulfill necessary market roles.

A democratic equality view (Labaree, 1997), seen from the perspective of the citizen, also sees education as a public good. Contrasted to social efficiency, which focuses on preparing students to function in the workplace to meet societal needs, democratic equality prepares students to actively participate in society and contribute toward societal change. Key components of this view are citizenship training, equal access, and equal treatment. I contend that implications of this view are that all should have an opportunity to obtain the knowledge, skills, and attitudes needed to make informed decisions as citizens (ability to reflect, civil discourse, and critical thinking).

A social mobility perspective (Labaree, 1997) views education from the standpoint of the individual educational consumer. Contrasted to social efficiency and democratic equality, this perspective sees education as a private good, preparing individuals for successful competition for market roles. It considers education as a consumer product, with the implication that consumers see learning as irrelevant to the extrinsic goal, which is obtaining the degree, or piece of paper, resulting in a credentialing emphasis.

According to Labaree (1997), all of these perspectives have merit when they are reasonably balanced. He contends, however, that there is an overemphasis on social mobility in the United States and it is negatively affecting education overall. Further, Labaree (2011) sees a conflict between the social mobility and consumer-driven responses in education and many others in education who have sought to serve and/or teach ideals, such as the intrinsic importance of learning.

In this regard, a conflict may arise in an institution with an emphasis on social mobility when an educational leadership preparation program chooses to focus on democratic equality, reflected as a social justice emphasis. Cambron-McCabe and McCarthy (2005) speak of the rise of social justice and activism in educational leadership preparation programs and the concurrent challenges. The greatest challenge, the authors contend, is the change in mindset that will need to occur in the educational administration field when moving from the paradigm of administrator to that of leader as an activist.

At the same time, these programs may run into a contrary emphasis with their institution. Some universities may be more interested in prestige, focusing on self-interest rather than a sense of moral purpose (Wegner, 2008). In this regard, I posit that program developers and implementers need to be aware (or, in the case of Rowan, needed to have been aware) of the societal forces continually affecting their programs. With this awareness, they can consider steps to support their programs, given that they will often be encountering countervailing forces, such as a social mobility emphasis. Further, the above discussion speaks to the importance to educational leaders having an awareness of their values and assumptions that underlie such ideologies. I address this next.

Impact of Values and Assumptions Underlying Ideological Stances

According to English (2008b), policies and related decisions are often presented as neutral, when in fact they reflect underlying ideologies. From this standpoint, program viability is often likely in the eye of (or the value position of) the beholder. In this regard, Begley (2008) speaks of the importance to educational leaders of understanding one's own values and related assumptions, for they underlie the decisions that we make as educational leaders. He uses the example of advertising, which while appearing to focus on consumer needs, has the underlying motivation to sell a product. He states, "This illustrates how meta-values that reflect the fundamental purposes of an organization or profession are sometimes veiled or obscured within the context of an environment or the culture of a community" (p. 21). Further, the ideological assumptions that underlie educational goals nationally may often have their basis in what Argyris (1990, 2010) calls a Model I approach. This approach emphasizes control and a win-lose perspective and does not examine underlying assumptions that may lead to informed choices.

I posit that value orientation also is true for a program and its intent. Specifically, a doctoral program design likely reflects values and overt or covert assumptions by the program developers about their view of the purpose of education for society (Labaree, 1997). By implication, then, a program purpose may support a social mobility emphasis or, conversely, it may support a democratic equality or social justice emphasis in its design.

A Field in Flux: Issues and Trends Pertaining to Doctoral ELPPs

The educational leadership preparation field appears to be in a state of flux, experiencing ideological contention (LaMagdeleine, Maxcy, Pounder, & Reed, 2009; Malen & Prestine, 2005) as it strives to address challenges from policy makers and others critical of leadership preparation programs and the state of education overall. The debate about the purpose of the educational leadership doctorate continues (Goldring & Schuermann, 2009; Orr, 2007). Specifically, the debate focuses on whether the doctorate should be more practitioner-based, with little to no emphasis on traditional research, or whether the format should remain as it is. Related issues that the field has grappled with include program integration, specific to the relation of theory to practice, and a debate over the final capstone outcomes for the dissertation.

Specific to program integration, there are those who have argued for degrees that do not distinguish between a traditional research and a practitioner program focus, pointing out the value of preparing practitioners and researchers together (Bredeson, 2006) and the importance of theory. Others, however, disagree, emphasizing the importance of practice over the traditional theory emphasis (Andrews & Grogan, 2005; Golde, 2011; Guthrie, 2006).

Related to this is the issue of whether or not to retain the traditional dissertation (Andrews & Grogan, 2005; Malen & Prestine, 2005). Those in favor have argued for the value of the dissertation process in terms of its "educative value" (Malen & Prestine, 2005, p. 7) and its developing skills that include the "capacity to contextualize, conceptualize, and conduct research" (Malen & Prestine, 2005, p. 8). Others have countered that the capstone should be "professionally anchored" (Andrews & Grogan, 2005, p. 12) and in doing so, focus on activities relevant to the educational practitioner, such as action research, reflective strategies, and performance assessment through such venues as portfolios.

The trend appears to be moving away from traditional dissertations toward alternative products (Caboni & Proper, 2009; Guthrie, 2009; Marsh & Dembo, 2009). The Carnegie Project on the Education Doctorate (CPED) (Golde, 2011; Imig, 2011) exemplifies this perspective. This initiative has its premise in doctoral program redesign and currently includes a consortium of educational institutions (universities, schools and colleges of education) working toward the restructuring of the education doctorate (Perry & Imig, 2008). Underlying this approach is the belief that the education and research doctorate need to be separate and, in doing so, will better prepare practitioners and prospective scholars and researchers, respectively.

Ongoing Research with Educational Leadership Preparation Programs

There is recognition in the educational leadership field that there is a need to have programs that better prepare educational leaders (Goldring & Schuermann, 2009; Young, 2009). In response, the educational leadership field addresses key issues by providing empirical evidence to guide the preparation of educational leaders (Young, 2009). This research includes studies on successful principal development (Darling-Hammond et al., 2007; Davis et al., 2005; Southern Regional Education Board, 2006) and the need to carefully recruit and select candidates for leadership preparation programs (Young, 2009).

However, there appear to be few, if any, recent published in-depth empirical studies specific to the overall effectiveness of specific doctoral educational leadership programs. In the following sections, I specifically address ELPP exemplary program research overall and related program evaluation criteria. I follow that with a discussion of extant evaluation studies as they relate to doctoral ELPPs.

Evaluation Criteria from Exemplary Program Research for ELPPs

Results from exemplary program research (Darling-Hammond et al., 2007; Orr, 2011; Young, 2010, 2011a) point toward criteria useful for evaluating doctoral ELPPs, as does the Levine (2005) study addressed earlier. This exemplary program research included a focus on 17 university-based leadership preparation programs (Orr, 2011) and eight in-service principal development programs (Darling-Hammond et al., 2007); the latter also included programs that were university-based.

Levine’s (2005) nine-point criteria template for evaluating ELPPs (Appendix B), derived from general higher education program evaluation criteria, are: (a) program purpose, (b) curricular coherence, (c) curricular balance, (d) faculty composition, (e) admissions, (f) degrees, (g) research, (h) finances, and (i) assessment. He further includes scholarship as a key component of graduate education. While his criteria do not have their basis on empirical research, the aforementioned exemplary program research results both supplement and expand on his referenced criteria. I present these criteria below, following that with a review of the evaluation research relating to doctoral-level ELPPs.

1) The admissions process is rigorous, with candidate selection based on leadership potential (Darling-Hammond et al., 2007; Levine, 2005; Young, 2010, 2011a).

2) The program purpose and goals are clear and focus on instructional needs (Darling-Hammond et al., 2007; Levine, 2005; Orr, 2011).
3) The program has a clearly defined theory aligned with its values, knowledge and beliefs (Darling-Hammond et al., 2007; Levine, 2005; Orr, 2011), focusing on school improvement.
4) The curriculum is coherent, focused on practitioner needs (Darling-Hammond et al., 2007; Levine, 2005; Orr, 2011; Young, 2010, 2011a), balancing theory and practice (Levine, 2005), with clear connections to the program purpose and goals.
5) The curriculum is standards-based and focused on school improvement and instruction (Darling-Hammond et al., 2007; Young, 2010, 2011a).
6) The program uses adult learning theory and/or active learning strategies such as action research and reflection (Darling-Hammond et al., 2007; Orr, 2011; Young, 2010, 2011a), integrating theory with practice.
7) The program provides collaboration opportunities through cohort structures, mentoring, and other forms of support that have social and professional bases (Darling-Hammond et al., 2007; Orr, 2011; Young, 2011a).
8) The program provides quality internship opportunities (Darling-Hammond et al., 2007; Orr & Orphanos, 2011; Young, 2010, 2011a), including mentoring and collaborative university-district partnerships.
9) The faculty are of high quality and knowledgeable, with a balance of field and academic expertise (Darling-Hammond et al., 2007; Levine, 2005; Orr & Orphanos, 2011; Young, 2010, 2011a).

10) The program has adequate resources to support it (Levine, 2005).

11) The program research has relevance to the field and demonstrates quality (Levine, 2005).

12) The program uses an ongoing standards-based assessment process for both candidate and program feedback, focusing on continuous improvement (Levine, 2005; Orr & Orphanos, 2011; Young, 2011a) connected to the program's purpose and objectives; graduation requirements (Levine, 2005) are rigorous.

Recent Evaluation Research and Trends Relating to Doctoral ELPPs

Evaluation research on ELPPs overall historically has been limited, both in its scope and depth (Murphy & Vriesenga, 2006; Orr & Barber, 2009). However, in their review of the current state of program evaluations specific to ELPPs, Orr and Barber (2009) found that there was a small but growing body of evaluation research on ELPP models and features. At the same time, rarely have these ELPPs been evaluated in terms of long-range impact in a systematic and comparative manner (McCarthy, 1999; Orr & Barber, 2009; Orr, Jackson, & Rorrer, 2009). Orr and Barber (2009) concluded their review in part, "The review above shows that the field is ready to move beyond documenting outcomes to looking at the relationship between program features and approaches and various leadership and organization outcomes" (p. 491).

Recent research has focused on graduate level ELPPs. A recent study (Orr & Orphanos, 2011), comparing exemplary and conventional graduate-level leadership programs geared toward principals, in part examined program outcomes specific to school improvement and climate. This study used survey research conducted in 2005 to compare 65 principals graduating from one of four ELPPs considered as exemplary to a national sample comprised of 111 principals. Findings supported the effectiveness of the exemplary programs. Further, such preparation had a “positive but mediated” (p. 19) effect on school improvement progress and climate, respectively.

Research on ELPP evaluation, doctoral ELPP evaluation in particular, is in process, specific to cross-institutional research. The University Council for Educational Administration (UCEA) has recognized the need for ongoing evaluation research on ELPPs. The Learning in Teaching in Educational Leadership Special Interest Group (UCEA/LTEL-SIG) Taskforce on Evaluating Educational Leadership Preparation Programs is now in its 10th year (Orr, Rorrer, & Jackson, 2010). Its goals include developing research designs, methods and instruments for use across multiple institutions and settings to facilitate knowledge development in this area and to conduct comparative across-institution evaluations on the impact of ELPPs.

Work completed by UCEA/LTEL-SIG Taskforce includes surveying teacher graduates on leadership preparation effectiveness (Orr et al., 2009). Related to that goal, the Taskforce developed the School Leadership Preparation and Practice Survey (SLPPS). Orr (2011), in a recent study, conducted research across 17 leadership preparation programs overall, using the SLPPS to examine participant characteristics, their program experiences and learning, as well as their initial career outcomes. She concluded that the results confirmed prior research; specifically, preparation quality in school leadership influences what candidates learn as well as their career aspirations. Further, results validated the survey measures, both in program discrimination and in identifying improvement areas.

Another goal of the Taskforce was to address doctoral program evaluation issues (Orr et al., 2010). Specific to this goal, the UCEA LTEL-SIG Taskforce has recently gathered descriptive data from a national survey of ELPP doctoral programs (Buttram et al., 2011; Orr et al., 2010), drawing on the work it had done with the SLPPS (Orr et al., 2009). The Taskforce is currently analyzing these data (Buttram et al., 2011), including open-ended survey comments. The intent of this survey was to determine those practices that doctoral programs have in common with one another; in further analysis, the intent will be to determine new developments and innovative models.

The study sample (Buttram et al., 2011) was comprised of 258 institutions with doctoral ELPPs, Ph.D. and/or Ed.D programs. Of these, 103 institutions completed the online survey, for a response rate of 39.9%. The survey gathered information about program availability, structure and delivery, accreditation, licensure and/or certification, program alignment between the masters and the doctorates, coursework, degree requirements, faculty and students, program outcomes, and partnerships.

Selected preliminary study results indicate (Buttram et al., 2011) that of 76 education doctorate of education programs, the majority (75.0%) continue to use a traditional research dissertation, while others (30.3%) use a modified dissertation approach, such as individual or group projects. (The authors noted that institutions could select more than one option; this appears to have affected the percentage total.)

The current focus on research methods with doctoral ELPPs appears to be across institutions. Further, it appears to be primarily quantitative in nature. This may reflect a trend, related to the accountability movement, toward a quantitative research emphasis (LaMagdeleine et al., 2009).

Program Intent and Focus

The original intent of the institution's Educational Leadership doctoral program (Rowan College, 1995) was to address educational leadership issues in higher education and K-12, focusing on leadership rather than managerial-based competencies alone. The initial goal of this doctoral program was to provide an intellectually challenging developmental opportunity for educational practitioners aspiring to leadership positions. This included those in K-12 and higher education, and those working in state agency positions, advocacy groups, and educational associations.

The program focus was broader than that cited by Levine (2005), who considered that such programs should focus solely on principal and administrator preparation. The program founders (Rowan College, 1995) justified this program based on both student and employer needs and inaccessibility or unavailability of other programs in the area. Specific to the program objectives and design, the organization of the Educational Leadership doctoral program focused specifically on what educational leaders must know and do to understand societal needs and demands of education. Additionally, it positioned educational leaders to create transformative change in organizations in response to those societal needs.

Literature Implications for the Study

This literature review provided an overview of the educational leadership field, including a brief historical overview of the transition in the field from administration to leadership focus, as it adapted to changing complex societal needs. Along with this complexity, challenges and issues have transpired, particularly with regard to university-based doctoral program educational leadership preparation programs and these challenges certainly affected Rowan’s doctoral program. For example, challenges in the field have included an increased accountability focus and a concurrent call for program viability. In response, the field has grappled with issues relating to the entire doctoral process (Andrews & Grogan, 2005; Bredeson, 206; Golde, 2011; Guthrie, 2006), particularly around issues of theory to practice and the form of the final doctoral product.

Research in the field has contributed to knowledge of what constitutes a quality ELPP. It has conducted evaluation research and provided criteria for program quality (Darling-Hammond et al., 2007; Orr, 2011; Young, 2011a). As discussed in the upcoming context chapters, Rowan’s program met most of the criteria for an exemplary program in its initial design. However, as will also be shown, Rowan did not have an ongoing proactive evaluation process to provide evidence of program viability. Such evidence may have aided the program implementers in defending the program against the countervailing forces within and outside the institution. These forces included those that emphasized accountability, as well as other ideological stances that emphasized social mobility and social efficiency.

Specifically, our society is currently predominated by a social mobility perspective (Labaree, 1997) driven by a consumer approach to education, considering education as a private good. This market focus drives the emphasis on standards and accountability. Many educational leadership programs may be responding to the accountability trend. The consequent challenge for some educational leadership programs that have aspects of democratic equality is how they can address accountability issues while staying true to their program and its purpose.

Moreover there is also a need, in a society focusing on social mobility as a primary focus for education (Labaree, 1997), for those in program development and implementation, such as at Rowan, to both develop an awareness of their underlying values and assumptions (Argyris, 1990, 2010) relative to their ideology and to consider conflicting ideologies based on discrepant values and assumptions. In doing so, program developers may both gain clarity on their program's purpose as well as devise ways in which to communicate their stance to key influencers, in conjunction with the aforementioned evaluation findings and results.

Import of This Study Based on Literature Review

While the educational leadership field is beginning to provide evaluation research to support its programs, the study methods are primarily quantitative and cross comparative in nature. However, contextual considerations are also important (English, 2011; Evans, 2007) when determining programmatic success or failure. I posit that such considerations, including the internal and external forces (such as policies and laws), can affect the quality of a program, thus influencing key stakeholders' programmatic decisions as to whether or not a program continues and, if so, in what form.

Research in the field increasingly has a quantitative emphasis (Anderson, 2009). Evaluation research in particular appears to be focusing on cross-university evaluation empirical research. I propose there is a also need for contextual mixed-method research for a given institution, supporting methodological diversity (Raudenbush, 2005). Findings and results from this study might further aid in providing evidence to key influencers of program viability, supplementing and supporting the existing research that is across institutions and primarily quantitative in nature.

Although he spoke of context in relation to standards, I concur with English (2011) that one size does not fit all. Riehl (2007), addressing the importance of elucidating underlying assumptions for both quantitative and qualitative research states, “Research on education leadership will generate useful knowledge to the degree that it captures and interprets the full complexity…as a meaning-driven, socially situated, interpretive practice” (p. 12).

This mixed methods study considers context from a regional university standpoint, which will aid in filling gaps in the current knowledge base in the field where the focus is primarily on quantitative, cross-organizational studies. While those studies provide organizational breadth, this study provides depth by considering the relation of program purpose and aims to alumni enacted outcomes from various stakeholder lenses, including core faculty, program developers, and alumni. Findings and results from this study may also inform programmatic decisions made on this doctoral program.

Chapter III

Methodology

This descriptive and exploratory mixed-methods study examined the evolution of an on-campus doctoral educational leadership preparation program. I examined the program's effectiveness and import over time as well as those contextual factors that influenced the program. In doing so, I used an organizational theory framework to determine influences on program sustainability.

Relative to program effectiveness, I examined alumni perceptions of how this doctoral program's mission, reflected in its goals and objectives, aligned with outcomes alumni perceived as useful in their leadership practice. I also examined how they grew professionally. I further analyzed alumni understandings of the program strengths and their specific suggestions for improvement, as they related to the program's implementation of its goals and outcomes. In doing so, I collected and analyzed quantitative and qualitative data from alumni across cohorts. These data encompassed a 10-year period, from 1997 to 2007.

I also considered alumni, program developers', and faculty's understandings of the elements that made this program model unique. Lastly, I examined the core faculty's understandings of the extent to which the program maintained its integrity over time specific to addressing the original program mission and goals, as well as program impact. Results and findings from this study may be useful to others in the educational leadership field, as they compare the utility of Rowan's initial program model and its sustainability with models in their institutions. Rowan's College of Education may also use these results and findings to guide further program development and implementation.

Study Design

In this mixed-methods study, I used an alumni survey and alumni, faculty and/or program developer interviews for data collection and analysis. The quantitative survey approach allowed me to effectively and efficiently collect and analyze a large amount of data. The qualitative interview approach allowed me to enrich and inform the quantitative data collected in the alumni survey through the follow-up interviews with willing participants. Further, the qualitative secondary sources informed both the survey and the interviews by providing rich contextual information.

I developed conceptual framework categories to provide a concrete link between the study purpose, research questions, and data sources. Appendix C provides the overall study framework, showing how the framework categories, research questions, and data sources related to one another. I derived the categories from the alumni survey items, as well as participant interviews.

To address Research Questions 1, 2, 3 and 4, I administered a quantitative survey (see Appendix A) to program alumni. I then conducted follow-up qualitative interviews (see Appendix D) with those alumni willing to participate further in the study. These data provided the alumni perspective on the usefulness of the program model. To address Research Questions 5 and 6, I collected qualitative context and background data from the core faculty and program developers through semi-structured interviews. Research Question 7, which relates in part to program integrity, was a validity question, as I wanted to ensure that the program mission and goals addressed in this study had remained consistent throughout the program. I addressed this question through interviews with core faculty.

The faculty participants were core members in the doctoral program at the time of its initial implementation and subsequent program revision in 2003. The program developers were part of the initial program design, development, and implementation. These data provided me with different perspectives relative to the program model's usefulness. Further, the alumni and faculty/program developer data provided me an opportunity to look within and across groups to address the research questions.

I was also able to garner valuable in-depth information by reviewing secondary sources, such as program development documents and evaluations. These included the initial program approval document (Rowan College, 1995), which provided the curricular design for the program, and the executive summary for the feasibility study (Smith et al., 1994), which provided support for the regional program need. I also reviewed former program evaluations (Orr, 2008) to obtain additional background information.

The study design was primarily sequential explanatory (Creswell & Plano Clark, 2007). In this approach, quantitative data collection and analysis occurs first, followed by qualitative data collection and analysis. The analysis of qualitative and qualitative data together occurs at the interpretation phase. In this case, I first collected the alumni survey data, immediately following that with follow-up alumni interviews. I then conducted faculty and program developer interviews and began a review of the secondary data sources. After interview completion, I began preliminary analysis of the survey data. I followed that with in-depth analysis of the remaining qualitative data. I provide details in the following sections.

Data Collection Procedures: Quantitative

Survey purpose. The purpose of the alumni survey (see Appendix A) was to address alumni program experiences and professional leadership practices, as well as to obtain general participant contextual and background information. Specifically, the survey had four sections, in order: (a) program experiences and professional leadership practice, (b) professional experiences, (c) general program considerations (such as what worked well for alumni when in the program and suggestions for change, and (d) contextual and background information. Appendix E provides the survey instrument sections and questions as they relate to the study research questions and conceptual framework categories.

Survey development. In the initial stage of survey development, I drew on and adapted questions from student surveys (The Richard Stockton College of New Jersey, 2005) that, along with colleagues, I helped create as an assistant professor at the institution where I formerly worked. I drew on the literature as well, particularly surveys used with graduate-level program evaluations. Specifically, I adapted certain aspects of the competency survey developed by Tobias (1998). In the next stage of survey development, I drew on text from the program mission and goals from the initial program development document (Rowan College, 1995) and the program goals (Rowan University, 2009), using this text to develop the item stems and selection options.

In January through April 2009, I solicited feedback on the content validity of the quantitative survey items from faculty members in the doctoral program, particularly those who were involved initially in the doctoral program development. Suggested changes included adding items, clarifying existing items, and restructuring the format for consistency and clarity, as well as including items based on characteristics such as faculty expertise, support services, and reflection strategies. Lastly, I sent the draft survey to selected external colleagues for their feedback prior to piloting the survey.

Survey pilot and formative evaluation. In April 2009 I conducted a survey pilot with selected current students and alumni to improve the survey validity, collecting data online through mid-May 2009 using SurveyMonkey©. I provided invitees with informed consent information as an attachment. In addition, the informed consent text was included as part of the survey at the outset.

I also included formative evaluation questions as part of the invite (Iarossi, 2006) (see Appendix F). I included these questions with the e-mail providing the survey link and at the end of the online survey. In this way, respondents could consider these questions as they took the survey (for example, were the survey items clear, was the survey an appropriate length). Then, at the end of the survey, they had an opportunity to respond to the formative evaluation questions.

Ten of the 14 current students that I asked to participate did complete the pilot survey and provide feedback, for a response rate of 71%. This was above the 30% response rate average for online surveys (Instructional Assessment Resources, 2009). It was also higher than the average 50% response rate for e-mail surveys.

Of the 11 alumni originally invited, only three agreed to complete the survey, for a response rate of 28%. As a result, I revised the survey, increasing the conciseness and clarity of the items, as this is more likely to result in survey completion (SurveyMonkey, 2008a, 2008b). In doing so, I was also able to condense the survey from an original 64 to 40 items.

The purpose of the pilot data analysis was two-fold: (a) to develop quantitative items stems and (b) to confirm that the survey data effectively addressed my research questions. From the pilot survey and participant comments, I found the survey to be clear and concise and of reasonable length. I also made the following changes based on participant suggestions: I created additional options for some items, and revised the wording of the statements pertaining to leadership theory. To increase the survey effectiveness, I also converted certain open-ended survey responses to quantitative items, electing to ask remaining open-ended questions in participant interviews.

Final survey sampling design and strategies. The survey sampling strategy was purposive (Patton, 2002). I targeted my data collection for the alumni on-campus cohorts from the initial alumni admission in fall 2007 through spring 2008 (those who participated in this program model). I took steps to ensure that all alumni in the target population had an opportunity to participate in the survey. I minimized sampling bias (Patten, 2001) by providing opportunities for response from all alumni that I was able to contact. In February 2009, in conjunction with the secretary of the Educational Leadership doctoral program, I obtained student names and e-mail addresses, documenting them in an Excel© database. Based on the data available, there were 101 alumni who had completed the program, although one student was now deceased, leaving the accessible population at 100.

I implemented the alumni survey in November 2009, doing survey follow-up in November and December of that year. I attempted to increase the response rate further by following up with non-respondents but only received one additional response. I first sent out a survey pre-invite to the 100 alumni on record with the Educational Leadership

Department on November 20, 2009. My reason for this was two-fold: (a) I wanted to provide alumni with an advance indication that a survey would be coming to them, and (b) I wanted to determine the amount of "bounce-back" or undeliverable e-mails that I might expect.

In doing so, my intent was to avoid having my invitation and subsequent survey categorized as spam by participant's e-mail providers, thus hopefully increasing the survey response rate (SurveyMonkey, 2008a). Moreover in my pre-invite, I described the purpose of the study when soliciting participation and included detailed contact information to personalize the note.

Initial survey response and subsequent follow-up strategies. Of the 100 e-mail messages sent, 69 initially appeared to go through successfully, with 31 alumni having undeliverable e-mails. I then sent out the invite to the 69 alumni through SurveyMonkey on November 22, 2010. SurveyMonkey showed an additional 10 e-mails as undeliverable or bounce-backs, bringing the undeliverable e-mail addresses to 41. Of the 59 remaining, 13 alumni initially completed the survey. With help from doctoral faculty and the alumni association, I was able to send invites and survey links to an additional 19 people. However, I still received some e-mail "bounce backs," giving me a total of 64 valid e-mail addresses and potential respondents.

In April 2010, I sent a survey link to non-respondents to attempt to increase the response rate. In doing so, I found that the response rate increased from 45 to 48%, by removing addresses that I had thought were deliverable. As before, I provided a two- to three-week turnaround for deadlines.

Survey final response rate. Of the 64 valid e-mail addresses, I ultimately obtained 32 complete survey responses, a 50% response rate. I noted, as well, that there were 17 e-mail addresses assumed as correct but not confirmed. If participants at these e-mail addresses had not received the message, it would lower the number of valid e-mail addresses to 47, bringing the survey response rate to 68%.

Data Collection Procedures: Qualitative

Alumni interviews. I conducted alumni interviews in fall 2009 through early spring 2010. (I provide the interview guide as Appendix D.) The purpose for these interviews was two-fold. First, I wanted to obtain data on students' understandings of doctoral program strengths and/or specific suggestions for improvement, as it related to their changing leadership practice and/or theoretical perspectives across time. Second, I wanted to obtain follow-up or clarification information on survey results, using the survey responses as a basis for interview questions.

Eight of the 11 participants preferred phone interviews, with three agreeing to on-campus interviews. These interviews ranged from 20 to 90 minutes. (I provide further information on participant interviews in Chapter VII.) In the phone interviews, I asked each participant if they would allow me to tape my part of the interview, and all agreed. As they spoke, I typed their responses into the computer, using abbreviations to capture the text. At the end of each question, I repeated what they said to confirm accuracy.

My initial intent was to conduct focus groups with willing participants, and I asked for participation in focus groups at the end of the alumni survey. I also solicited informed consent at the survey outset; I considered participant survey completion as evidence of their willingness to participate. Of the 32 survey respondents, 11 participants agreed to participate in a focus group, a response rate of 34%. However, when following up with the individual respondents, it quickly became apparent that, due to timing and/or logistical considerations, focus groups were not feasible, and one-on-one phone interviews became the primary interview method.

Program developer interviews. I conducted semi-structured interviews with four program developers from December 2009 through February 2010 to obtain background information on the initial program design, development and inception. (I provide the interview guide as Appendix G.) One interview question, specific to program uniqueness, related to Research Question 6; all other questions were specific to obtaining contextual information, addressing Research Question 1.

I considered one participant, actually a doctoral program faculty member, as a member of this study participant group. My rationale for this assignment is that she was the first faculty member hired and thus had participated in many of the early program inception processes related to the initial cohort. Further, she had left the program in its early stages and thus had not participated in the subsequent program implementation stages, as had the three core faculty members. The program developer interviews ranged from one hour to 90 minutes in length. I conducted all interviews in person, with two at the University and one at the participant's home.

Faculty interviews. I conducted semi-structured interviews with core faculty members in January and February 2010. (I provide the interview guide as Appendix F.) I interviewed four of the five faculty members (with one faculty member declining an interview) involved in the initial and subsequent program implementation phases. The purpose of these interviews was to obtain faculty perceptions of the program's uniqueness, as well as how the program model had maintained its integrity over time, addressing the sixth and seventh research questions, respectively. The on-campus faculty interviews ranged from 20 to 30 minutes. A long-distance phone interview was an hour in length. I collected additional information through informal conversations with a key core faculty member involved in the program from the outset. This person then took on the role of key informant as the data collection process continued (Patton, 2002). Another department faculty member also provided key confirmatory and explanatory information during the data analysis process.

Secondary data sources. I reviewed secondary data sources to obtain contextual and background information on the program's inception and evolution. These data sources included program development documents, such as the initial program approval document (Rowan College, 1995) and the executive summary for the feasibility study (Smith et al., 1994), as well as a summary of an initial program evaluation (McCabe and Milstein, personal communication, April 30, 2001). I also reviewed program progress reports, specific to Middle States reports (Rowan University, 1999, 2004), available articles about the program (Marcus, Monahan, & White, 1997), University websites pertaining to the program (Rowan University, 2008a, 2010, 2012b), and a program review (Orr, 2008) conducted later in the program. I also referred to my researcher journal for reflections on leadership and methodological issues.

Study Validity: Triangulation, Member Checking and Disconfirming Cases

I used method data triangulation procedures as well to strengthen the study and increase its validity (Patton, 2002). According to Miles and Huberman (1994), method triangulation is where findings are tested across a variety of data sources. I looked across source data from interviews from faculty and program developers and alumni, as well as secondary sources (such as Middle States reports and program evaluations). I examined the results from the alumni survey and the corollary open-ended responses to the “Other” options for selected survey questions. I further compared alumni survey responses with their interview responses.

Triangulation methods were important because much of the qualitative interview data were self-reported and retrospective in nature. In terms of experience and temporality, circumstances may have colored people’s recollections or they may have forgotten certain aspects of the program. An advantage of multiple interviews is that others may “fill in the gaps.”

I conducted member checking to validate the accuracy of the transcribed alumni participant interviews (Borg, Gall, & Gall, 1993) and to enhance study credibility (Rossman & Rallis, 2003). After the interview transcripts were completed, I provided them to the participants. I incorporated their suggested changes into the transcripts as appropriate, including their clarification comments and/or follow-up question responses. Although I provided all program developer participants an opportunity to member check, all declined to do so. All core faculty members agreed to participate in member checking the interview transcript, with all but one doing so.

Additionally, as data collection and analysis continued, I looked for evidence to support or disconfirm my tentative findings. Disconfirming cases are "a source of rival interpretations as well as a way of placing boundaries around confirmed findings" (Patton, 2002, p. 239). For example, in analyzing the faculty interview data on program integrity and import, I noted that one person disagreed that the program had stayed true to its original mission. With further analysis, I saw the value of linking key events (such as initial program development, the program revision in 2003, and the program redirection in 2008) to the categories. I also ensured that all respondents were included in the qualitative findings write-up, using respondent frequency counts. I wanted to ensure that all had a voice.

Data Analysis Procedures, Qualitative

I conducted preliminary data analysis of qualitative data in fall 2010 and continued data analysis as appropriate through the write-up phase. I used both inductive data analysis techniques and deductive frameworks in this exploratory study. I used grounded theory analytic tools (Corbin & Strauss, 2008) with my inductive data analysis and interpretation of the qualitative data. The term, "grounded theory" has historically meant building theory from data (Cooney, 2010), the Glaser and Strauss (1967) approach to grounded theory. However, one can also use the term generally to "denote theoretical constructs derived from qualitative analysis of data" (Corbin & Strauss, 2008, p.1). Another related definition is to "discover a theory or abstract analytic schema of a phenomenon that relates to a particular situation grounded in the experiences and perceptions of the participants" (Komives, Owen, Longerbeam, Mainella, & Osteen, 2005).

In this study, I refer to grounded theory in the latter sense, using specific analytic tools or strategies drawn from a grounded theory approach to develop a qualitative analytic framework to address the study purpose. Grounded theory analytic tools include open and axial coding, selective coding, and the writing and development of memos, and the use of a process approach with data analysis.

I used these analytic tools to develop a coding paradigm, “an analytic strategy for integrating structure with process” (Corbin & Strauss, 2008, p. 87). As the authors state, “For us, theory denotes a set of well-developed categories (themes, concepts) that are systematically interrelated through statements of relationship to form a theoretical framework that explains some phenomenon” (p. 55). Specifically, I used open, axial and selective coding to develop categories to develop a structure. I also used a process approach that encompassed determining conditions (context), actions/interactions, and outcomes. Dey (1999) refers to this analysis of process, resulting in documenting the relationships between conditions, actions/interactions, and outcomes, as an analytic framework.

Strauss and Corbin (1998) generally define phenomenon as “Central ideas in the data represented as concepts” (p. 101). A phenomenon has explanatory power, as well as being “a problem, issue, an event, or a happening that is defined as significant to respondents” (p. 125). In this study, the phenomenon I addressed was that of the effectiveness of a doctoral-level educational leadership preparation program, as well as contextual factors that affected program sustainability. This was my primary unit of analysis.

I then considered this program from the perspectives of various stakeholders: the core faculty, the program developers and the alumni who participated in this program model. Concepts that I explored included: (a) alignment of intended program aims and goals with enacted alumni outcomes, (b) extent of ongoing program evaluation, (c) various views of the program model’s uniqueness, (d) various views of the program model’s value, (e) extent of program integrity and import over time; and (f) professional growth and aspirations.

I used this grounded theory approach (Corbin & Strauss, 2008) in part because it provided a systematic mechanism for addressing the study purpose with data analysis. For example, this approach aided me in exploring the extent of alignment between the intended program outcomes and the actual alumni outcomes, as well as the perceptions of what aspects of the program model aided alumni in their changed practice and/ or changing theoretical perspectives. Further, this approach acknowledged the importance of context, an aspect that was integral to this study.

Although there is much literature (and related theory) available on exemplary leadership preparation programs (Darling-Hammond et al., 2007; Levine, 2005; Orr, 2011) in general, I also wanted to use this approach to examine the effectiveness of a given doctoral-level educational leadership preparation program. I strove to determine if there were additional emergent concepts to inform the aforementioned phenomenon and consequently the educational leadership field.

The coding paradigm (Corbin & Strauss, 2008) begins with axial coding, as one begins to explore how different categories (or concepts) relate to a specific category or categories. In doing so, one uses constant-comparative analysis strategies (Corbin & Strauss, 2008; Strauss & Corbin, 1998). Through such strategies, the researcher examines a coded data segment for a phenomenon, comparing and contrasting that segment with other data segments to focus on similarities and differences. As the framework evolves, the theory is tested and the framework becomes more intricate and refined, reflecting the emerging findings and theory.

I used the definition of theory provided by May (1986) who states, "In strict terms, the findings are the theory itself, i.e. a set of concepts and propositions which link them" (p. 148). In the development of this analytic framework, through selective coding, one may then move toward the development of a central or core category, which "represents the main theme of the research" (Corbin & Strauss, 2008, p. 104). The goal is then to achieve a clear picture of the data inter-relationships, one that informs the study purpose. As Charmaz (2006) states,

> Your study fits the empirical world when you have constructed codes and developed them into categories that crystallize participants' experience. It has relevance when you offer an incisive analytic framework that interprets what is happening and makes relationships between implicit processes and structures visible. (p. 54)

Deductive analysis frameworks. I developed contextual frameworks (Table 3.1) for coding by program phases, key events, and the program model (aims or goals, outcomes, and program elements).

Table 3.1

Deductive Frameworks Used as Contextual Overlays with Inductive Data Analysis

Framework Item	Framework Description
Key event	Relates to main program events, such as the initial program approval, 2003 program revision, and program evaluations
Program phases	Program design (1995-1997) Program inception/initial implementation (1997-2001) Program subsequent implementation (2002-2007) Program redirection (2008-present)
Program model	Relates to the program aims and goals, or outcomes, and related program elements
External program evaluation criteria	Nine-point framework cited by Levine (2005) (see Appendix B); exemplary program research characteristics of exemplary educational leadership preparation programs (Darling-Hammond et al., 2007; Orr & Orphanos, 2011)

I used these deductive frameworks as overlays to inform the emerging findings. For example, I delineated the program model framework as program aims and goals, or outcomes. This framework was a key consideration, because the primary study intent was to determine the success of the program model. This framework allowed me to compare the alumni outcomes in practice with the intended program outcomes.

I also used external program evaluation criteria frameworks (Darling-Hammond et al., 2007; Levine, 2005; Orr, 2011), comparing the program design and implementation with the criteria for exemplary programs presented in the literature, specific to the uniqueness of the program model. I primarily used the nine-element framework for program evaluation referenced by Levine (2005) (see Appendix B). According to Levine, these nine elements are criteria that higher education commonly uses in program evaluation. These criteria include the program purpose, as well as staff, student, curriculum, assessment, and resource information. Levine also includes scholarship as part of these criteria as scholarship is "a staple of graduate education and the means by which fields of study like leadership advance" (p. 81). I took these elements and developed specific deductive codes that I used to determine how Rowan's educational leadership doctoral program met these criteria across time.

Inductive data analysis strategies. I used the following analytic tools for inductive data analysis and interpretation: (a) ongoing data review and developing memos, (b) open coding (c) axial coding, and (d) selective coding. I describe these steps in more detail below. These steps occurred fluidly and often concurrently during the analysis process. I provide the final code list as Appendix H.

Ongoing data review and developing memos. Data analysis was ongoing throughout this study, both during the data collection period and afterward as I discovered and refined my study findings. The rationale for this is that the qualitative research process is iterative and constantly changing with new insights and emerging patterns and themes. To reduce and transform the data, I used ATLAS.ti© 6.2, a qualitative analysis software package. I also used network diagrams in ATLAS.ti. The network diagrams were a visual way to look at the evolving analytic framework, looking at the categories and their relationships to one another. I also used Excel spreadsheets throughout the process to help me organize my data and to aid me in moving to the conceptual level of data analysis.

Using grounded theory analytic techniques (Corbin & Strauss, 2008), I immersed myself in the data, reading and rereading my interview transcripts and secondary data sources to gain an appreciation of what was occurring. Specifically, I read the interview transcripts multiple times to become familiar with the data, noting patterns and emerging themes. Further, as I transcribed and reviewed the interview transcripts, I documented impressions and follow-up notes about possible findings, which I placed in my researcher journal. Some of these notes took the form of memos, what Corbin and Strauss referred to as written analysis records. I provide an example below of a methodological memo. Writing this memo helped me in developing my approach to data analysis for the contextual and background information.

> My premise is that the program intent and focus makes the program unique. The goals operationalize the program intent and focus. The program components operationalize the program goals. In order to describe the components, I need a framework, ergo the "Levine-referenced criteria." I want to show whether the program components were an ideal or reality across time. In other words, did the program model maintain its integrity? In order to show the component efficacy, I [also] need a program time/event framework, comparing program design with inception and implementation. (Researcher Journal, October 15, 2010)

Developing and refining data codes. With data coding, I used codes ranging from descriptive to interpretive (Miles & Huberman, 1994). According to Miles and Huberman, "First-level coding is a device for summarizing segments of data." A descriptive, or first-level code, is usually a single term, such as "incentive" (p. 63). I used deductive keywords for the interview data as well as the open-ended comments from the alumni survey. For this first level coding, my framework was based on key phrases from interview questions, such as “program uniqueness” and “theory to practice, linking.”

This coding technique allowed me to reduce a large amount of data into workable segments to allow for further analysis. I was able to organize the data by interview responses, ensuring that all participant responses were included and complete. These descriptive codes were also useful throughout the study, for I was able to run specific reports and network diagrams to focus in on key concepts. For example, running a network diagram on the interview keywords “program elements unique” allowed me to conceptually cross-compare the responses from faculty, program developers, and alumni to address the related research question.

Open coding. As a researcher moves deeper into the analysis process, pattern, or interpretive, codes emerge (Miles & Huberman, 1994), reflecting an underlying conceptual structure. I then used inductive analysis to look for patterns and themes (Corbin & Strauss, 2008) using open coding. According to Corbin and Strauss, open coding is “Breaking data apart and delineating concepts to stand for blocks of raw data [while] at the same time, one is qualifying those concepts in terms of their properties and dimensions” (p. 195).

Inductive analysis begins with specific observations and builds toward general patterns, in contrast to the hypothetical-deductive approach, which begins with a defined framework used for testing a[n] hypothesis (Patton, 2002). Throughout data analysis, I moved between deductive and inductive coding. At this analysis stage, I looked at the data as it related to the research questions and conceptual categories. Code examples included “Peer support, value of” and “Faculty, accessibility of.”

Axial coding. I used axial coding procedures to determine subcategories and look at links between categories. During this process, I continued to look at the data by the research questions and conceptual categories, but I also began to look toward the analytic framework, integrating the categories across research questions as appropriate. Axial coding is “The process of relating categories to their subcategories, termed ‘axial’ because coding occurs around the axis of a category, linking categories at the level of properties and dimensions” (Corbin & Strauss, 2008; Strauss & Corbin, 1998, p. 123).

As Strauss and Corbin (1998) state, “In axial coding, categories are related to their subcategories to form more precise and complete explanations about phenomena” (p. 124). Categories are “concepts derived from data that stand for phenomena” (p. 114). Further, an analyst may also refer to a category as a theme (Corbin & Strauss, 2008). Properties are “characteristics that define and describe concepts” (p. 159). Dimensions are “variations within properties that give specificity and range to concepts” (p. 159).

For example, at the axial coding stage I subsumed the single codes for various theories that alumni used in practice into a category called “Theories applied.” Properties for this category included “social justice theory,” feminist theory, “change theory,” and “servant leadership principles.” Dimensions for the property “social justice theory” then included “inclusivity” and “voice, others” and “voice, self.”

I used cross-comparison analysis strategies (Corbin & Strauss, 2008; Strauss & Corbin, 1998), first looking across quotes and then across categories. With such strategies, the researcher looks at a segment of data coded for a phenomenon, comparing and contrasting these segments with other data segments to focus on their similarities and differences. I looked at data segments for similarities, continuing to use the axial coding process in connecting categories, working toward the central category. In this way, I continued to develop an analytic framework.

In selecting the primary categories, I looked at the groundedness (number of quotation occurrences) as well as the density (linkages between categories). Using axial and selective coding, I then moved toward higher-level categories, with resultant categories, reflecting concepts and themes, and a central category. In doing so, I used a guideline of three to five categories to support a given finding.

I determined that there were two main processes occurring. One process related to the contextual program design, development, and implementation process. The other process related to how the students responded to the program, translating salient program elements to their work environment.

For example, from a program development standpoint, the category or concept "program structure" had "cohort structure" as a property, with the dimensions "cohort structure, open" and "cohort structure, closed." From the standpoint of the alumni and what they valued, "cohort structure, value of" was a property connected to "program structure," with "peer support" and "connections and contacts, developing" as dimensions.

In the axial coding phase, I began to look at the data in terms of process. I developed network diagrams in ATLAS.ti to allow me to visualize the underlying conceptual structure. The process of determining actions, interactions and consequences is ongoing (Corbin & Strauss, 2008; Strauss & Corbin, 1998): "Instead of looking for properties, one is purposefully looking at action/interaction and noting movement, sequences, and change as well as how it evolves (changes or remains the same) in response to changes in context or conditions" (p. 167).

Using the axial coding process, I then began to determine the processes of (a) conditions/context, (b) actions/interactions, and (c) consequences and outcomes. For example, to obtain a better understanding of the program design and development process, I developed an Excel spreadsheet to document key events and their timing, using the context, action/interaction, and outcome frameworks. This resulted in a program phase framework (program design, initial implementation, subsequent implementation, and program redirection). The phase framework allowed me to analyze data at specific key points in the process, such as the initial program design phase and the subsequent program revision in 2003.

Selective coding. In the selective coding phase, I continued to develop and focus the analytic framework by developing high-level categories, using the lower level categories and their relations as building blocks. I focused on developing a central (core) category, in order to obtain a high-level picture of what was happening through theoretical integration (Corbin & Strauss, 2008). During this process, one begins to code with the intent of refining and "zeroing in" the analytic framework. The central category is the first step in the theoretical integration, for it represents the main theme of the research. The central category for this study became "Diamonds and Rust: A Program Model's Evolution and Devolution and the Influence of Valuation Perceptions."

As part of this process, I refined concepts in the data that had heretofore been broader in nature. For example, as the analysis process progressed, I found that the program model, as I understood it, needed clearer delineation for analysis purposes. Up to that point, I had considered the program model primarily in terms of learning outcomes. I now saw that "aims," such as the program delivery mechanism, also needed to become part of the model; the alumni findings included aspects that the website did not reflect. In revisiting the secondary sources specific to the program development and subsequent program revision, I delineated the program model aim, outcomes, and related program elements with greater specificity.

I compared the original program design documents with the doctoral program website (Rowan University, 2009) in terms of program intent (aims) and outcomes (goals) to explore the extent they aligned. While overall, they aligned with one another, in some cases the design documents included aims not reflected on the program website, such as (a) seamless and synergistic program delivery; (b) an ongoing evaluation process, (c) a dynamic assessment process, (d) emphasis on leadership research, (e) promoting leaders' professional growth, and (f) a social justice emphasis.

With a detailed view of the program model, I then asked questions, furthering informing the analytic framework:

1) What program outcomes achieved by alumni were most salient to them?
2) What program outcomes did the alumni not achieve or mention?
3) What were unintended actual outcomes or outcomes not as salient to the faculty and program developers?
4) What program aims were included in the initial program design but not with the 2003 program revision?

Using this process, I continued to refine the central category and the higher-level categories, which I present in Chapter VII specific to qualitative findings.

Conducting within- and across-group analyses. I conducted within- and across-group analyses, using both ATLAS.ti and Excel software, to determine the extent to which the views of the alumni, program developers, and core faculty were similar or different from one another in terms of those elements that made the program model unique. As analysis continued, this became a separate research question. As I continued to determine the analytic framework, this became one of the key elements pointing to the higher-level categories: This program was a diamond, but each group appeared to have a kaleidoscope view of the diamond, and with each turn, a different picture emerged, based on the stakeholder group.

Data Analysis Procedures, Quantitative

I used alumni survey data to address the first four research questions. I used SurveyMonkey and SPSS© 16.0 GP (Graduate Package), a statistical analysis package, to analyze the quantitative survey data. Using an Excel spreadsheet, I sorted the alumni survey questions by research question and conceptual framework category, noting each related statistical analysis in the spreadsheet. I was then able to filter by research question as I continued the data analysis. After I completed the data collection process, I exported the quantitative data from SurveyMonkey via Excel to the SPSS data analysis package, which provided more power with statistical analysis. I then compared the data with the original data file to confirm that the data transfer was correct.

Preliminary analysis strategies. With quantitative data analysis, I first conducted preliminary analyses (Pallant, 2007), looking at histograms and box plots to determine the extent of normality. I further conducted analyses for frequencies (percentages) for the nominal data, as well as Chi square goodness-of-fit to determine the representativeness of the sample with the larger accessible population for relevant variables, such as the dissertation research focus, specific to statistical significance. I used percentages, means, and standard deviations for the interval data.

I ran the Explore function in SPSS and looked at box plots to examine the data for outliers. My rule for addressing potential outliers was to remove those with extreme values; however, no such values were determined. For those outliers that were not extreme, I compared the trimmed mean against the mean to see if there appeared to be significant differences between them. However, no difference was determined.

During the preliminary analysis process, I noted that the Likert scale items were the reverse of what I had intended. For example, “strongly agree” had a value of 1 rather than 5. I reverse scored these items, as noted in the analysis tables I present in the results chapter.

Representativeness of sample. I provide demographic results for the survey participants overall in Chapter VI specific to quantitative results and interviewee demographic results in Chapter VII specific to qualitative findings. To determine representative of sample for key variables, I contrasted the respondent population to the larger doctoral student program population (the accessible population) on those key variables for which I could obtain comparative information. Using Chi-square goodness of fit, I compared the larger group (N=100), or the accessible population, with the alumni sample (N=32) to look at the representativeness between the two groups. I further looked at the dissertation research focus (K-12, higher education, other, unknown), gender, and race/ethnicity.

I also defined two primary cohort analysis groups for contextual information, informing the results and findings. These groups are Cohort Group 1 (admission dates from 1997 through 2002) and Cohort Group 2 (admission dates from 2003 through 2007). I based this division on an estimated halfway point between the 1997 through 2007 cohort years. Further, Cohort Group 1 generally reflects those students admitted prior to the major program revisions made in spring 2003 and implemented in spring 2004 (Rowan University, 2004). Cohort Group 2 generally reflects those students admitted after that time (Cohort Group 2). I conducted Chi square goodness of fit for the accessible population (N=100) and the alumni sample (N=32) for these groups as well.

None of the variable comparisons showed a statistical significance between the two groups (the alumni sample and the accessible population). Specifically, there was no significant difference in proportion with Cohort Analysis Group 1 (initial implementation group, 1997-2002) in the alumni sample (53.1%) and the percentage for the accessible population (68.3%), $\chi^2 (1, n = 32) = 3.40$, $p < 0.165$, not significant using a level of 0.01. Further, there was no significant difference in proportion with the dissertation research focus K-12 group in the alumni sample (65.6%) and the percentage for the accessible population (68.9%) (N=89), $\chi^2 (1, N = 32) = 0.160$, $p < 0.689$. In this case I looked at K-12 and higher education proportions (N=89), since I did not have corollary percentages for "other" or "unknown" from the accessible population to compare from the sample (N=32).

To determine the dissertation research focus (whether K-12 or higher education), I drew on information available from the ProQuest® Digital Dissertations and Theses database, looking at the abstracts. I note, however, that while this focus may likely point to their primarily professional focus, it is also possible that some may work in higher education and conduct research in a K-12 environment or vice versa. Specific to gender there was no significant difference in proportion with males in the alumni sample (37.5%) and the percentage for the accessible population (27.7%), $\chi^2(1, N = 32) = 1.53, p < 0.215$.

Using the race/ethnicity demographic information obtained from educational leadership department staff, I found no significant difference between the accessible population and the alumni sample, $\chi^2(2, N = 32) = 1.77, p < 0.556$. The alumni sample was 25.0% for African Americans, compared to 26.7% for the accessible population. The alumni sample was also 6.2% for the Hispanic population in the sample, contrasted to 3.0% for the accessible population. White, non-Hispanics in the alumni sample were 68.8%, compared to 70.3% in the accessible population. However, there was a significant difference between the Hispanic sample and accessible population for that cell, with a cell frequency less than 5; the sample is double that of the accessible population. I further note that the almost 30% for white, non-Hispanic participants is similar to the reported 39% for Educational Leadership doctoral students reported by Orr (2008).

Final analysis strategies: Descriptive statistics. Because many of the survey questions were nominal, I used descriptive statistics for data analysis (Pallant, 2007; Patten, 2001). Appendix E provides the data analysis framework for the alumni survey instrument. This includes the survey part or category number and its related conceptual framework category (survey objective) and research question number(s). I included these data as part of a larger analytic framework that encompassed both qualitative and quantitative data. I discuss this in the next section.

Thematic Integration of Qualitative and Quantitative Results

I integrated the alumni survey results with the qualitative findings thematically. Appendix I provides the analysis framework for the alumni survey and interview data, and Appendix J provides the data analysis framework for the faculty and/or program developer data. The latter appendix also includes alumni interview questions specific to program uniqueness. The qualitative data also included the secondary sources used for background information; these data did not relate directly to the quantitative data.

I developed quantitative variables for the survey data, the majority of which had their basis on the alumni survey questions. I analyzed these variables based on a given conceptual framework category for a specific research question, looking for categories and factors in the qualitative and quantitative data. I then used the thematic integration process iteratively to develop the analytic framework, looking at themes and patterns in the data are they related to additional conceptual categories and using analytic tools (Corbin & Strauss, 2008) to develop the emerging analytic framework. I next address the inductive analysis strategies in detail.

Write-up and Interpretation Strategies

In the write-up I present results and findings specific to each research question, reflecting the analytic framework that resulted from the data analysis process described. I also present the findings with their associated categories, properties, and/or dimensions. In the qualitative write-up, I used rich description and quotes to give voice to the participants and their experiences.

Researcher Role

In this study, I was not in a formal leadership position and instead took the role of using influence without authority (Cohen & Bradford, 1990) when working with alumni, faculty, and/or program developers. In this role, I worked to maintain an attitude of openness and support with study participants. I understood that I was interacting with others from multiple environments and cultures. Whereas in some studies the researcher has power by virtue of their role, in this case, I was among colleagues with greater education and experience. I found that many alumni participants were supportive and helpful to me, as they had gone through the same dissertation experience and were successful in the endeavor.

While I wanted to develop a rapport with my participants, I wanted to guard against bias. Specifically, I was interested in what the participants were saying, but I strove to avoid completing sentences for them or leading them in any way toward any preconceived outcome. At the same time, if asked a direct question about the program, such as what is the status of online delivery methods, I would respond with the appropriate information.

Ethical Considerations

Negotiating entry into the setting. I had already begun to negotiate entry with Educational Leadership doctoral faculty during my coursework (such as Organizational Culture and Qualitative Research) in research conducted as a part of these courses. Specifically, I interviewed faculty about topics such as Rowan’s culture and prior program evaluations. In the process, I spoke with them of my research interests and intent. (I previously described the process of negotiating entry with alumni in my data collection procedures, specific to solicitation for survey participation.)

Time considerations. I was cognizant of respecting time, both that of the participants and my own. For example, I strove to ensure that interviews were conducted efficiently and effectively, balancing efficiency with accepting at times my perceived need of others to expand on or elaborate on questions or wanting to express their feelings on a given topic. With my construction of the alumni survey, I focused on making the items clear and concise in order to save time for others. I knew from experience that lengthy surveys have a lower response rate. Further, participants may be tempted to provide pat answers to finish the survey quickly, which may affect the integrity of the response. I address the informed consent process next in detail.

Informed consent. I submitted the initial Institutional Research Board (IRB) application and received approval (see Appendix K) in January 2009. Because of subsequent extensive survey changes, I submitted amendments to IRB in April 2009 and December 2009, respectively, receiving approval the same month of each application. Informed consent text was included as part of the alumni survey, appearing at the outset; such informed consent also included potential interviews. I also obtained signed consent forms from faculty and program developers for interviews conducted with them as well.

As a doctoral student in the program, I strove to be cognizant of and respect participants' confidentiality concerns throughout the study. I was aware that some participants might be concerned about how I would use the data that I collected. In this regard, I worked to build trust and credibility with my study participants. I reinforced the informed consent text, stating participants could exit the research at any time and that their identities would remain anonymous with pseudonyms used during the write-up. I also knew from experience that one does not explain one's role as a researcher one time only; rather, it is iterative, as people may have needed reassurance that I would maintain their anonymity and accurately represent their perspectives. Further, I explained my study purpose to participants, including the survey invite text, the survey itself, the informed consent text, and verbally when asked.

Chapter IV

Contextual Considerations: From Program Conception to Approval

In this chapter, I provide an overview of the institution from which the Educational Leadership doctoral program that this study examined derives. I follow this with an examination of key program events before program initiation (prior to 1992). I next address the planning and development processes and outcomes (1992 to 1995), as well as the curricular design and approval processes and outcomes (1995 to 1997). I then consider the implications of the approval of this doctoral program at the state level. In this chapter and the next, I address Research Question 1: What internal and external contextual factors affected this program model relative to program development, implementation, and sustainability? I provide a list of key people (administrators, faculty, program developers, and staff) that I reference in this and subsequent chapters as Appendix L. I provide a summary list of events that influenced program initiation as Appendix M. I detail those events further in this chapter.

Overview of Rowan University

Rowan University's (Rowan) main campus is located in Glassboro, New Jersey (Rowan University, 2012b) in the South Jersey region. Rowan, a public and comprehensive university, has historically had a strong regional emphasis (Rowan University, 2012a), with an enrollment as of 2012 of approximately 12,000 students. Rowan's stated focus in terms of programs offered is broad, with the University's online mission statement, in part, stating that Rowan "combines liberal education with professional preparation from the baccalaureate through the doctorate" (Rowan University, 2012c).

Rowan has also historically had a strong teacher education focus (Rowan University, 2012a), beginning in 1923 as Glassboro Normal School, with a mission of training teachers in the South Jersey area. In 1937, the school changed its name to the New Jersey State Teachers College at Glassboro. In the 1950s, the school changed its name to Glassboro State College to reflect its mission, its expanded curriculum, and addition of new schools, while at the same time retaining its emphasis on teaching and undergraduate education.

In July 1992, Henry and Betty Rowan pledged $100 million to the school (Rowan University, 2012a); the school was renamed Rowan College in September to honor these benefactors. Shortly afterward, the College began to pursue a status change as a comprehensive school, transitioning from college to university. In March 1997, Rowan College successfully attained university status, becoming Rowan University. Attaining such status was due in part to the Rowan gift, which aided in the development and state approval of the Educational Leadership doctoral program. (D. Jones, personal communication, December 15, 2009)

Organizational Culture Considerations

Based on prior research (Ross, 2008), as well as my own doctoral program experience, I conclude that the predominant frame (Bolman & Deal, 2008) for the Rowan organizational culture is political. This frame views organizations as arenas where there are coalitions engaged in an ongoing battle for scarce resources. This contention is supported by Birnbaum (1988) specific to higher education institutions. He considers that the college is a political system, a supercoalition comprised of special interest groups, or subcoalitions. According to Birnbaum, "The influence of any group is limited by the interests and activities of other groups; in order to obtain desired outcomes, groups have to join with other groups, to compromise their positions, and to bargain" (p. 132). Further, he states, "the political college or university can be seen as a shifting kaleidoscope of interest groups and coalitions" (p.132). The implication here is that one needs to maintain awareness of the state of the political environment at any given point in time, given these shifting allegiances.

Conflict is central to the organizational dynamics within the political frame (Bolman & Deal, 2008), with "power the most important asset" (p. 195). In this regard, this institution appeared to suppress and eliminate any indications of unwanted conflict with those coalitions perceived to lack power. Such organizational "noise" included the opposition by some doctoral faculty to the movement toward online programs (Ross, 2008) as well as evidence of ongoing departmental faculty conflict (R. Richards, personal communication, May 2, 2012).

In this way, the institution has treated noise from a single-loop learning standpoint (Argyris, 2010), where an organization applies a quick fix to address an issue, rather than take a double-loop learning approach, where one looks deeper for root causes for complex problems, examining assumptions and striving to obtain evidence to make informed decisions. In suppressing noise, the organization then maintains the status quo and avoids any danger of threat or embarrassment. As one faculty member in the department stated, "The institution could not tolerate the learning curve and the noise" (R. Richards, personal communication, April 27, 2012).

Decision making at Rowan appears to have its basis on a political power model (Pfeffer, 2005; Ross, 2008), with pluralism within the organization and shifting coalitions and interest groups (Birnbaum, 1988). There is legitimate and expert power held by those in positions of authority (such as the Provost, President, Deans and professors) (French & Raven, 2005). However, although it may appear that those at Rowan in a hierarchy of authority, such as the President, Provost, and deans, hold the primary power, it is more likely that a given coalition (or coalitions) hold the main power at a given point in time (Birnbaum, 1988). These coalitions may likely change as administration changes, as was the case with Rowan.

The development of the initial and subsequent strategic plans at Rowan exemplified the dynamics of the coalitions and administration changes (Marcus, 1999). The first strategic plan, created in the mid-1980s, "focused primarily on reforming general education, infusing courses with multicultural and gender perspectives, and liberalizing the curriculum" (p. 48). The second strategic plan, developed later in the 1980s and early 1990s, was during a time of economic distress and consequent fiscal constraints at Rowan. The planning process for this plan focused on reducing programs and reallocating resources. The environment was "rancorous and replete with politicking" (p. 48). The third strategic plan, developed in 1996 under a different provost, was during a time when the financial environment had greatly improved. The planning process for this strategic plan was reflective of a learning community rather than a political battleground.

Bolman and Deal (2003) point out that ambiguity (or lack of clarity) is a characteristic of the political frame. Perhaps because of Rowan's hierarchical organizational structure and the concentration of power either at higher levels or within coalitions, effective vertical communication appeared to be an issue. I noted this lack of clarity at an RU Engaged session on graduate education in March 2008 (Ross, 2008). In addressing the President's white paper on graduate education, feedback included, "What does the President mean?" Indeed, the President felt the need to visit an educational leadership doctoral program course to clarify statements he made in the "white paper" (Rowan University, 2008b) in response to stated student concerns. This likely was also an effort to quiet noise within the organization.

The organization overall appears to lack transparency. Regarding transparency, Argyris and Schön (1974) contrast Model I with Model II behavior. Model I behavior evinces a lack of openness as well as a lack of trust, whereas Model II behavior involves one's reflecting on and examining underlying assumptions to draw forth and provide evidence to support informed choice (Argyris, 1990, 2010; Argyris & Schön, 1974). With a Model II approach, there is openness in the organization, oriented toward growth and learning, with learning-oriented norms such as trust. As Rowan evinces unclear communication and top-down decision-making, based on the aforementioned evidence, I conclude that the institution supports a Model I approach.

Precursor Events to Program Initiation

A unique combination of events and timing facilitated the doctoral program's planning, curricular design, and approval process. These precursor events to program initiation included (a) the successful implementation of an initial collaborative doctoral program and program developer's experience base, (b) Rowan's intent to transition from comprehensive college to university status, and (c) key stakeholder support for program planning and development of a non-traditional program.

Program developer experience base and establishing a need. The initial program developer, Dr. Mark Emory, had 20 years' experience in chairing a community college Masters program during the 1970s. Students in that program expressed their need for an educational administration program in the South Jersey region. He stated:

> I felt like I was accepted as their mentor and colleague, and they kept on consistently saying to me--the faculty, administrators, primarily at Cumberland County, Salem, Burlington, Camden, and Gloucester, "When will we get a chance to study further? When are you going to get a doctoral program, et cetera?" I felt a commitment to them. There was nothing available here [in the region]. (M. Emory, personal communication, February 22, 2010)

In response to that informal expressed need, a cooperative educational administration doctoral program was implemented between Virginia Tech and Rowan; this program was in effect for 13 years, from the late 1970s through the 1980s (M. Emory, personal communication, February 22, 2010). Dr. John Metz became department chair as well as program developer in September 1985. Along with Dr. Emory, he and others also made a concerted effort to explore and develop a cooperative doctoral program with Rutgers University, but it did not meet with long-term success (M. Emory, personal communication, February 22, 2010; J. Metz, personal communication, February 20, 2010). These experiences ultimately supported the need for Rowan University to establish an educational leadership doctoral program to serve the needs of students in the South Jersey region.

Further, the experience base that the key program developers, which included program faculty, gained in implementing the collaborative educational administration doctoral programs informed their planning and development of the educational leadership program at Rowan. The initial program developers cited this experience base to argue for support of the educational leadership doctoral program's approval in 1995:

> The present faculty are experienced in conducting many of the administrative and instructional components of a doctoral-level program. Their prior involvement with the Virginia Tech and Rutgers cooperative programs required their involvement in the recruitment, admissions, budgeting, instructional and research advisement aspects of doctoral studies. (Smith et al., 1994, p. 4)

Propitious program timing: College's intent to transition to university status. In addition to the experience base that the program developers had obtained, events were transpiring to further support the development of the doctoral program. The College of Education was the recipient of a Challenge Grant for $1.5 million from the State of New Jersey (Rowan University, 2010). The purpose of this grant was for the College of Education to review and change its teacher preparation programs. Consequently, the 1992 Rowan gift brought the College additional resources. The resources this gift provided, along with the support of the College President and his perceived desire to move the College from a comprehensive school to university status, likely paved the way for the development of the Educational Leadership doctoral program (D. Jones, personal communication, December 15, 2009). Dr. John Metz, who was department chair at the time, stated:

> The College at the time was…in a period of rapid flux, transition, from a state college to university status, and it went through a whole series of stages, and so it was kind of a perfect storm of timing for development of the program. (J. Metz, personal communication, February 20, 2010)

Key stakeholder support for program planning and development. In January 1991, the President of the College, Dr. Jack Lewis, approached Dr. Metz, the chair of the Educational Leadership Department, about the Department's willingness to proceed with development of a doctoral program in educational administration. Dr. Lewis and others in Rowan's administration were already aware of the Department's desire to proceed with such a program with the proviso that it be non-traditional:

> [Dr. Lewis] inquired as to whether or not I thought we (a) had an interest and (b) had the horsepower to develop the program, and I answered "yes" on both counts, with the understanding that it would have to be a different kind of doctoral program. We would not be interested in developing the same old, same old educational administration doctoral program. His response to me was, "I wouldn't approve the same old same old educational administration program." (J. Metz, personal communication, February 20, 2010)

The result was that the faculty agreed to proceed, and the proposal for doctoral program development was included as part of Rowan's 1992 strategic plan (Rowan University, 1999). This strategic plan, approved by the Board of Trustees that same year, also called for a feasibility study to formally determine the regional need. The program developers conducted the feasibility study in 1992-1993 (Marcus et al., 1997), and findings from the study confirmed the regional need.

The feasibility study was finalized early in February 1994 (Smith et al., 1994), and this study was then submitted to and approved by Rowan's Board of Trustees soon thereafter (Rowan College, 1995). The program developers further acknowledged that societal challenges existed, including population growth and diversification, the impact of technological development, marketplace globalization, among others. They concluded: "Every one of our societal institutions is grappling with the questions that are spawned in such a metamorphic time. President Lewis [a pseudonym] stated that he expected the educational administration doctoral program to be responsive to those challenges" (Marcus et al., 1997, p. 109).

The next step was the development of a Preliminary Program Announcement, following the procedures of the State Board of Higher Education. Consequently, the Chancellor of the Department of Higher Education authorized Rowan College to move toward formal program development. This authorization then facilitated the development of a Program Approval Document, which would lay out the program's curricular design. The planning process for the program would now begin.

Program Approval Document Development

A collaborative and multidisciplinary process with program planning. As this program moved through the approval process at the college and state levels, the next step was to provide a Program Approval Document, for submission and review both by Rowan College and the state. The purpose of this document was to provide a comprehensive plan for the doctoral program, including its structure and design, as well as provide requirements for resources and institutional support systems (Rowan University, 1999). The organizing question for the program planning and development process was “What do educational leaders need to know and to know how to do in order to run effective schools and colleges in a rapidly changing, highly technological society?” (Marcus et al., 1997, p. 1) The program approval document reflected the program planning and design process aims and outcomes. A university-wide collaborative process for program planning and development would now ensue.

The multi-disciplinary and collaborative process used in program planning and development “honored Rowan University’s cultural traditions of consultation and open dialogue” (Marcus et al., 1997, p. 172). This process included the creation in the fall 1994 of a 197-member multi-disciplinary Doctoral Program Development Team (PDT) at the College (Rowan University, 1999). It included deans and faculty from the schools of education and the liberal arts and sciences, the acting dean of the Graduate school, and a local public school superintendent (Marcus et al., 1997; Rowan University, 1999).

In October and November 1994 the team brought in two national consultants, Burt Nanus and John Daresh, to help challenge and extend the team’s thinking about the process (Marcus et al., 1997). The team also met with a group of key reformers of educational administration graduate programs at a University Council for Educational Administration (UCEA) conference, held locally. Moreover, from the outset, the team drew from many internal and external sources to inform the program design.

A leadership rather than management focus. The PDT also reviewed literature from a wide-ranging research base (Marcus et al., 1997; Rowan University, 1999). This research base included literature on leading educational organizations and leadership in general, as well as futures literature on American society. Literature findings indicated that organizations had tended to focus more on management than leadership, with an emphasis on reactive rather than proactive approaches to dealing with societal challenges (Marcus et al., 1997). Further, the focus of leadership tended to be on the leader’s position, rather than actions. Those involved in developing the rationale concluded this doctoral program “should be designed to confront the problems of leadership in the educational setting” (p. 110).

The PDT concurred that the proposed doctoral program would focus on leadership rather than management alone (Rowan College, 1995), a unique perspective in an educational leadership program. The team recognized that the educational system in America, grappling with the challenges that other organizations confronted, such as resource constraints, may focus primarily on economies and a strong management focus. While not discounting the value of management, the team indicated a desire “to focus on the leadership development…most urgently needed, but that is missing from most preparation programs” (Marcus et al., 1997, p. 110; Rowan College, 1995, p. i).

A cross-organizational leadership emphasis. Further, the PDT concurred that literature across disciplines would ground the program. The developers would draw from education literature; however, they would also draw from business, psychology, and political science, among other fields. Another unique aspect of the program was its emphasis on educational practitioners in diverse areas who aspired to leadership. The aim was to produce educational leaders regionally, as well as at the state and national levels. The program focused on leadership from a broader organizational perspective than K-12 alone, targeting educational practitioners overall. The program intent was to present "an intellectually challenging developmental opportunity for educational practitioners who aspire to leadership positions” (Rowan College, 1995, p. ii) in both K-

12 and higher education, advocacy groups, educational associations, and in state level positions regulating K-12 and higher education.

Development of the Educational Leadership Doctoral Program

Planning process and outcomes. In a December 1994 workshop with Burt Nanus, the PDT developed areas of agreement on content, process, and structural issues (Marcus et al., 1997). Content issues included the program's need for a: (a) common core of knowledge informing leadership practice, (b) visionary focus, (c) emphasis on leadership, (d) focus on bringing about change, (e) promotion of risk-taking, (f) problem-oriented and multidisciplinary curriculum, integrating theory with practice, and (g) common core of courses, along with electives based on student interest and need.

Process issues (Marcus et al., 1997) included the importance of self-assessment and self-examination, or reflection, as well as a focus on group development with the intent of facilitating student knowledge and leadership skills. An important structural decision was the use of a closed cohort approach "to provide a built-in support mechanism that has proven successful at other institutions in helping students persist to completion; it also is intended to develop an ongoing support network that the student can call on throughout her/his career" (Marcus et al., 1997, p. 113). Related to this approach would be leadership seminars and a required initial three-week summer residency requirement (Rowan College, 1995). The intent was to facilitate collaboration, self-reflection and a sense of community among the cohort participants. The PDT concluded the workshop unanimously agreeing on a program that would:

> …seek to prepare leaders who have the ability to build schools and colleges for continuing success in the twenty-first century. Such individuals would be

> forward-looking and would have a willingness to be innovative. They would be able to shape a vision that is in the long-term interests of the society in which they operate and would be able to rally stakeholders around that vision. They would be capable of transforming the institutions, of developing the capacity for institutional learning that will promote habitual adaptability to changing conditions, and -- importantly -- of empowering staff and fostering leadership throughout the institution. (Marcus et al., 1997, p. 112)

Curricular design process and outcomes. The PDT built upon what they achieved in the December 1994 workshop (Marcus et al., 1997). In February 1995, in a two-day workshop in conjunction with John Daresh, another consultant, the team delineated the doctoral program's aims and outcomes in detail. Specifically, the team determined that the doctoral program would:

> …provide students with the knowledge base and rigorous intellectual analysis experience that will equip them to harness the human and other resources necessary to assure highly effective educational institutions. Graduates will gain a deeper understanding of the theory of leadership, of the context in which schools and colleges will operate, and of the application of leadership theory and contextual knowledge to the solution of problems in education, as well as to fostering and sustaining excellence. The program will also develop the analytical and communication skills required for successful leadership. Finally, the curriculum will become increasingly applied as students moved through the program. (p. 113)

Students would document their growth through a series of core requirements as they moved toward program completion. These requirements included a leadership platform, an analysis of a significant workplace problem, and the dissertation proposal (Marcus et al., 1997). In this way, student assessment would be ongoing. Subsequently this dynamic assessment process would include the embedded dissertation, where students worked on parts of their dissertation throughout the program, beginning with the first course. The authors further stated that, “The dissertation will be a scholarly product that demonstrates the student’s achievement of the goals of the program, typically through an action-research model” (p. 113).

The PDT then developed a curriculum that matched the courses with leadership characteristics noted by theorists in the field (Marcus et al., 1997). These characteristics included political, symbolic, reflective practice, direction setter, spokesperson, change agent, and coach. The developers linked these characteristics to the program courses, which included what became the program core or pillars: Leadership Theory, Changing Organizations, Organizations as Cultures, and related research courses.

The determination was made that research courses would be applicable and useful to practitioners, rather than having the traditional doctoral emphasis on research alone. This approach would lead to a strong emphasis on action research for change in the program (D. Jones, personal communication, December 15, 2009), with the dissertation as the culminating product. The candidates would study their own leadership through this process, including the extent to which their espoused theories aligned with their actual theories in practice. The overall curricular design process then formed the basis of the draft Program Approval document.

Development of admissions, faculty hiring processes, and evaluation plans. The next steps included development of admissions, faculty hiring, and program evaluation processes. The admissions process was non-traditional (Rowan College, 1995); in addition to requiring GRE scores and course transcripts, a statement of leadership purpose and a portfolio demonstrating extant leadership was required. Applicant references completed a detailed form rating the potential student on a number of leadership characteristics. Further, applicants had to demonstrate knowledge of basic organizational leadership theory and research methods. Employer commitment to support the applicant throughout the doctoral study process was also a key consideration (R. Richards, personal communication, May 2, 2012).

The requirements for faculty hiring were non-traditional (Rowan College, 1995; Rowan University, 1999). Specifically, the Department sought candidates who would collaborate with one another across courses, relinquishing an individual focus in favor of supporting the larger group. While the expectations were for prospective faculty members to have strong emphases in teaching and scholarship, as well as when appropriate leadership experiences in colleges, government and/or schools, the program expected them to bring in collaboration skills as well.

There were initial plans for an ongoing evaluation of the program model. Specifically, the evaluation plan for the Ed.D, detailed in the initial program approval document (Rowan College, 1995) stated the following:

> Consistent with our philosophy that educational leaders must be prepared to respond to conditions in a rapidly changing environment, we expect that our program will continue to evolve as circumstances warrant. Thus, a comprehensive

> and on-going evaluation effort will be integral to the program from its inception. (p. vi)

This evaluation plan included a yearly program assessment by the faculty. The plan also included a comprehensive program review by external consultants every three years, beginning in 1997 in addition to the required NCATE reviews. However, as shown in later sections, actual plans for ongoing program evaluations were intermittent.

Rowan College Approval Process: Challenges and Ongoing Support

Rowan College continued its formal ongoing support for the educational leadership doctoral program throughout the approval process. This support included the president and provost (R. Richards, personal communication, April 27, 2012), as well as others in that office. It also encompassed the program developers and faculty, which now also included Trey Sharp (who was also a Speaker with the New Jersey Assembly) (J. Metz, personal communication, February 20, 2010) and Ted Yates.

Yates, who had been with the Department until 2000 (D. Jones, personal communication, December 15, 2009), had strong political connections with the State of New Jersey: “Ted [a pseudonym] had the cachet no one else did; he had been the State Commissioner of Education” (A. Ward, personal communication, June 9, 2010). The college brought in Dr. Yates to both spearhead the development of the institution’s third strategic plan and to act as faculty in the Educational Leadership Department (R. Richards, personal communication, July 23, 2012).

Others in the program considered Dr. Yates a key program influence: “Ted Yates [a pseudonym] probably had the largest conceptual influence on the program of anyone…he… was the prodding force for the conceptual framework for the program in terms of leadership and leadership literature" (J. Metz, personal communication, February 20, 2010). Further, "Ted [a pseudonym] became a wonderful mouthpiece. He was a great synthesizer. He could listen and take to action conceptually part of what he was hearing…and also what the consultants and the planners were suggesting" (R. Richards, personal communication, July 23, 2012).

Another key influence was Dr. Mark Emory, based on his experiences with program development and political connections. As Dr. Richards stated,

> Mark Emory [a pseudonym] was critical as well. He had a lot of expert and referent power. He had grown up with the institution just like Trey Sharp [a pseudonym] and John Metz [a pseudonym]. They bring in Ted and he is kind of the visionary – he is sketching a really different type of program." (R. Richards, personal communication, July 23, 2012)

However, while there was formal support for program approval within and outside the College, moving through the approval process at the University was not without challenges, including detractors within the College. As a faculty member with the program since its inception stated, "This program was never ever accepted at the University." (A. Ward, personal communication, August 23, 2010). Although there was high-level support from the president and provost, others in administration were detractors, with a different vision for the program. According to Dr. Richards, involved with the program since 1998 as both administrator and faculty:

> Others [at Rowan] saw the program, not in the context of educational leadership, but in terms of educational administration. James Ashley always saw this program askance. He was the vice president and head of university development

> and advancement. He was the one who brought the Rowan gift... (R. Richards, personal communication, April 27, 2012)

Further, there were people within Rowan opposed to the doctoral program:

> …being able to kind of marshal the program through all of the hoops at the college was probably the more challenging part of program approval, because there were a lot of people at the institution that didn't believe that Glassboro, to become Rowan University, ought to be in the doctoral business--that we didn't have the horses to do it right… that it was going to drain resources from other areas in the University…So there was not unanimity with regard to whether or not we even ought to develop the program and get it approved. (J. Metz, personal communication, February 20, 2010)

However, the President remained adamant that the program receive approval:

> …we managed to get through that process, including a public grilling in front of the Board of Trustees, and so it was a fairly high-profile enterprise. I mean, it was very high profile at the time…To his credit, Jack Lewis [a pseudonym] stood by his conviction that we had the capacity to do the job and to get it done, and to bring recognition to the College as a consequence…he was very supportive. (J. Metz, personal communication, February 20, 2010)

As part of the process and again reflective of Rowan’s culture at that time of ongoing dialogue and collaboration, there was an internal review of the draft Program Approval Document by key stakeholder groups on campus (Rowan University, 1999). Such groups included the College of Education faculty, the Board of Trustees and three related trustee committees, the University Senate, its Curriculum Committee, and the

Graduate Council. These groups received program briefings and provided feedback on program design. The program received final approval by the College in December 1995. At that time, the Program Approval Document was adopted by the Board of Trustees and submitted to the Commission on Higher Education. The Council of Presidents then approved the program.

State Approval: The Final Stages

As part of the approval process at the state level, the Commission on Higher Education asked for an external program review (Rowan University, 1999, pp. 172-173). Consequently, two consultants, Drs. Daresh and Nanus, both having "…strong reputations as being at the forefront of change in the delivery of graduate programs in educational leadership" (pp. 172-173) were brought in as reviewers. The consultants considered the program had potential as a national model in educational leadership, and they provided suggestions for program implementation.

These suggestions (Rowan University, 1999) included limiting the first cohort to 15-20 students and accelerating faculty hiring. Suggestions also included placing a hold until 1999 on admitting a second cohort until the faculty obtained feedback on the initial cohort's success. Nanus (Marcus et al., 1997) commented on the potential uniqueness of the program, indicating that "it promises to be the most advanced doctoral program in its field anywhere in the country" (p. 117).

The aforementioned political support provided through state connections was an important factor in program approval. As one faculty member stated, "The state connections gave this program a lot of impetus. Until this time, no other university (in New Jersey) could have doctoral programs. The people that made the case for this made the case for the uniqueness of the program" (A. Ward, personal communication, August 2, 2010). The program received final approval at the state level on February 21, 1997.

Implications of Approval at the State Level

Approval of this program, Rowan's first and only doctoral program, likely aided the institution in successfully moving from college to university status (J. Metz, personal communication, February 20, 2010). Such approval had major implications at both the college and State level. At the time, this program was the first doctoral program approved at a public state college in New Jersey (Rowan University, 1999), with other doctoral programs based in research universities and at Rutgers University.

This program approval then allowed other state schools to have doctoral programs (A. Ward, personal communication, August 2, 2010). With such programs, other schools would also be able to apply for university status: "Shortly after that, Montclair received University status, and I think several others since, but we were the first in the state, we were the first state college to develop a doc and to get approved as a doctoral program" (J. Metz, personal communication, February 20, 2010).

This accomplishment appeared to facilitate further state funding through political connections, with legislation adopted that provided the Department $100,000 for program implementation and development: "Now clearly that was a political decision…controlled by Trey Sharp, who was a member of the Department at the time and Speaker of the Assembly" (J. Metz, personal communication, February 20, 2010). With State approval and additional funding, the educational leadership program was on its way to program inception and implementation. The program next positioned itself to begin the initial implementation process, including admitting the first cohort and hiring the faculty. *

Chapter V

Contextual Considerations: From Program Approval to Implementation

In this chapter, I provide contextual information specific to key events that occurred during the program inception and initial implementation (1997-2001) and subsequent implementation (2002-2007) phases. In doing so, I highlight those events and actions that inform the uniqueness and integrity of the program as it related to the exemplary program criteria cited in the literature. I then discuss how the program model addressed these criteria. In this chapter, I continue to address Research Question 1: What internal and external contextual factors affected this program model relative to program development, implementation, and sustainability? In Appendix L, I provide a list of key people (administrators, faculty, program developers, and staff) that I reference in this and subsequent chapters.

Program Implementation, Initial: Growth, Change, and Challenges

The inception and early program implementation phase (1997-2001) was a time of growth and change for the doctoral program. Key events in this phase included hiring new faculty and the inception of the first cohort, as well as program changes in response to student feedback. However, over time, the program also encountered challenges, such as loss of program continuity within and outside the department and a steady decline in political support.

Implementation of initial cohort. The initial cohort of 18 students began in summer 1997 (Rowan University, 1999) with anticipated graduation in 2000 (D. Jones, personal communication, December 15, 1999). At this point, there were two faculty members, Drs. Tilton and Yates (A. Tilton, personal communication, February 8, 2010). Part of the challenge during this time was to translate the program design from the program approval document (Rowan College, 1995) into reality and work to integrate the doctoral program into the larger University culture:

> Rowan University had never had any kind of doctoral work at all. We were constructing a culture at an institution, as well as developing a program and a cohort, and going out to locate a faculty…We did not have a campus with policies and procedures conducive to a doctoral program, a faculty who had never had doctoral students on campus…Basically the first four years were just non-stop, the development of all the underpinnings of a program, for it to exist on a campus, not just a department. (A. Tilton, personal communication, February 8, 2010)

One challenge with the cohort for students was the required initial three-week summer residency requirement, as this approach required a significant time investment on the part of the participants (J. Metz, personal communication, February 20, 2010). However, according to Dr. Metz, the developers still maintained a commitment to the approach:

> That aspect of the program was challenging for people because they had to come on to campus and live on campus…that became a limiting factor in terms of people willing to invest in the program…We knew it was not going to be an easy design. It was going to require that people sacrifice in order to be part of the

> program, but we felt that it was the best in terms of building the strength in that cohort and a sense of teamwork that would enable us to have high retention rates in the program. (J. Metz, personal communication, February 20, 2010)

Another possible challenge, although not clearly documented in available secondary sources, was the promise made in the initial program advertising materials that students could expect to complete the program in three years:

> The three years' completion--Ted [pseudonym] was the architect of completing the program in three years. Then, if you looked at any of the advertising materials--Mark Emory [pseudonym] did a poster, and he did a brochure. If you look at that artifact, you will see there is mention of completing in three years...When they [program developers and or faculty] would have orientation sessions, they would talk about that the idea of three years – that became a real problem, especially for the faculty, to implement. (R. Richards, personal communication, July 20, 2012)

The Department considered the admissions process used with the first cohort effective (Rowan University, 1999). As stated in the Middle States self-study report:

> Faculty with experience in other doctoral programs report that the students in the first Rowan cohort are several semesters ahead of their counterparts at the other universities in which the faculty had experience. The students appear to possess intellectual maturity in dealing with complex issues related to leadership and organizations. We are attributing that condition to the admissions process and especially the reference form soliciting rankings and comments on some 14 attributes of leadership potential and the required submission of a leadership portfolio. (p. 203)

Early program changes in response to formal and informal feedback. In the spirit of ongoing evaluation, in the program's early stages, program developers and faculty were open and responsive to feedback (J. Metz, personal communication, February 20, 2010), but they were certain they had the right program approach overall. As the first cohort progressed, program changes did occur in response to student feedback, faculty experiences, and review of the course evaluation data (Rowan University, 1999). The faculty conducted a comprehensive review of the program data at a faculty retreat in September 1998. The outcome was program curricular changes, including realigning the course sequencing and restructuring the research courses. Program feedback was both formal and informal in nature. According to Dr. Ward, student input was primarily structural and anecdotal (A. Ward, personal communication, August 23, 2010).

External program exposure. A key aspect for external program exposure was the development of the Educational Leadership Consortium, which began in April 1997, comprised of multiple universities and related faculty in the educational leadership field. This consortium had underlying financial support from Rowan through a foundation grant as well as money from the Education Institute, as the college wanted to facilitate broad recognition for the university (Rowan University, 1999). The consortium, called the "heretics," due to their non-traditional emphasis on educational leadership programs (D. Jones, personal communication, December 15, 2009), provided one another with ongoing support, including meetings and presentations at national conferences As of 1999, the consortium included 50 faculty members at 34 colleges and universities nationwide, as well as several K-12 schools (Rowan University, 1999). The program further received external exposure through professional organizations, such as presentations at national conferences (J. Metz, personal communication, February 20 2010).

Changes in administration and loss of political support. The program challenges would have long-term programmatic ramifications. The 1998 retirement of the University President, who had been a strong supporter of the program, resulted in a loss politically with an increase in program vulnerability, as did the departure of the provost during that timeframe (R. Richards, personal communication, April 27, 2012). The arrival of the new university president (and a new provost) did not result in the same level of support that the program had enjoyed with the prior president. “When Jack left, and he left at the same time Carter came in, this was not a priority for him [Carter].” (A. Ward, personal communication, August 23, 2010). This lack of support would later be exemplified by statements the University president would make in a document known as the “white paper” (Rowan University, 2008b), in which he clarified the role of graduate education and his perception of the graduate students, during the strategic plan process:

> …our graduate students are primarily part-time students from the local area who are seeking to advance in their careers, or wish to credential themselves to begin a new career…Our undergraduate programs are increasingly populated by high-achieving students…It therefore seems clear that we have to appeal to those two very different populations using very different criteria. We are attracting undergraduates based on quality and value; we are attracting graduate students based on relevance of programs, convenience, and cost. If we are willing to accept those different standards, then our inner turmoil over what to do largely

> disappears. We devote our resources to our undergraduates. We move the great majority of our graduate programs (and there are a handful of exceptions) to a self-support basis. (p. 3)

Program continuity issues and challenges. As of 1997, the doctoral program had support provided by program developers, as well as access to consultants. As mentioned, the program developers included Drs. Emory, Jones, Metz, and Yates. Additionally, the Department hired five core faculty members during this implementation phase. In addition to Dr. Yates, who was also a faculty member, Dr. Tilton joined the program in 1997 (A. Tilton, personal communication, February 8, 2010), prior to the admission of the first cohort. She participated in developing program processes and formalizing the curriculum.

The Department hired an additional five faculty members during the 1999-2000 timeframe (K. Conner, personal communication, November 12, 2010). The initial non-traditional expectations were a challenge for the new faculty (A. Tilton, personal communication, February 8, 2010), all from Research I institutions (A. Ward, personal communication, August 23, 2010). These non-traditional expectations included course and program collaboration and development. Faculty struggled with conflicts that occur with such non-traditional relationships (Rowan University, 1999): “The willingness to hear another's ideas and the art of compromise, followed by the risk-taking of shared implementation, have tested our personal and collective interaction skills” (p. 203).

Further, according to Dr. Richards, who was an administrator during the early stages of the program, the faculty hiring expectations of a 12-month appointment was a point of contention for many on campus: “Note too that all [of the] faculty were hired on a 12-month contract and expected to be available throughout the year. This was a first for Rowan and created animosity and jealousy on campus" (R. Richards, personal communication, May 2, 2012).

Dr. Yates passed away in August 1999 (D. Jones, personal communication, December 15, 2009). This created a major problem with program continuity for, as Dr. Richards stated, "The vision died with Ted…With any change, you need to make it leader proof." (R. Richards, personal communication, April 27, 2012). Further, by 2001, other key program developers had left the Department, with only Dr. Ralston remaining. Dr. Emory retired in 1999 (M. Emory, personal communication, February 22, 2010); Dr. Metz retired in 2000 (J. Metz, personal communication, February 20, 2010). Dr. Jones moved to another area in 2001 (D. Jones, personal communication, December 15, 2009), and Dr. Tilton left the University that same year (A. Tilton, personal communication, February 8, 2010).

The loss of program developers with the political cachet, such as Emory, Metz, and Yates, likely resulted in a loss of power for the program: "I think [they] didn't have the kind of political power remaining in the Department that they had (J. Metz, personal communication, February 20, 2010). The loss of program continuity, likely including the loss of political power and background knowledge, appeared to influence the stability of the faculty team: "[We] did not have a stable team. Key players left; they lacked the continuity and the faculty came in from Research I institutions with that paradigm" (A. Ward, personal communication, August 2, 2010).

The lack of continuity and turbulence experienced through the loss of Dr. Yates and key program developers may have exacerbated existing faculty conflict. The

Department made Dr. Tilton program coordinator after Dr. Yates' passing. This appeared to create a new faculty dynamic: "We had lost the central force in the program. It was a very awkward time in the faculty… there was a sense of 'Ted's not here anymore. Do we have to follow this?'" (A. Tilton, personal communication, February 8, 2010). Dr. Jones, department chair at that time, supported this understanding:

> The Department was in disarray at the time. Ted had been the architect and the captain of the ship in terms of the doc program, and without his guidance and leadership and John's leaving, and my being almost brand-new…we fell on hard times. There was a lot of disagreement among the faculty, and that spilled over; I'm certain that the students picked up on it. (D. Jones, personal communication, December 15, 2009)

Lack of internal exposure. While the program was enjoying external exposure, one faculty member noted a need for internal program exposure: "We had exposure from conferences and outside of the university; we did not have exposure inside of the university and that was our fault; we did not toot our own horn" (A. Ward, personal communication, October 1, 2010). This lack of exposure, combined with the continuity challenges within and outside of the department, posed serious challenges to the long-term viability of the doctoral program model. Dr. Richards summarized this "changing of the guard" overall and its impact on the doctoral program:

> There was a vacuum, and then you have John [the university president] who does not prioritize, you had Alice [the then provost] leaving--she was a supporter--new deans coming in…folks in the weeds who are now rising and taking shots, you recruit a bunch of outsiders—young, with the exception of Ted--and Ted dies…

> Then you have the Board. The Board changes, and their focus--the source of pride that occurred that came from the Rowan gift and the University status and the doctoral program--melted. The Board focused more and more on undergraduate education. (R. Richards, personal communication, April 27, 2012)

Initial evaluation findings. In March 1999, Rowan University submitted a selected topics self-study (Rowan University, 1999) as part of the Middle States accreditation process. The University examined its progress as an institution, with one objective to examine the doctoral program's status. Findings supported the doctoral program's uniqueness in the field, also referring to challenges encountered along the way.

In April 2001, two consultants, McCabe and Milstein, who had been part of the initial program review, returned at the Department's invitation to conduct a program evaluation (personal communication, April 30, 2001) as it related to students and faculty. McCabe and Milstein conducted both faculty and student interviews over a two-day timeframe. The interview structure revolved around the cohort, instruction, faculty, students, and the program overall. The consultants interviewed each faculty member; they also conducted group interviews with students in the 1999 and 2000 cohorts, as well as those 1997 cohort students who could attend.

The evaluation findings, in part, were that both students and faculty felt the program lacked clarity of vision as to its overall purpose, with a subsequent lack of program coherence (McCabe and Milstein, personal communication, April 30, 2001). Student concerns focused on program goals and objectives, faculty relationships, and student-faculty interactions. Further, the review noted that, while the faculty had a "passion and commitment to the program" (p. 2), their inability to relate to one another effectively prevented them from addressing key issues. The consequent recommendations from the evaluation included delaying bringing in the summer 2001 cohort, thus allowing the faculty to address the aforementioned issues, as well as draw on university support to aid in that endeavor.

However, there were those in administration and faculty, respectively, who felt that the response to these evaluation findings was precipitous (R. Richards, personal communication, May 2, 2012; A. Ward, personal communication, January 28, 2010). According to Dr. Richards: "Some of the background had to do with "noise" from students and the confusion among faculty and the constant need to change the curriculum--something I maintain was a mistake and later faculty agreed" (R. Richards, personal communication, May 2, 2012).

Program Implementation, Subsequent: Responding to Evaluation Findings

In response to evaluation findings, there was a program structural change in 2003 (Rowan University, 2004) and a major program revision in 2003-2004, although the Department still maintained the program focus. Overall, this subsequent implementation phase, from 2002 to 2007, appeared to be a time of program stability. Although Dr. Ralston, the department chair, left the program in 2003 (K. Conner, personal communication, November 12, 2010), the core faculty (Casey, Estes, Mack, and Ward) remained.

According to Dr. Ward (A. Ward, personal communication, January 28, 2010), a major change was the removal of the residency requirement and the subsequent movement from a closed to an open cohort. This change occurred in 2003 (Orr, 2008). These program revisions were in response outside evaluator feedback, past and present students, and program faculty (Rowan University, 2004), as well as a response to Middle States accreditation recommendations.

These changes, implemented as of spring 2004 (Rowan University, 2004), included “revised mission and goal statements, addition of new courses, further delineation of learning outcomes, and a revised grading system” (p. 17). Although the program revisions occurred, the changes did not affect the program in terms of its overall purpose; rather, it worked to define it more clearly (K. Casey, personal communication, January 19, 2010). As Dr. Mack stated, “A lot of the basics stayed the same…it was always leadership, organizations as culture or context, and then change… that was kind of always the focus (E. Mack, personal communication, January 25, 2010). According to Dr. Ward, the program became more stable: “The period from 2003 to 2007 was a time of program stability. The program was basically the same with minor changes in the program curricula and structure, but it kept the same pillars on which it was founded…the program seemed to hit its stride” (A. Ward, personal communication, August 23, 2010).

Model Alignment with External Evaluation Criteria for Exemplary Educational Leadership Preparation Programs

Throughout the context chapters, I provided descriptions of the program model components. (See Appendix N for a component list, reflected as data analysis codes). This model met many aspects of external evaluation criteria for an exemplary program (Darling-Hammond et al., 2007; Levine, 2005; Orr, 2011).

Program model aspects meeting criteria. The admissions process was rigorous, with selection based on leadership potential (Darling-Hammond et al., 2007; Levine, 2005; Young, 2011a). The program targeted educational practitioners and required a portfolio that included a statement of purpose and evidence of extant educational leadership (Rowan College, 1995), as well as demonstrable employer support (R. Richards, personal communication, May 2, 2012).

The program purpose and goals were clear (Darling-Hammond et al., 2007; Levine, 2005; Orr, 2011), focusing on instructional needs. The program clearly communicated its purpose and goals in the program approval document (Rowan College, 1995) and subsequently on the program website (Rowan University, 2009). The website reflected changes made during the 2003 program revision, when it refined its objectives relating to the overall purpose of leadership for change. The program also had a clearly defined theoretical basis, leadership for change, aligning with its values, knowledge and beliefs (Darling-Hammond et al., 2007; Levine, 2005; Orr, 2011).

The curriculum was coherent, with a theory-to-practice connection (Levine, 2005; Orr, 2011; Young, 2010, 2011a) and clear connections to the program purpose and goals. The initial program emphasis was on seamless and synergistic program delivery (Marcus et al., 1997; Rowan University, 1999). The core curriculum pillars (organizational change, research, leadership theory, and organizational culture) and accompanying reflection strategies supported the leadership for change mission.

The program used adult learning theory and/or active learning strategies such as action research and reflection (Darling-Hammond et al., 2007; Orr, 2011; Young, 2011a) and integration of theory with practice. The practitioner focus throughout and the action research emphasis with concurrent reflection strategies, including development of a leadership platform (Marcus et al., 1997), provided a balance of theory with practice.

The program provided collaboration opportunities through cohort structures and other forms of support, socially and professionally based (Darling-Hammond et al., 2007; Orr, 2011; Young, 2011a). The program used a cohort model design, originally including a residency requirement and leadership seminars. The purpose of the cohort design was to provide peer support, both in facilitating program completion for participants and in providing professional peer networks (Marcus et al., 1997, p. 113) throughout their careers. The faculty were of high quality, knowledgeable and demonstrating expertise, with a balance of field and academic expertise (Darling-Hammond et al., 2007; Levine, 2005; Orr & Orphanos, 2011; Young, 2010, 2011a). The initial faculty included academics from Research I universities (A. Ward, personal communication, August 23, 2010), some who had experience in K-12 environments, others with expertise in the study of higher education.

The program initially had adequate financial resources to support it (Levine, 2005). Over time, the external and internal financial resource support dwindled, as did the political support. The curriculum focused on school improvement and instruction (Darling-Hammond et al., 2007; Young, 2010, 2011a). Because of the practitioner emphasis, in large part enacted by the four curricular pillars, the program model retained its relevance over time.

The program used an assessment process for candidate feedback, focusing on continuous improvement (Levine, 2005; Orr & Orphanos, 2011; Young, 2011a) connected to program purpose, goals and objectives, with rigorous graduation requirements (Levine, 2005). Because of the benchmarking process, the assessment process was dynamic (Marcus et al., 1997; Orr, 2008; Rowan University, 1999), with students aware throughout the process as to how they were achieving their goals; as a result, the graduation requirements, a culmination of this process, were rigorous.

The program research had relevance and demonstrated quality (Levine, 2005). The program emphasized rigor, with a practitioner and action research emphasis that supported relevance in the field. The dynamic assessment (Marcus et al., 1997; Rowan University, 1999) process and the related embedded dissertation approach process provided quality checkpoints throughout.

Program model aspects not meeting criteria in totality. Exemplary program criteria in the literature emphasize programs that provide quality internship opportunities (Darling-Hammond et al., 2007; Orr & Orphanos, 2011; Young, 2010, 2011a), with collaborative university-district partnerships. The program did not have a principal preparation focus, so internships were not part of the program design. However, through the aforementioned action research focus with the dissertation and active faculty-student collaboration, there was likely a sense of collaboration between the university and the organizations researched.

The emphasis in the literature was on standards (Darling-Hammond et al., 2007; Levine, 2005; Young, 2011a), supporting the curriculum, assessment, and evaluation processes. As stated earlier, the admissions process was rigorous, with selection based on leadership potential. The program met National Council for Accreditation of Teacher Education (NCATE) requirements (Rowan University, 2004) and all except one of the Educational Leadership Constituent Council (ELCC) standards, according to findings from an external program review (Orr, 2008).

The program used an assessment process for feedback, focusing on continuous improvement (Levine, 2005; Orr & Orphanos, 2011; Young, 2011a) connected to program purpose, goals and objectives. The program designers considered ongoing evaluation as a key component for the program (Rowan College, 1995). However, although the program's intent was to have an ongoing evaluation process, such evaluations occurred less frequently across time.

Chapter VI

Quantitative Data Results: Program Effectiveness

This chapter addresses alumni survey results. I first present an overview of the survey participant demographics. I then present the results for the relevant research questions as they relate to the main survey parts (see Appendix A) and related conceptual category analysis framework (see Appendix E). I address part 4 of the survey first, specific to those survey items that pertained to alumni sample demographics and background. I then address results for survey parts 1 through 3 in order.

Survey Part 4: Contextual/Background Information

Alumni survey participant demographic information. The survey items specific to participant demographics were gender, race/ethnicity, and age range. As shown in Table 6.1, there was almost a 60/40 percentage split between the genders, female and male, respectively. In terms of race/ethnicity, the participants were primarily white, non-Hispanic. One fourth of the respondents were African American; approximately 6% were Hispanic. Participant ages mainly ranged from 35 to 64, with approximately 31% distributed equally among the ranges. Specific to the two primary cohort analysis groups, there was almost a proportional 50/50 split. Approximately 53% of participants were in Cohort Group 1 and an estimated 47% were in Cohort Group 2.

Table 6.1

Survey Participant Demographics (N=32)

Survey Items and Stems	Responses	
	f	%
What is your gender?		
Female	20	62.5
Male	12	37.5
What is your race/ethnicity? (Optional)		
White, non-Hispanic	22	68.8
African American	8	25.0
Hispanic	2	6.3
What is your age range? (Optional)		
25-34	2	6.3
35-44	10	31.3
45-54	10	31.3
55-64	10	31.3
Cohort analysis groups:		
Cohort group 1 (admission date 1997-2002)	17	53.1
Cohort group 2 (admission date 2003-2007)	15	46.9

Note. I based the cohort analysis groups on a review of participant admission dates, drawn from departmental data. I used these data in place of respondent data for survey items Q28 through Q30, respectively.

Table 6.2 addresses the primary reason that participants pursued a doctoral degree. As the table indicates, half of the participants pursued the doctoral degree for professional enrichment, while approximately 34% were interested in personal enrichment. An additional 3.1% cited pay increase as their primary reason for pursuing the degree. The remaining four respondents, approximately 13%, provided open-ended comments. Two of those participants had comments that indicated a professional emphasis for pursuing the degree (desire to increase credibility), and two indicated both personal and professional reasons.

Table 6.2

Participants' Primary Reason for Pursuing a Doctoral Degree (N=32)

Survey Item and Stems	Responses	
	f	%
What was your primary reason for pursuing a doctoral degree? (Please select one of the below options.)		
Professional enrichment	16	50.0
Personal enrichment	11	34.4
Pay increase	1	3.1
Other	4	12.5

Tables 6.3 and 6.4, respectively, provide additional background information on alumni while they were in the doctoral program. With regard to professional focus while participants were in the program, Table 6.3 shows an almost 60/40 split for K-12 (approximately 59%) and higher education (approximately 38%), with one participant citing "other" for 3% of the total.

Table 6.4 shows that approximately 16% of participants worked full-time at Rowan during the program. An estimated 9% worked full-time at community colleges. Approximately 66% of participants had a K-12 dissertation research focus. An estimated 34% of participants had a higher education focus.

Table 6.3

Participants' Primary Professional Focus While in the Doctoral Program (N=32)

Survey Item and Stems	Responses	
	f	%
What was your primary professional focus as a participant in the doctoral program?		
K-12 administration	12	37.5
K-12 curriculum	2	6.2
K-12 counseling related	1	3.1
K-12 faculty	4	12.5
Higher education professional/administrative	10	31.3
Higher education faculty	2	6.3
Consultant	0	0
Entrepreneur	0	0
Other	1	3.1
Local educational policy administration	0	0.0
State educational policy administration	0	0.0
National educational policy administration	0	0.0
Research	0	0.0

Table 6.4

Participant Background Information Specific to Doctoral Program (N=32)

Survey Items, Dissertation Research Focus	Responses			
	Yes		No	
	f	%	*f*	%
Were you a full-time Rowan University employee while participating in the doctoral program?	5	15.6	27	84.4
Did you work full-time at a community college while participating in the doctoral program?	3	9.4	29	90.6
Dissertation research focus:				
K-12	21	65.6	11	34.4
Higher education	11	34.4	21	65.6

Note. I based the dissertation research focus on analysis of respondent dissertations.

Survey Part 1: Program Experiences and Professional Leadership Practice

Results for items related to Research Question 2. How have alumni's theoretical perspectives and/or leadership practices changed in a workplace context? Do alumni attribute the changes, all or in part, to the Educational Leadership doctoral program? Results indicated that theoretical perspectives were changed and /or strengthened and practices changed. Changing theoretical perspectives focused on leadership and change, which supported the program mission. This research question is specific to survey items Q1-Q8 and Q12.

As shown in Table 6.5, of the 32 survey respondents, approximately 81% considered their theoretical perspectives had changed resulting from their doctoral program participation. A higher percentage, approximately 91%, considered their knowledge of theory had strengthened their practice.

Table 6.5

Program Influence on Changed Theoretical Perspectives (N=32)

Survey Items	Responses			
	Yes		No	
	f	%	*f*	%
My knowledge of theory has strengthened my practice.	29	90.6	3	9.4
My theoretical perspectives changed resulting from my doctoral program participation.	26	81.3	6	18.7

Table 6.6 shows that, of the 26 participants who considered their theoretical perspectives had changed, the primary theoretical perspectives selected were leadership at approximately 96% and change, at approximately 73%. These results reflected the

program mission of leadership for change. There was a lesser emphasis on social justice, change, and ethics.

Table 6.6

Specific Theoretical Perspectives that Changed (N=26)

Survey Item and Stems	Responses			
	Yes		No	
	f	%	*f*	%
Which of your theoretical perspectives changed? (Select all that apply.)				
Leadership	25	96.2	1	3.8
Change	19	73.1	7	26.9
Social justice	12	46.2	14	53.8
Diversity	9	34.6	17	65.4
Ethics	4	15.4	22	84.6

Note. Six participants did not consider their theoretical perspectives had changed, resulting in 26 responses overall.

As Table 6.7 indicates, 29 respondents, approximately 83%, used theory to practice to inform their professional interactions with others, as well as to increase understanding of change initiatives implemented by others. However, responses to the next two options, when preparing to make programmatic and systematic decisions were also high, at approximately 79% and 76% respectively. These results indicate that alumni are actively using leadership and change theories, among others, in their workplace in a variety of ways.

Table 6.7

Applying Theory to Practice (N=29)

Survey Item and Stems	Responses			
	Yes		No	
	f	%	*f*	%
I use theory to practice in the following ways:				
To inform professional interactions with others	24	82.8	5	17.2
To increase understanding of change initiatives implemented by others	24	82.8	5	17.2
When preparing to make programmatic decisions	23	79.3	6	20.7
When preparing to make systematic decisions	22	75.9	7	24.1

Note: Three missing values resulted in an *N* of 29.

Table 6.8 presents results for Likert-scaled items related to changing leadership purpose and goals and/or changing leadership practice. The means ranged from 3.50 to 4.19, on a five-point Likert scale. The highest rated item related to changing leadership practices, as approximately 88% of the 32 respondents either strongly agreed or agreed with the statement. Related to this, an estimated 72% of respondents considered that their leadership purpose and goals had changed. The impact of action research on leadership practice appeared moderate. A larger percentage of leaders encouraged their staff to use this approach (approximately 69%) rather than using it themselves (approximately (56%). The latter was the lowest-rated item, with a mean of 3.50.

Table 6.8

Changed Leadership Practices Resulting from Doctoral Program Participation (N=32)

Survey Item Stems	Responses									
	5 - Strongly agree		4 - Agree		3 - Neutral		2 - Disagree		1 - Strongly disagree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
My professional leadership practices are changing, resulting from my doctoral program participation. *N*=32, *M*=4.19, *SD*=0.644	10	31.3	18	56.2	4	12.5	0	0.0	0	0.0
I encourage my staff members to use action research as a basis for change. *N*=32, *M*=3.94, *SD*=0.840	9	28.1	13	40.6	9	28.1	1	3.1	0	0.0
My professional leadership purpose and goals changed because of my participation in the Educational Leadership doctoral program. *N*=32, *M*= 3.72, *SD*=1.11	7	21.9	16	50.0	4	12.5	3	9.4	2	6.2
I use action research as a basis for change; I did not do so prior to this program. *N*=32, *M*=3.50, *SD*=1.30	9	28.1	9	28.1	4	12.5	9	28.1	1	3.1

Note. The scale for presenting survey results is reverse-scored from the actual survey.

As shown in Table 6.9, approximately 97% of the 32 respondents considered that the affect the doctoral program had on their leadership practice was either transforming (approximately 53%) or exactly what they had hoped it would be (approximately 44%).

Although one respondent felt the affect on leadership practice did not meet expectations, none felt the program was in need of improvement, indicating strong overall program. This indicates strong overall program support.

Table 6.9

Affect of Doctoral Program on Leadership Practice (N=32)

Survey Item and Stems	Responses			
	Yes		No	
	f	%	*f*	%
The affect the doctoral program has had on my leadership practice is:				
Transforming	17	53.1	15	46.9
Exactly what I hoped it would be	14	43.8	18	56.2
Not achieving what I hoped	1	3.1	31	96.9
In need of improvement	0	0.0	0	0.0

Results for items related to Research Question 3. How does the Educational Leadership program mission, reflected in aims and goals, or outcomes, align with those alumni understand are useful to them in their changing leadership practice and/or with theoretical perspectives? Overall, results supported the program model mission and related outcomes. This research question is specific to survey items Q9/10 and Q11.

Table 6.10 provides the quantitative results for survey items Q9/10. The means ranged from 4.06 to 4.50, with standard deviations ranging from 0.492 to 0.948. The emphasis for those elements positively changing leadership practice were research skills application, demonstrating reflection in action, and applying organizational culture concepts to work contexts. Related to organizational culture with similar mean scores was applying contextual knowledge to educational problem solving and application of organizational change concepts to facilitate change in work contexts. The lowest rated item related to understanding the context in which schools and colleges operate.

Table 6.10

Program Goals and/or Outcomes that Positively Changed Leadership Practice (N=32)

Survey Item Stems	Responses									
	5 - Strongly agree		4 - Agree		3 - Neutral		2 - Disagree		1 - Strongly disagree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
Application of research skills to the practice of educational leadership *N*=32, *M*=4.50, *SD*=0.568	17	53.1	14	43.8	1	3.1	0	0.0	0	0.0
Demonstrating ability to reflect in action as an educational leader *N*=32, *M*=4.41, *SD*=0.712	16	50.0	14	43.8	1	3.1	1	3.1	0	0.0
Application of organizational culture concepts to work contexts *N*=32, *M*=4.38, *SD*=0.492	12	37.5	20	62.5	0	0.0	0	0.0	0	0.0
Applying contextual knowledge to educational problem solving *N*=31, *M*=4.35, *SD*=0.551, Missing=1	12	38.7	18	58.1	1	3.2	0	0.0	0	0.0
Application of organizational change concepts to facilitate change in work contexts *N*=32, *M*=4.34, *SD*=0.602	13	40.6	17	53.1	2	6.3	0	0.0	0	0.0
Using data to make curricular, staff, school, and or budget decisions *N*=32, *M*=4.34, *SD*=0.653	14	43.8	15	46.9	3	9.4	0	0.0	0	0.0

Using action research to facilitate change *N*=32, *M*=4.31, *SD*=0.693	14	43.8	14	43.8	4	12.5	0	0.0	0	0.0
Applying leadership theory to educational problem solving *N*=32, *M*=4.29, *SD*=0.739	13	41.9	15	48.4	2	6.5	1	3.2	0	0.0
Demonstrating understanding of the theories and principles that underlie educational leadership and how they relate to practice *N*=32, *M*=4.25, *SD*=0.622	11	34.4	18	56.3	3	9.4	0	0.0	0	0.0
Working in groups, rather than as an individual, to achieve organizational goals *N*=32, *M*=4.22, *SD*=0.706	12	37.5	15	46.9	5	15.6	0	0.0	0	0.0
Developing analytical skills as an educational leader *N*=32, *M*=4.19, *SD*=0.738	10	31.1	20	62.5	0	0.0	2	6.3	0	0.0
Facilitating transformative organizational change to meet societal needs and demands *N*=32, *M*=4.16, *SD*=0.767	11	34.4	16	50.0	4	12.5	1	3.1	0	0.0
Developing communication skills as an educational leader *N*=32, *M*=4.09, *SD*=0.856	11	34.4	15	46.9	4	12.5	2	6.3	0	0.0
Understanding, as an educational leader, the context in which schools and colleges operate *N*=32, *M*=4.06, *SD*=0.948	12	37.5	13	40.6	4	12.5	3	9.4	0	0.0

Note. The scale for presenting survey results is reverse-scored from the actual survey.

Table 6.11 on the following page shows the results for survey item Q11. Whereas items Q9/10 focused on the doctoral program elements overall that respondents found changed their practice in positive ways, Q11 considered the top three elements most influential to them. The responses to this question were specific to key elements of the core curriculum model and reflection strategies. The main program element cited, approximately 56% for 18 respondents, was “Reflection in action as an educational leader.” The two elements following in percentage order were “Application of theory to the practice of educational leadership,” approximately 44% for 14 respondents, and “Application of organizational culture concepts to work context,” approximately 41% for 13 respondents.

Table 6.11

Top Three Program Elements Influencing Changes in Professional Practice (N=32)

Survey Item Stems	Responses			
	Yes		No	
	f	%	*f*	%
Reflection in action as an educational leader	18	56.3	14	43.8
Application of theory to the practice of educational leadership	14	43.8	18	56.3
Application of organizational culture concepts to work contexts	13	40.6	19	59.4
Using organizational change concepts to facilitate change	11	34.4	21	65.6
Using action research to facilitate change	11	34.4	21	65.6
Demonstrating proficiency in communication skills as an educational leader	11	34.4	21	65.6
Application of research skills to the practice of educational leadership	9	28.1	23	71.9
Facilitating transformative organizational change to meet societal needs and demands	7	21.9	25	78.1
Working in groups, rather than as an individual, to achieve organizational goals	7	21.9	25	78.1
Application of contextual knowledge to educational problem solving	7	21.9	25	78.1
Demonstrating proficiency in analytical skills as an educational leader	7	21.9	25	78.1
Application of leadership theory to educational problem solving	6	18.8	26	81.3
Using data to make curricular, staff, school, and or budget decisions	6	18.8	26	81.3

These results were similar to the responses to items Q9/10, specific to the emphasis on reflection in action and application of organizational culture to work concepts, respectively. With these responses, the importance of leadership theory also appeared to be salient. The program core curricular pillars (organizational change, organizational culture, research, and leadership theory) appeared important to these alumni in different ways.

Survey Part 2: Professional Experiences

Results for items related to Research Question 4. As shown in Table 6.12, there was approximately a 50/50 split between K-12 and higher education combined in respondents' current practice. With future career aspirations, the interest in higher education increased, from approximately 16% to almost 22%. This research question is specific to survey items Q13-Q17.

Table 6.12

Comparison of Participants' Current, and Future Professional Foci (N=32)

Survey Item Stems	What is your current professional focus? Responses		What are your career aspirations? Responses	
	f	%	*f*	%
K-12 administration	11	34.4	7	21.9
K-12 curriculum	0	0	0	0
K-12 counseling related	3	9.4	1	3.1
K-12 faculty	2	6.2	1	3.1
Higher education professional/administrative	10	31.3	10	31.3
Higher education faculty	5	15.6	7	21.9
Consultant	0	0	1	3.1
Entrepreneur	0	0	1	3.1
Other	1	3.1	4	12.5
Local educational policy administration	0	0.0	0	0.0
State educational policy administration	0	0.0	0	0.0
National educational policy administration	0	0.0	0	0.0
Research	0	0.0	0	0.0

As Table 6.13 indicates, the primary indicator that alumni referenced in terms of professional growth and advancement indicators was improved job performance, at approximately 56%. Communication and presentation skills, published articles, and increased compensation were second in order, all at an estimated 28%. Less than 10% changed careers or employment fields. These results primarily point toward the value of the program in enhancing job performance. Outgrowths of such performance may then be increased compensation and promotions, as well as a willingness to participate actively in their profession through workshops and publishing articles.

Table 6.13

Professional Growth and/or Advancement Indicators (N=32)

Survey Item Stems	Responses			
	Yes		No	
	f	%	*f*	%
Improved job performance, resulting from doctoral program participation	18	56.2	14	43.8
Communication and presentation skills (as with presentations given or workshops conducted)	9	28.1	23	71.9
Articles published	9	28.1	23	71.9
Compensation increased (other than scheduled salary increments) since entering the doctoral program	9	28.1	23	71.9
Receiving a promotion	8	25.0	24	75.0
Changing jobs	6	18.8	26	81.2
Changing career or field of employment since entering the doctoral program	3	9.4	29	90.6
None of the above	2	6.2	30	93.8
Grants received due to participation in the educational leadership doctoral program	1	3.1	31	96.9
Awards received due to participation in the educational leadership doctoral program	0	0.0	32	100.0

As Table 6.14 indicates, a professional growth indicator for respondents was continued research, either collaborating with faculty and/or continuing with their dissertation research. Twenty nine percent of participants reported that they collaborated in research with the Educational Leadership doctoral program faculty. Perhaps of greater import is that approximately 84% reported that they continued to use or extend their dissertation research. This might point to the importance of the dissertation research to these alumni and the value of it to them in their workplace. It also speaks to the continued professional connection between the alumni and the doctoral program faculty. Such faculty-alumni collaboration may also relate to the results reported earlier on articles published, as well as presentations and/or workshops conducted.

Table 6.14

Participants' Research Collaboration with Faculty and/or Extending Dissertation Research (N=32)

Survey Item	Responses			
	Yes		No	
	f	%	*f*	%
I collaborate in research with the Educational Leadership doctoral faculty.	9	29.0	22	71.0
I continue to use or extend my dissertation research.	27	84.4	5	15.6

Survey Part 3: General Program Considerations

Results for items related to Research Question 5. What are alumni understandings of the doctoral program's strengths and/or specific suggestions for improvement, as they relate to their changing leadership practices and/or theoretical perspectives across time? The alumni survey results indicated the value of program support in terms of structural support, through the on-campus learning environment and the cohort model. This structural support facilitated peer and faculty support, which the participants also indicated as of value to them. This research question is specific to survey items Q18-Q27.

As Table 6.15 indicates, 21 of 32 respondents, approximately 66%, considered the on-campus cohort model played a role in their decision to pursue their degree. The most positive aspects for participants of the on-campus cohort model related to building relationships (50%) and getting to know cohort members (25%). Least positive were flexibility of scheduling and the initial residency requirement, both at an estimated 3.0%.

Table 6.15

Usefulness of the On-Campus Cohort Model to Respondents (N=32)

	Responses			
Survey Items and/or Stems	Yes		No	
	f	%	*f*	%
Did the use of the on-campus cohort model play a role in your decision to pursue your degree?	21	65.6	11	34.4
What was most positive for you as an on-campus cohort participant? (Please choose the appropriate response.)				
Building relationships	16	50.0	7	50.0
Getting to know cohort members	8	25.0	24	75.0
Knowing when each course would be offered	2	6.3	17	93.7
None of the above	2	6.3	29	93.7
Other	2	6.2	29	93.8
Flexibility of scheduling	1	3.1	14	96.9
Summer sessions where you stayed on campus	1	3.1	31	96.9

Table 6.16 provides those factors alumni considered influenced progress toward degree attainment. Program support was a key consideration overall, particularly faculty and structural support, particularly the on-campus learning environment and corollary chance to learn with colleagues. I provide additional detail in the following paragraphs.

Table 6.16

Program Factors Affecting Degree Progress

Survey Items and Stems	Responses Facilitated progress		Hampered progress		No effect		Not applicable		
	f	%	*f*	%	*F*	%	*f*	%	*N*
How did the following program delivery factors affect your progress toward completing your degree?									
Face-to-face instructional delivery	28	90.3	1	3.2	2	6.5	0	0.0	31
Convenience of class location	21	65.6	2	6.3	8	25.0	1	3.1	32
Flexibility of class schedules	15	50.0	0	0.0	12	40.0	3	10.0	30
Use of technology with instruction	11	36.7	0	0.0	14	46.7	5	16.6	30
Hybrid instructional delivery	5	17.9	6	21.4	0	0.0	17	60.7	28
How did the following support service factors affect your progress toward completing your degree?									
Chance to learn with colleagues	25	80.6	1	3.2	3	9.7	2	6.5	31
Opportunities for colleague support	22	71.1	1	3.2	5	16.1	3	9.7	31
Program communication	17	54.9	5	16.1	8	25.8	1	3.2	31
Tuition waiver	6	19.4	0	0.0	4	12.9	21	67.7	31
Assistantship opportunities	2	6.7	0	0.0	5	16.7	23	76.6	30
How did the following instructional delivery and advising factors affect your progress toward completing your degree?									
Quality of instruction	31	96.9	0	0.0	1	3.1	0	0.0	32
Faculty expertise	29	93.6	1	3.2	1	3.2	0	0.0	30
Access to faculty	29	93.5	0	0.0	2	6.5	0	0.0	31
Faculty advising	25	83.4	1	3.3	4	13.3	0	0.0	30
Consistency of the quality of instruction	24	77.4	4	12.9	3	9.7	0	0.0	31
Program course sequence	24	75.0	1	3.1	7	21.9	0	0.0	32

Faculty support was a key consideration with instructional delivery and advising factors facilitating degree progress. The top three factors were quality of instruction at approximately 97% (*N*=32), as well as faculty expertise (*N*=30) and access to faculty (*N*=31), both at approximately 94%. Face-to-face instructional delivery was a key factor at approximately 91% (*N*=31). Approximately 81% of respondents *(N*=31*)* considered the chance to learn with colleagues a primary support factor strength.

The main program delivery factor that 31 respondents considered most affected degree progress was face-to-face instructional delivery (approximately 91%) Supporting this was the low percentage response for hybrid instructional delivery. However, I note as well that approximately 61% of respondents did not consider hybrid instruction applicable to them.

The main factor participants perceived as hampering degree progress was the inconsistency of instructional quality, cited by approximately 13% of respondents. Perhaps not surprisingly, hybrid instructional delivery was then cited by an estimated 21% of respondents (*N*=28) as a factor that hampered degree progress. Program communication was the primary support factor cited by an estimated 16% of respondents (*N*=31) as hampering degree progress.

As Table 6.17 indicates, of the 32 respondents, 22 or an estimated 69% considered program completion as feasible in three years, with 10 respondents or approximately 31% not considering completion feasible in that timeframe. For eight of those 10 respondents, 75% selected both personal and professional reasons as to why they did not consider completion feasible in three years. The remaining 25% divided equally between citing personal or professional reasons (12.5% for each).

Table 6.17

Feasibility of Program Completion in Three Years

Survey Items and/or Stems	Responses				
	Yes		No		
	f	%	*f*	%	*N*
We are marketing the program as possible completion in three years. Did you find that feasible?	22	68.8	10	31.2	32
Please indicate the primary reason below as to why you did not find program completion feasible in three years. (If a “No” response to the previous question)					10
Both personal and professional reason(s)	6	75.0	2	25.0	8
Personal reason(s)	1	12.5	7	87.5	8
Professional reason(s)	1	12.5	7	87.5	8

Note. I based the program completion timing on a review of participant admission dates, drawn from departmental data. I used these data in place of respondent data for survey items Q28 through Q30, respectively.

Table 6.18 shows results specific to program satisfaction. Participants were satisfied with the program overall, with combined “strongly agree” and “agree” responses that ranged from approximately 91% to 97%. The results indicate participants were most satisfied with the challenge to be more reflective professionally and the program’s intellectual challenge; both items had combined “Strongly agree” and “Agree” responses of approximately 97%.

Table 6.18

Program Satisfaction Indicators (N=32)

	Responses									
Survey Item Stems	5 - Strongly agree		4 - Agree		3 - Neutral		4 - Disagree		5 - Strongly disagree	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%
The doctoral program helped me to become more reflective professionally *N*=32, *M*=4.66, *SD*=0.653	22	71.9	7	25.0	1	0.0	2	3.1	0	0.0
Overall, I think the doctoral program challenged me intellectually *N*=32, *M*=4.62, *SD*=0.660	22	68.8	9	28.1	0	0.0	1	3.1	0	0.0
The doctoral program helped me to increase my leadership potential *N*=32, *M*=4.53, *SD*=0.842	23	68.8	8	21.9	0	3.1	1	6.2	0	0.0
Access to the faculty and their expertise throughout the program was very useful to me *N*=32, *M*=4.41, *SD*=0.756	17	53.1	12	37.5	2	6.3	1	3.1	0	0.0

Note. The scale for presenting survey results is reverse-scored from the actual survey.

Lastly, Table 6.19 addresses program recommendations. Approximately 78% or 25 respondents (*N*=32) have recommended the program to others. Of these, 24 would still recommend the program.

Table 6.19

Program Recommendations (N=32)

Survey Items	Responses			
	Yes		No	
	f	%	*f*	%
Have you recommended the program to other people?	25	78.1	7	28.9
Would you still recommend the program to other people? (If responding "Yes" to previous question)	24	75.0	8	25.0

Chapter VII

Qualitative Data Findings: Program Effectiveness

I provide qualitative findings from the alumni interviews in this chapter. I first provide the interviewee demographic results as Table 7.1, drawing on data from the alumni survey as the source for available participant information. Table 7.2 provides individual participant profile information. I then present findings for the relevant research questions, as they relate to the related conceptual category analysis framework (see Appendix I). I provide the alumni interview guide as Appendix D. In analyzing these data, I used a grounded theory methodology, looking for main categories or concepts and then related properties (category attributes) (Corbin & Strauss, 2008) and/or dimensions (property characteristics that provide conceptual range and specificity). I provide quotes as supporting evidence throughout as well as to provide rich description and context for the participants and their voices.

Interviewee Demographic Information

Table 7.1 provides an overview of the interviewee demographic results. The participants were primarily female, with an almost 80/20percentage split between the genders. White, non-Hispanic participants comprised almost 64%; Hispanic and African American participants comprised approximately 33%.

In terms of professional focus, almost 55% overall were in K-12. Approximately 36 percent of participants were in K-12 administration, with another estimated 18% as K-12 faculty. An estimated 27% were in higher education professional/administrative positions and approximately 18% percent were in higher education faculty, for a combined total of almost 46% in higher education overall.

Lastly, eight of 11 participants or approximately 73% focused on K-12 issues for their dissertation research. Three respondents or approximately 27% focused on higher education. The two cohort groups were close to a 50/50 split proportionally, with approximately 54% for Cohort Group 1 and an estimated 46% for Cohort Group 2.

Table 7.1

Alumni Interview Participant Demographics (N=11)

	Responses	
Interviewee Participant Characteristics	*f*	%
Gender		
Female	9	81.8
Male	2	18.2
Age range		
35-44	3	27.3
45-54	4	36.4
55-64	4	36.4
Race/ethnicity		
White, non-Hispanic	7	63.6
African American	3	27.3
Hispanic	1	9.1
Current professional focus		
K-12 administration	4	36.4
K-12 faculty	2	18.2
Higher education professional/administrative	3	27.3
Higher education faculty	2	18.2
Dissertation research focus		
K-12	8	72.7
Higher education	3	27.3
Cohort analysis groups		
Cohort group 1 (admission date 1997-2002)	5	54.4
Cohort group 2 (admission date 2003-2007)	6	45.5

Note. I base the dissertation research focus on analysis of respondent dissertations. I base the cohort analysis groups on review of participant admission dates, drawn from departmental data. I obtained the remaining data from the alumni survey results (Appendix A).

Table 7.2

Participant Profiles (N=11)

First Name	Last Name	Current Professional Focus	Dissertation Research Focus	Gender	Age Range	Cohort Analysis Group No.
Joan	Ashley	K-12 administration	K-12	Female	35-44	1
Susan	Beard	Higher education professional/administrative	Higher education	Female	45-54	2
Chris	Cullen	K-12 faculty	K-12	Female	35-44	2
Don	Farley	K-12 administration	K-12	Male	55-64	1
Gerry	Fullen	Higher education professional/administrative	Higher education	Female	35-44	2
Kathy	Hanes	K-12 administration	K-12	Female	55-64	1
Ellen	Jakes	K-12 faculty	K-12	Female	45-54	2
Doug	Jasper	K-12 administration	K-12	Male	45-54	1
Jackie	Jones	Higher education faculty	Higher education	Female	55-64	1
Lesley	Lane	Higher education faculty	K-12	Female	45-54	2
Rose	Marie	Higher education professional/administrative	K-12	Female	55-64	1

Note. Cohort Analysis Groups: 1 -Initial cohort group (admission dates 1997-2002); 2 - Subsequent cohort group (admission dates 2003-2007).

Table 7.3 provides profile information specific to interview type, date and length of the interview. Three participants participated in on-campus interviews. The remaining nine participated in phone interviews. The on-campus interviews ranged from 30 to 90 minutes in length. The phone interviews ranged from 20 to 50 minutes in length.

Table 7.3

Participant Interview Information (N=11)

First Name	Last Name	Interview Type	Interview Date	Interview Length (Minutes)
Joan	Ashley	Phone	1/6/10	50
Susan	Beard	Phone	1/13/10	30
Chris	Cullen	On-campus	12/16/09	30
Don	Farley	Phone	12/15/09	50
Gerry	Fullen	Phone	12/16/09	30
Kathy	Hanes	Phone	1/24/10	20
Ellen	Jakes	Phone	1/18/10	30
Doug	Jasper	On-campus	12/16/09	30
Jackie	Jones	Phone	1/8/10	30
Lesley	Lane	Phone	12/17/09	25
Rose	Marie	On-campus	1/11/10	90

Research Question 2 Addressed: Enacted Program Mission of Leadership for Change

How have alumni's theoretical perspectives and/or leadership practices changed in a workplace context? Do alumni attribute the changes, all or in part, to the Educational Leadership doctoral program? Table 7.4 provides the high-level categories//themes for this research question. I provide further details specific to related properties and/or dimensions, as well as the frequency of related quotes for a given category, within each section. I address key properties and frequencies in a tabular form and the relevant dimensions within the text. Qualitative findings indicated changing leadership purpose and goals, as well as changing theory with practice. In doing so, alumni participants enacted the program mission of leadership for change.

Table 7.4

Research Question 2 Findings: Enacted Program Mission of Leadership for Change

Related Research Question Component	High-Level Categories
Changing leadership purpose and goals	Changing leadership purpose and goals: Consciously looking through a leadership lens
Applying theory to practice	Applying theory to practice: An internal to external leadership focus

Changing leadership purpose and goals: Consciously looking through a leadership lens. These findings were in response to the interview question, "Did your leadership purpose and goals change positively because of the Educational Leadership doctoral program? In what ways did they change?" As Table 7.5 shows, a main finding was participants' increased awareness of their leadership as they consciously used theory and/or research concepts to inform their current practice. Nine of the 11 participants considered their leadership purpose and goals had changed, while two participants did not (G. Fullen, personal communication, December 16, 2009; R. Marie, personal communication, January 11, 2010).

For the nine participants whose purpose and goals had changed, the properties specific to this category were (a) clarity on what they stand for as leaders, (b) awareness of their leadership impact as it informs practice, and (c) consciously using their research to promote quality learning for their students. There were equal divisions among the three categories. The related properties were clarity on leadership, awareness of impact as it informs leadership practice, and consciously using dissertation research to promote quality learning for students.

Table 7.5

Changing Leadership Purpose and Goals with Leadership Practice (N=11)

Category	Properties	Responses *f*	%
Increased awareness as a leader, consciously using theory and or research as a lens through which to inform leadership practice (*N*=9)	Clarity on what they stand for as leaders	3	33.3
	Awareness of leadership impact as it informs practice	3	33.3
	Consciously using research to promote quality learning opportunities for students	3	33.4

Note. Two of the 11 participants did not consider that their leadership purpose and goals had changed, resulting in a response *N* of nine.

Clarity on what they stand for as leaders. Clarity on leadership through increased awareness related to finding one's voice as a leader, increased awareness of leadership to inform practice, and integrating leadership concepts with one's experience base. Chris found her voice and her identity as a leader, something that she has internalized: "I was able to find my voice in this program. I am...clear about who I am and what I care about…and it's because of going through this program that it happened" (C. Cullen, personal communication, December 16, 2009). Supporting this, Chris also realized the conceptual distinction between leaders and managers and, in doing so, the value of empowering others.

Now consciously aware of her leadership, Lesley actively integrated what she had learned about leadership and theory into her "way of being" with her experience base (L. Lane, personal communication, December 17, 2009). Susan saw how her increased awareness informed her practice, using theory: "Now when I make decisions as a leader, I make decisions as a transformational leader, engaging people, and I keep going back to that as a leader…I have a lot more awareness of myself as a result of the program" (S. Beard, personal communication, January 13, 2010).

Awareness of leadership impact as it informs practice. Increased awareness of leadership impact informed practice for other participants specific to how others viewed them, how they saw themselves as leaders, and how they saw other leaders. Kathy was conscious of her leadership and strategies in terms of how others saw her leadership: "I became much more aware of and conscious of my leadership skills, particularly with those I would be leading. I was very cautious about leadership: 'Am I empowering them?' (K. Hanes, personal communication, January 24, 2010).

Doug learned about his leadership and its impact through an increased awareness of how others perceived it (D. Jasper, personal communication, December 16, 2009). Ellen (E. Jakes, personal communication, January 18, 2010) saw leadership in all areas of her life. She now learned about her leadership from observing other leaders:

> I think for me… everything I saw I started to look at from a leadership standpoint, in all areas of my life, such as when I watched TV and politics. I will think of the leadership role of the person involved and what they do. With my education, I now see the world through a leadership lens. When people are doing it right, I see those tenets of leadership-their understanding of the environment, the culture they are in, and all those things I look through a leadership lens-positively or negatively…

Consciously using research to enhance quality of student learning. Other participants spoke of their changing leadership purpose and goals in terms of the influence of research concepts (including their dissertation research) on enhancing the quality of student learning. This included use at the college level to build community, as well as use in a K-12 context. Jackie continued to use her dissertation research with her developmental reading students at the college level to build community and encourage collaboration (J. Jones, personal communication, January 8, 2010). Don, through his dissertation research and continued research readings, developed the ability to distinguish between a teaching and learning focus as a principal: "The end result should be that kids learn, not that [the] teachers teach" (D. Farley, personal communication, December 15, 2009). Joan spoke of promoting quality learning for students by continuing to use her dissertation research in her school (J. Ashley, personal communication, January 6, 2010):

> As recently as this morning, I was in a meeting, talking about curriculum and expectations for students, and I was drawing on research I had done with my dissertation. The literature review work I did, the comprehensive nature of the reading I did, I consistently draw on that knowledge and I use it in discussions about raising standards and making available for each student quality learning opportunities. So, even though I finished the program now seven years, I still am drawing consistently on that knowledge that I gained in doing the research work for the dissertation. (J. Ashley, personal communication, December 15, 2009)

Applying theory to practice: An internal to an external leadership focus. These findings were in response to the interview question, "How do you currently link theory to practice? As shown in Table 7.6, the participants linked their theory to practice by moving from an internal to an external leadership focus. Within this category, there were four properties, reflecting this internal to external leadership focus continuum: (1) developing one's own leadership, (2) developing leadership in others, (3) sharing leadership, and (4) developing community through inclusivity.

Table 7.6

Applying Theory to Practice: Internal to External Leadership Focus (N=11)

		Responses	
Category	Properties	*f*	%
Moving from an internal to external leadership focus when applying theory to practice	Developing one's own leadership	2	0.18
	Developing leadership in others	6	0.55
	Leadership sharing	5	0.45
	Developing community through inclusivity	3	0.27

Note. Four of the 11 participants had responses applicable to more than one property. This resulted in a total respondent frequency count of 16, larger than the response total of *N*=11.

Developing one's own leadership. Some respondents spoke of applying theory inwardly by integrating the leadership concepts through increased awareness. In doing so, they spoke of the importance of self-reflection and active listening strategies as they learned about their leadership. For example, Chris spoke of the increase in her emotional intelligence and her use of active listening strategies in her school to separate the personal from the professional: "…I am now able to hear what people are not saying… I am better able to separate an issue from a person ….I am still working on my delivery, but…I am aware….like a new awareness" (C. Cullen, personal communication, December 16, 2009). Doug learned about his servant leadership in action using reflection on practice:

> I periodically review the 10 descriptors of servant leadership that Larry Spears put forth and I self reflect and evaluate using them…I have learned to listen when I am interacting with faculty, teachers, parents, students, and others for signs of those descriptors. That helps me to know in a more unbiased way whether or not I am living up to my goal of being a servant leader like Jesus Christ. (D. Jasper, personal communication, December 16, 2009)

Developing leadership in others. Over half of the respondents focused on leadership development of others. Some focused on engaging others in the decision-making process, while others used learning communities and teams to facilitate leadership development. In doing so, respondents used a variety of theories. Rose (R. Marie, personal communication, January 11, 2010) used a systems approach, engaging key stakeholders when making decisions. Susan also engaged others in decision making as a transformational leader (S. Beard, personal communication, January 13, 2010). Lesley developed leaders with teams, using a social justice perspective (L. Lane, personal communication, December 17, 2009).

Don (D. Farley, personal communication, December 15, 2009) used learning communities, peer observations, knowledge sharing and reflection strategies, using change theory to influence his organization's culture. Joan also used change theory to develop teacher leaders by facilitating knowledge sharing with learning communities. She stated, "Development of professional learning communities in our field has really become a prevalent practice…being able to draw on change theory, working to understand how change affects people and sharing that knowledge with other educational leaders continues to be important…" (J. Ashley, personal communication, January 6, 2010). Ellen encouraged leadership development in others indirectly through mediating actions to support change and support other leaders:

> …I realize that my principal is under a lot of pressure, and when things are not going very well, when he wants the teachers to do something, and there are all these side comments and parking lot conversations, I really try to come in [the conversation]. If I see what he is doing is a positive thing, I try to explain in a nice way (in a peer way, not a doctoral way) about why he is doing what he is doing and the other ramifications that are going on in our school--why he is doing what he is doing. So that on a day-to-day basis. I try to help my school. My peers tend to be narrow [in focus], such as Special Ed or Spanish. They may see things through their lenses alone, so I really try to give that other perspective or option and try to make people think about what is going on in our school. (E. Jakes, personal communication, January 28, 2010)

Leadership sharing. Approximately half of the respondents focused on sharing leadership with others. Don learned in the program about the value of sharing leadership, referring to his knowledge of social discourse. He stated, "As a leader it [program knowledge] allows me to be more comfortable to share the leadership, looking at leadership in others and help to develop them so I am not carrying all the load" (D. Farley, personal communication, January 15, 2009). Susan, a transformational leader, developed awareness of different leadership styles to work effectively with other leaders whose styles differed from hers (S. Beard, personal communication, January 13, 2010).

In a similar way, Kathy learned to apply her awareness of differing leadership styles to meet specific goals, such as developing leaders and encouraging leadership sharing, using distributive and collaborative theory:

> I can apply a conceptual framework to describe the leadership theory that I am using or might want to use to bring about change. Before, I didn't have that knowledge. Now I feel that I can say that I practice distributive and collaborative leadership styles to empower others and to broaden my followers' awareness of their potentials to lead or become leaders. Particularly when I am talking with colleagues and subordinates, I want them to know that value what skills they bring to the situation and that I trust that together we can make a difference or bring about the appropriate changes. (K. Hanes, personal communication, January 24, 2010)

Other participants shared leadership through teams and team development, providing the vision and motivation to team members. Chris spoke of herself as a visionary leader, with the realization that she needed to rely on teams to implement the vision, stating, "Leadership is not about 'I…. As a leader, you must be willing to give up something. You have to" (C. Cullen, personal communication, December 16, 2009). Gerry spoke in a similar vein of having a vision and working with the team to implement it: "…everyday, when speaking with people, with the team, I think about is this information inspiring and a changed vision. I try to keep it part of my thought process" (G. Fullen, personal communication, December 16, 2009).

Developing community through inclusivity. Approximately one third of the respondents emphasized using their theory with practice by developing community through inclusivity, either in their classroom or with their colleagues. Lesley focused on inclusivity and teamwork at her community college, using a social justice approach:

> I am inclusive. I continue to be. I do everything as a team. I consistently work with people, helping them adapt, develop their skills, motivate them and always looking at how to work with the underdog and how to make their life a little bit better. I work in a community college and that is all social justice. (L. Lane, personal communication, December 17, 2009)

Jackie facilitated community in her classroom by encouraging collaboration with her developmental reading classes. She stated, "I still believe very firmly in developing a community of learners…I just keep using my ideas of collaboration. Some students are already in the classroom…so they share their techniques and everyone contributes something in the class" (J. Jones, personal communication, January 8, 2010). Similarly, Chris encouraged inclusivity in her school, using a social justice emphasis:

> Every day that I go to work I always put students first, but the way that I link the theory to my practice is I know that one size does not fit all…My leadership style could be defined as social justice at the forefront. Just as I found my voice, I want others, who are often unheard-, whose voices are silenced, to be heard. (C. Cullen, personal communication, December 16, 2009)

Research Question 5 Addressed: Core Curriculum Model Value with Program Support

What are alumni understandings of the doctoral program's strengths and/or specific suggestions for improvement, as they relate to their changing leadership practices and/or theoretical perspectives across time? As indicated by Appendix I, there were multiple interview questions for this research question, and the responses went across categories. These questions were: (a) “How did the doctoral program work for you? What was its effect on you, both personally and professionally?” (b) “What did the program do particularly well? What were the most valuable parts of the program?” (c) “To what extent did you feel prepared for the dissertation? What helped and what hindered your progress?”

Table 7.7 provides the high-level categories/themes for this research question. I provide further details specific to related properties and/or dimensions, as well as the frequency of related quotes for a given category, within each section. I address key properties and frequencies in a tabular form and the relevant dimensions within the text.

Table 7.7

Research Question 5 Findings: Core Curriculum Model Value with Program Support

Research Question Component	High-Level Categories
Program strengths	Value of core curriculum pillars, including reflection
	Program structure value, supporting core curriculum
	Value of faculty support
Program improvement areas	Program communication issues
	Faculty expertise inconsistencies
Program impact: Personal and/or professional	Personal growth informing professional growth
	Professional impact
Program satisfaction	Program satisfaction

Specific to program strengths, alumni found the program model (the core curriculum pillars, with reflection) of value to them. Undergirding this was the importance of program support, including the program structure, the faculty support and expertise, as well as the support provided with the dissertation process. Program areas for improvement categories/themes related to program communication and inconsistencies with faculty expertise. In terms of program impact, a key finding was that personal growth informed professional growth, pointing toward intrinsic factors. However, certain alumni also referenced extrinsic factors, including increased credibility through attaining the doctoral degree. There were also high levels of program satisfaction.

Value of core curriculum pillars, including reflection. As Table 7.8 indicates, varying aspects of the core curriculum pillars were of value to six of the 11 participants. These aspects included the importance of understanding organizational culture and change, developing research skills, as well using theory and reflection strategies. One participant referred to reflection strategies as having a personal impact as well.

Table 7.8

Program Strengths; Value of Core Curriculum Pillars, Including Reflection Strategies (N=6)

		Responses	
Category	Properties	*f*	%
Value of core curriculum pillars, including reflection strategies	Understanding organizational culture and change	4	0.67
	Value of reflection, with increased awareness	3	0.50
	Applying theory to practice	2	0.33
	Research skills and the value of action research	2	0.33

Note. Four of the six participants had responses applicable to more than one property. This resulted in a total respondent frequency count of 11, larger than the response total of *N*=6.

Understanding organizational culture and change. Four alumni cited organizational change and/or culture as valuable to them with their leadership practice. Related dimensions included professor responsiveness, course structure and concepts, and insights gained. Gerry considered her professors' openness to new ideas valuable t her particularly regarding discussing organizations and systems with effecting change:

> I loved my professors. I thought they were really open to new ideas. I loved how they focused on organizations and systems. I really liked that focus because I think that applies to work no matter what you are doing…to understand change, looking at organizations through different lenses, and the importance of establishing long-lasting relationships and making positive change happen. (G. Fullen, personal communication, December 16, 2009)

Jackie found the organizational culture course meaningful with her leadership practice: "I liked…the way it was set up, the leadership goals, the impact you can have as a leader. The culture is set at the top, but there are leaders at every single level of the organization, and everybody is important" (J. Jones, personal communication, January 8, 2010). Don considered both the organizational change and culture courses as valuable to him in terms of his increased understanding, stating:

> Two pieces [were valuable]. One is [my] understanding the culture of organizations. That was critical; prior to that I didn't really look at organizations as organisms, I did not look at the culture. The change piece was also critical--understanding the change process and resistance to change. (D. Farley, personal communication, December 15, 2009)

Lesley spoke of the program’s personal impact, specific to organizational culture: “It [the program] gave me greater insight into leadership as well as understanding the organization and its culture and how to dissect it” (L. Lane, personal communication, December 17, 2009. The course affected her leadership practice as she learned to use political strategies to facilitate change: “I made many faux pas prior to the program. If I want to do something in my environment now, I assess the character, personality--I have become more political…”

The value of reflection with increased awareness. Of the six who had responses applicable to this category, 50% valued reflection strategies, specifically citing increased awareness of themselves as leaders. Lesley referred to this increased awareness through using reflection strategies to understand her identity as a minority person and feminist. The reflection process she used with her research helped her name something that had heretofore been unclear:

> I became more aware of my struggles through my career. I was able to put a name to it, identify it, and then I was able to understand that personal struggle. I can tell you when I became aware. It actually happened during the writing of the dissertation, the writing and the reflective journal… (L. Lane, personal communication, December 17, 2009)

For Rose Marie, the value related to her learning to think differently as an administrator (R. Marie, personal communication, January 11, 2010), whereas Doug found clarification in his beliefs as they related to his actions as a servant leader:

> The program challenged me to become more reflective and did that very well…the dissertation process compelled me to reflect on a lot of things that were

> purely matters of the heart before and now became matters of both the heart and the mind for me. If I could sum it up in a sentence, it would be the program helped me to get in touch with why I believe and do what I do. (D. Jasper, personal communication, December 16, 2009)

Applying theory to practice. Two alumni specifically referenced the value of applying theory with their practice. Rose Marie valued Senge's personal mastery piece of systems theory (R. Marie, personal communication, January 11, 2010), while Doug appreciated theory from a servant leadership standpoint in terms of learning to think differently. He stated:

> The program did an excellent job for me of identifying in concrete and practical terms what I wanted to be as a servant leader. And then it gave me some tools to find out how I am doing that through the eyes of other people. I never considered that dimension before. I thought, "I am the boss and I'm doing just fine." (D. Jasper, personal communication, December 16, 2009)

Research skills and the value of action research. Two alumni cited the value of action research with developing their research skills. Gerry spoke directly of the value of action research for her with everyday leadership practice stating, "I thought the action research part of it was good. I think that's a practical application for higher ed--it's something you can use in everyday work" (G. Fullen, personal communication, December 16, 2009). Conversely, Joan spoke of action research indirectly as she discussed the value of her qualitative research course:

> [Additionally] the field note project that we did was amazing. It was a really important course in terms of learn how to capture data and because we were doing

> that in the setting of own choice…It was a pivotal course in terms of examining data and working with data…it was a poignant experience…the opportunity to work with field notes really broadened my skill base. (J. Ashley, personal communication, January 6, 2010)

Program structure value, supporting core curriculum. As shown in Table 7.9, the program structure was of value to 10 of the 11 participants with regard to colleague support through the cohort model and the on-campus learning environment. Others spoke of the value to them of the program structure's flexibility and accessibility.

Table 7.9

Program Strengths: Program Structure Value (N=10)

		Responses	
Category	Properties	*f*	%
Program structure value, supporting core curriculum	Peer support through the cohort model and on-campus learning environment	6	0.60
	Establishing connections and contacts	4	0.40
	Program structure flexibility and accessibility	4	0.40

Note. Four of the 10 participants had responses applicable to more than one property. This resulted in a total respondent frequency count of 14, larger than the response total of *N*=10.

Peer support. Over half of the 10 alumni considered the peer support aspect of the program structure, enacted by the on-campus cohort model, useful to them in terms of program value, as well as with professional and/or personal impact. Some appreciated the emotional support offered by the cohort structure, while others spoke of shared learning, as well as information sharing. Regarding emotional support, Jackie said, "Personally, it [the program] actually took a lot out of me. It was exhausting. It was emotionally draining…But we had a cohort approach, so I always had someone to back me up or talk to" (J. Jones, personal communication, January 8, 2010). Gerry found value in having the ongoing support of the same group of people progressing through the program together (G. Fullen, personal communication, December 16, 2009). Similarly, Chris found emotional safety in her cohort, allowing her room to grow:

> The most valuable part of the program was (and I guess I believe this after the fact, I didn't see it before)--was the structure of the cohort. Because the way that you write the dissertation and you have that reflective piece, I think that only works if you build it around groups of people-where you have to feel in a safe space to do that kind of collaboration and sharing for it to really be transparent and authentic. (C. Cullen, personal communication, December 16, 2009)

Others found value in the shared learning experience. As Jackie stated, "Professionally, I really liked the cohort approach because I got to know people pretty well. We got to share our stories and learn from each other. That was valuable to me. Some of us are still in touch today" (J. Jones, personal communication, January 8, 2010). Ellen valued the peer interactions from the perspective of taking her learning and discussing it with the others:

> Well, I can definitely say the most valuable part of the program was getting together with my peers… Taking what I learned from the book and the lectures and really having a chance to talk things out with others…We may have had different career goals and paths but we had the same ideas in mind about leadership and where that fit in our professional and personal lives. I feel the

> biggest strength was the cohort and being able to interact with people of different ages and cultural groups at different phases of their careers. I feel that I learned the most from that. That was invaluable. (E. Jakes, personal communication, January 18, 2010)

In a similar vein, participants valued information sharing as well. Lesley obtained information on the benchmarking process from those who had gone before her (L. Lane, personal communication, December 17, 2009). Susan learned about the dissertation process in part by talking with students from other cohorts: "Also, just from talking to other students in other cohorts--I was prepared in what the work was, the amount of work, and the process of going back and forth with your chair and your committee" (S. Beard, personal communication, January 13, 2010).

Establishing connections and contacts. Four participants found the on-campus cohort model useful in terms of connections and contacts, specific to professional and/or personal impact. These respondents found newfound friends as well as contacts (G. Fullen, personal communication, December 16, 2009; K. Hanes, personal communication, January 24, 2010) to be important to them personally. Others found the professional impact important, including getting to know program faculty (J. Ashley, personal communication, January 6, 2010). Doug considered developing a professional peer network as a key consideration in choosing the doctoral program:

> What it [the program] offered me--what I noticed right at the start, was the value of the relationships that it afforded for me with other education professionals... I considered a couple of online opportunities, distance learning opportunities, but I really felt I would learn a lot more by just being around people who had

> experience and wisdom in the education arena. It was the interaction with other professionals. (D. Jasper, personal communication, December 16, 2009)

Rose found value in developing contacts in and outside of education: "I think the fact that I had wonderful people to call that were inspiring and encouraging, in the business and not in the business. I was able to maintain that passion and tenacity" (R. Marie, personal communication, January 11, 2010). Gerry considered developing cross-organizational contacts to have a professional impact for her in the program, as she was able to see a larger picture:

> It exposed me to people that I wouldn't have had the opportunity to meet, especially in K-12, which was really helpful to me, being in higher ed--seeing the entire pipeline, seeing the entire connection… Even if I am not friends with people, I have contacted people from the program in their area of expertise, such as admissions, policy, [and] institutional research. (G. Fullen, personal communication, December 16, 2009)

Program structure flexibility and accessibility. Four of the 10 respondents indicated that the flexibility of the program structure was important to them. Don appreciated the flexibility and accessibility of the program structure due to the location: "We did have the weekend where we met a couple of times, but I was able to go home because I live close by" (D. Farley, personal communication, December 15, 2009). Joan appreciated the program structure in terms of accessibility and compact structure, as she wanted to finish within a two-to-three year timeframe (J. Ashley, personal communication, January 6, 2010). The scheduling flexibility was important to participants as well. As Kathy said, "It [the program] worked for me because I could do it after work and still work full-time" (K. Hanes, personal communication, January 24, 2010). Susan concurred, stating:

> For me, the most valuable parts of the program were actually the times. They [the classes] were in the evening. They were also on Friday. It was easy for me to take off one day a week, and Saturday, I already had it off. I appreciated the flexibility. (S. Beard, personal communication, January 13, 2009)

Dissertation process support. As Table 7.10 indicates, five of the 11 participants found the embedded dissertation process and/or the flexibility of the dissertation process useful to them. Respondents spoke of the value of the process in leading toward the completed dissertation, including developing ongoing research skills, as well as the flexibility of the process overall.

Table 7.10

Program Strengths: Dissertation Process Support (N=5)

Category	Properties	Responses *f*	 %
Dissertation process support	Value of the embedded dissertation process	3	0.60
	Flexibility of the process	2	0.40

Value of the embedded dissertation process. Gerry, Joan, and Don referred to the value of the dissertation process (J. Ashley, personal communication, January 6, 2010; D. Farley, personal communication, January 15, 2009; G. Fullen, personal communication, December 16, 2009). As Don stated, "Doing the dissertation in stages was very helpful. You always knew what the flow was going to be like...It was almost like every time you took a course, you had another 20 to 30 pages for the dissertation" (D. Farley, personal communication, January 15, 2009). Further, Ellen and Gerry cited the value of developing their research skills as part of the ongoing process (G. Fullen, personal communication, December 16, 2009; E. Jakes, personal communication, January 18, 2010).

Process flexibility. Others referred to the flexibility of the process. Ellen was able to take challenges she encountered and using them to her advantage in learning about her leadership as she implemented her project. She stated, “It ended up being a much more interesting dissertation and I learned about how teachers feel about leadership, so I could really learn from that, even though it didn’t turn out the way I wanted it to” (E. Jakes, personal communication, January 18, 2010). Doug appreciated the extra time afforded him and the quality outcome:

> One thing that I really appreciated about the process is its flexibility. I think it took more than 2 to 2 1/2 years to finish my dissertation but my project was a little unique and demanded that kind of time...the flexibility in the program allowing me that much time produced a much better study, in my opinion. (D. Jasper, personal communication, December 16, 2009)

Value of faculty support. As Table 7.11 illustrates, the importance of faculty support was also a key consideration for eight of the 11 participants. The properties for this category were faculty accessibility, caring and consideration, and expertise. Of these properties, faculty expertise was a primary consideration.

Table 7.11

Program Strengths: Value of Faculty Support (N=8)

		Responses	
Category	Properties	*f*	%
Faculty support value	Faculty expertise	7	0.88
	Faculty accessibility	4	0.50
	Caring and connection	3	0.38

Note. Five of the eight participants had responses applicable to more than one property. This resulted in a total respondent frequency count of 14, larger than the response total of *N*=8.

Faculty expertise. Seven of the eight respondents cited faculty expertise as important to them. Four respondents spoke of said expertise as valuable to them throughout the entire process. These students felt prepared for the dissertation (S. Beard, personal communication, January 13, 2009), with Don speaking of the writing advice his professor provided him in his research course (D. Farley, personal communication, December 15, 2009).

Kathy particularly appreciated the professors and their guidance in clarifying her dissertation topic: “They [the staff] really helped me narrow the scope of my new topic. The staff-the professors were excellent in that part…The assistance, the collaboration, and how they helped me apply my new topic was great” (K. Hanes, personal communication, January 24, 2010). Joan found value in the dialogue that aided her in thinking through her project:

> The constructive conversations were really important in understanding some of what was happening in the context of our project. When we talked with them as

> outside experts, it helped clarify some of tensions we were seeing as part of the change process and to redirect us in our thinking about what were experiencing as part of the project. (J. Ashley, personal communication, January 8, 2010)

Others cited faculty expertise as key to them with the dissertation process specifically. Jackie found value both in her committee chair's responsiveness, including her willingness to listen:

> I discussed those issues with my chair [difficulty in focusing, given a large amount of information], and she helped me work through them mostly by having me talk…When I talked, the light bulb went on. She wasn't trying to lead me one way or the other. She knew I was frustrated and that I needed to narrow things down so I could get the work done, chapter by chapter. The dialogue was really key to being successful in completing my dissertation. (J. Jones, personal communication, January 8, 2010)

Ellen spoke of the value to her both of her dissertation committee's expertise in understanding her field and her topic (E. Jakes, personal communication, January 18, 2010). Chris found her committee members helpful in challenging her thinking: "What helped me was my committee recognizing very early [those] places where I was resistant…they ended up knowing me very well and could guide me in my study and help me remain true to it" (C. Cullen, personal communication, December 15, 2009).

Faculty accessibility. Half of the respondents for this category appreciated the accessibility of the faculty. Ellen, in speaking of the help she received during the dissertation process, stated, "We were not just left in the wind. When we needed someone they were there" (E. Jakes, personal communication, January 18, 2010). Both Chris and

Susan found the core faculty accessible and supportive (S. Beard, personal communication, January 13, 2009; C. Cullen, personal communication, December 15, 2009), while Joan spoke of the value to her of the open door policy that she experienced:

> And there was that open door to the faculty, to be able to stop by even when there was not an appointment. And faculty always made us feel that we were a welcome part of the process and they were in that process with us, and they were facilitating it to help us in our work and as a lens to examine what we were doing. (J. Ashley, personal communication, January 6, 2010)

Faculty caring and connection. Others spoke of faculty caring and connection as either valuable or helpful to them with the dissertation process. According to Kathy, "If it had not been for my chair and members of my committee, I would not have finished" (K. Hanes, personal communication, January 24, 2010). She found value in the bond she was able to establish with the faculty. Speaking of program valuable aspects, she responded, "I think the personal contact with the professors that I was able to get assigned to. I developed a bond between the professors and myself, where I felt very able to talk to them on a one-to-one basis…"

Lesley spoke of how her advisor actively contacted her at the beginning of each term to meet and reconnect (L. Lane, personal communication, December 17, 2009). Ellen contrasted the faculty in her program with other programs. Speaking of her program, she stated. "The great strength was people who were genuinely concerned about their students. It made the whole process work for me, compared to others that I've known going for their doctorate (both outside and inside the program, but primarily outside)…" (E. Jakes, personal communication, January 18, 2010).

Program improvement areas. Nine of 11 participants spoke of suggestions for program improvement. These findings were in response to the interview question, "[In] what areas, in your judgment, could the program do better? What recommendations would you make to strengthen the program? What are specific areas for improvement?" As shown in Table 7.12, there were two emergent categories: program communication issues and inconsistency of faculty expertise, respectively. Suggestions for improvement ranged across both the initial cohort groups (admission date 2002 or before) and the subsequent cohort groups (admission date after 2002).

Table 7.12

Program Improvement Areas (N=9)

		Responses	
Category	Properties	*F*	%
Program improvement areas	Program communication issues	7	0.78
	Inconsistency of faculty expertise	4	0.44

Note. Two of the 11 participants had no suggestions for program improvement, resulting in an *N* of 9. Of those nine participants, two had responses applicable to more than one property. This resulted in a total respondent frequency count of 11, larger than the response total.

Program communication issues. The majority of the respondents spoke of program communication as an improvement area. These areas included: (a) lack of articulation on expectations, as well as lack of curricular coherence, (b) lack of coherence with communication about program expectations, (c) lack of communication on curricular requirements, and (d) lack of communication on process issues.

Lack of articulation of expectations and lack of curricular coherence. Two participants from the initial cohort groups (one admitted in 2000, the other admitted in 2001), cited the lack of articulation of expectations and lack of curricular coherence as an issue to address. Joan noted that, at that time, the program faculty members were working in different areas of the program. Given that consideration, "…the one area to be examined would have been the articulation among faculty of what each was requiring of us in those initial weeks…I wish it had been more clearly planned and explained to us" (J. Ashley, personal communication, January 6, 2010). Jackie also considered that this issue resulted, at least in part, from lack of faculty communication:

> I think that the different courses were structured and sequential, but I don't think there was a whole lot of communication among the faculty. It would have been better if the faculty had gotten together and talked things through regarding program goals. Although no one will see things the same way, there is a richness having different perspectives…We went from course to course, but I didn't feel a flow going on. (J. Jones, personal communication, January 8, 2010)

Lack of communication about program expectations. Two respondents spoke of lack of coherence with communication about program expectations. Rose mentioned that, while she took longer to complete the program, the understanding she had from the orientation was that it would only take three years: "That was 1996, '97. If they had told me it was four or five years, I don't think I would have done it. I wouldn't have even signed up for the orientation… (R. Marie, personal communication, January 11, 2010). Lesley found the program website inconsistent with the reality: "I did all my research online. I visited the website and looked at what the program was about before I went in.

It’s not clear when you read [what’s online]. I don’t think they actually correlate (L. Lane, personal communication, December 17, 2009).

Lack of communication on curricular requirements. Two participants further cited communication issues regarding curricular requirements. One discrepancy concerned a miscommunication of the need for electives, specific to a discrepancy between the university and doctoral program requirements (D. Farley, personal communication, December 15, 2009; L. Lane, personal communication, December 17, 2009), resulting in some students needing to take additional courses. For Don, this meant he was taking courses as he conducted his research (D. Farley, personal communication, December 15, 2009). This miscommunication about curricular requirements translated to course structure requirements. According to Lesley, “Did you know that when we did Benchmark I, the then faculty realized that the entire cohort was lacking in leadership theory? Yeah…and this is a foundation course” (L. Lane, personal communication, December 17, 2009).

Lack of communication on process issues. Two respondents referenced communication issues regarding the dissertation requirements as they moved toward the final stages, specific to administrative requirements. According to Susan, these hindrances included “the small administrative housekeeping things, the paperwork to bring to the defense proposal, what papers to bring to the final symposium and what do you do from there…” (S. Beard, personal communication, January 13, 2010). Doug, a member of one of the initial cohort groups, spoke of encountering communication issues on the dissertation process overall (D. Jasper, personal communication, December 16, 2009).

Faculty expertise inconsistencies. Approximately half of the respondents cited the inconsistency of faculty expertise as an area for program improvement. Dimensions for this category were specific to certain faculty's inability to deal with group dynamics, lack of cross-organizational focus, and mismatches between course and instructor.

Inability to handle classroom group dynamics. Three participants referred to the inability of certain instructors to handle classroom group dynamics effectively. Kathy felt that there needed to be a way to address the different experience levels and the related dialogue:

> I don't want to say we can't have different levels of students in the program, but there needs to be some way to address it, because I found myself disappearing mentally in the program because of the different levels. I'm not sure how to address it in the doctoral program. There would have to be more dialogue with the cohort. I knew some people who actually dropped out… (K. Hanes, personal communication, January 24, 2010)

Lesley spoke of the importance of helping students look inward and the necessity of instructors having the sensitivity to facilitate group dynamics: "I cannot say that everyone knows how to help a student look inward and process that information… The professor should be sensitive enough to manage group dynamics. You need that sensitivity…You have to know how to deal with this" (L. Lane, personal communication, December 17, 2009). Chris considered that hegemony existed within the program, due perhaps in part to instructors who allowed some students a greater voice than did the others: "I feel that there were two professors specifically that allowed certain students to monopolize class discussions. Hegemony existed within the program. Class time was dedicated to those few students and many voices were silenced… (C. Cullen, personal communication, December 16, 2009).

Lack of cross-organizational focus. Perhaps related to the above, two respondents referred to lack of cross-organizational focus with certain faculty, even though the program was supposed to maintain this focus (L. Lane, personal communication, December 17, 2009) and had advertised it as such. Jackie spoke of an issue in her class regarding the instructor's inability to understand the unique issues of working with a non-profit organization relative to communicating requirements for a group project:

> I don't think some of the instructors were prepared to teach their courses…students in my cohort were asked to get inside a non-profit organization and look at it from different lenses. That had never happened before…Looking at a non-profit was really different. They [the non-profit people] were really cautious. I heard responses such as, "We'll get back to you." We were getting closer to the end [of the course]. The professor was saying, "I don't know why you are struggling to get into a non-profit organization. No one ever had trouble before." Then we were threatened with failing the course if we didn't get our work in by her deadline. Some professors were more effective than others; some were more truthful than others. (J. Jones, personal communication, January 8, 2010)

Mismatch between course and instructor. Two participants indicated a mismatch between the instructor and the courses taught. Lesley spoke of this relative to her leadership theory course in terms of her dissertation process, stating "The course and the teacher did not match, so as we're doing the Leadership Theory…there was absolutely no continuity…yet this is the foundation…one to one and a half years later, I am struggling with that connection… (L. Lane, personal communication, December 17, 2009). Jackie, one of the initial cohort members, indicated that some professors did not have the background and that they were learning as they went along: “Some instructors…just didn’t have the background, just a few. They would learn as they went along, which I felt was unfair at the doctoral level…I wanted professors with a strong, firm foundation who had been through the process before… (J. Jones, personal communication, January 8, 2010).

Program impact: Personal and/or professional. As Table 7.13 indicates, with regard to the category of personal and/or professional impact of the program on participants, two properties were pertinent. The first emergent property was personal growth, informing professional growth. The second property was professional impact, reflected as professional rewards through doctoral attainment and professional growth through research involvement and/or scholarly activity.

Table 7.13

Program Impact: Personal and/or Professional (N=11)

		Responses (*N*=11)	
Category	Properties	*f*	%
Program impact: Personal and/or professional	Personal growth, informing professional growth	8	0.73
	Professional impact	4	0.36

Note. One of the 11 participants had responses applicable to more than one property. This resulted in a total respondent frequency count of 12, larger than the response total of *N*=11.

Personal growth informing professional growth. A large number of respondents cited examples reflecting this property. The two related dimensions were an increased understanding of self as leader and the integration of leadership concepts with self, respectively.

Increased understanding of self as a leader. Of the eight respondents, four participants spoke of increased understanding of themselves as leaders, relative to program impact. As Kathy stated, "Professionally, it [the program] helped me really understand and get a grip on who I was in the workplace" (K. Hanes, personal communication, January 24, 2010). In a similar vein, Lesley found the program helped her understand the concept of leadership and her role as a leader:

> Professionally, what worked for me-- I think what I got out of it was actually understanding the concept of leadership and the difference-the difference between a position of leadership and what the word leadership means. It's not the title that makes you a leader. It was like the light went on when I was writing my dissertation and as I struggled with my leadership chapter, and it took that long to figure it out. (L. Lane, personal communication, December 17, 2009)

Jackie indicated that the program opened her eyes to social justice and diversity issues at her university and that informed her teaching, based on what she then learned from her students (J. Jones, personal communication, January 8, 2010). Similarly, Don found that program had a "profound impact" on his leadership, as he reframed his management paradigm toward that of instructional leader (D. Farley, personal communication, January 15, 2009).

Integrating leadership concepts with self. Integrating leadership concepts with self was also pertinent to four participants. As Rose stated, “I put all of my work and everything I was supposed to do for the program in my job and in my life (R. Marie, personal communication, January 11, 2010). Ellen entered the program looking for ways to integrate the personal with professional: “I knew it [the program] would enhance my knowledge professionally, but I knew it would also give me personal answers that I had been looking for, both personally and throughout my career together (E. Jakes, personal communication, January 18, 2010).

Similarly, Chris integrated the personal with professional as part of her program

> experience: Professionally, it [the program] validated a lot of what I was feeling but didn’t have words for. Personally, it provided a space for me to grow and make sense of what I think my calling is and what I’m passionate about. It allowed me to round that out, so for me it was both personal and professional, meshed. It was like one entity I cannot separate--I can’t separate the difference--it was both things intertwined. (C. Cullen, personal communication, December 16, 2009)

Doug was able to integrate servant leadership concepts with his leadership: “I really learned a lot about education, about myself and about my role model for servant leadership, Jesus Christ. Because of the challenge to reflect more. (D. Jasper, personal communication, December 16, 2009).

Professional impact. Slightly less than half of the 11 participants spoke of the professional impact of the program. Related dimensions were professional rewards and professional growth.

Professional rewards. Three of the eight participants spoke of the value of professional rewards for them. Two participants cited increased credibility through attaining the doctorate, and one participant spoke of her increased confidence at work (G. Fullen, personal communication, December 16, 2009) due to her doctoral attainment. The impact for Susan was primarily extrinsic: "Since I received my doctorate I've received two promotions…It's always nice to have that title….I don't think it helps me personally. I'm glad I did it. It was more of a career move" (S. Beard, personal communication, January 13, 2010). In addition to the intrinsic value gained from learning about her leadership, Jackie obtained credibility from her degree attainment. In fact, her intent in entering the program was to progress professionally. She stated, "Professionally, getting a doctorate was a means to an end. I wanted to teach at the university level…" (J. Jones, personal communication, January 8, 2010).

Professional growth. Two participants referred to professional growth through research involvement and/or scholarly activity. In addition to her increased confidence, Gerry also found her improved research skills were useful professionally with report writing (G. Fullen, personal communication, December 16, 2009). Joan's professional experience initially with co-authoring publications with faculty and participating in research groups continues with her membership in professional organizations and attending professional conferences (J. Ashley, personal communication, January 6, 2010). She stated:

> It [knowledge gained from the program] continues to be a focus for the work I do in my current role and work I seek out in my current research. I maintain

> membership in AERA and the SIG, and I seek out scholarly publications and continue the work that I pursued since I was in the program.

Program satisfaction. With the qualitative findings, program satisfaction was an emergent category across interview questions, with five of the 11 participants speaking of program satisfaction relative to its value and impact. Three participants referenced the program's value. Rose appreciated the gradual influence of the program overall, citing its adult learning emphasis as a "credit to the program" (R. Marie, personal communication, January 11, 2010). Jackie spoke of the program's value overall: "All in all, when I look at the total program, it was very valuable to me…I'm really glad that I did it" (J. Jones, personal communication, January 8, 2010). Kathy, noting subsequent program changes, remained positive, stating, "It's great. It's changed since I started there, but it's great. It's still a good program (K. Hanes, personal communication, January 24, 2010).

Two alumni referred to personal impact relative to program satisfaction. Don appreciated the program because it met his needs as a continuous learner: "Personally, the doctoral program worked really well….as an educator it stressed lifelong learning. It was important for me to participate in [the] learning myself…Things change, literature gets written, and quite frankly, I felt the need to continue learning (D. Farley, personal communication, December 15, 2009). Although the program was challenging, Susan would repeat the process. She stated, "It was a burden personally, to tell you the truth. Just [in] juggling your whole life to get it done. I'm glad I did do it. I would definitely do it again" (S. Beard, personal communication, January 13, 2010).

According to Kathy, the program was great and still is, and she would continue to recommend it: "I recommended at least 8 to 10 people to apply for the program. I think it's a great program, and I want more people to apply to the program" (K. Hanes, personal communication, January 24, 2010).

Chapter VIII

Program Uniqueness and Integrity

In the context chapters, I considered the program model and its uniqueness from the standpoint of the exemplary program literature. In this chapter, I consider multiple perspectives from the standpoint of the program developers involved with the model from the beginning, core faculty, and alumni participants. I then examine faculty perceptions of the extent to which the program maintained its integrity or trueness to its mission and goals, over time, as well as program import. I provide the interview questions for related alumni, faculty and program developers as Appendix J, for each research question addressed, presented in order below. I provide a list of key people (administrators, faculty, program developers, and staff) that I reference in this chapter as Appendix L.

- Research Question 6: What are faculty members', program developers', and/or alumni's understandings of the uniqueness of the program model? How do these understandings align with one another?
- Research Question 7: What are faculty members' understandings of how the Educational Leadership program has maintained its integrity and import over time specific to its program mission and goals?

Program Uniqueness: Differing Key Stakeholder Perspectives

Both program developers and faculty considered that the program's overall emphasis on leadership for change as unique. However, the two groups differed in their focus on specific program elements considered unique. Primarily, program developers emphasized the importance of collaboration, facilitated by the program structure, including the cohort model and residency requirement. Core faculty members spoke of specific process and curricular program components that aided in concrete implementation of the program mission of leadership for change.

The alumni aligned with the program developers' emphasis on the uniqueness of structural program elements specific to the cohort model and the residency requirement. They spoke of this in the context of support provided to them both through the on-campus learning environment and the faculty, respectively. I address these varying stakeholder perspectives next.

Program developer perspective: Leadership for change focus with collaboration emphasis. As shown in Table 8.1, one primary program element of the program was its leadership for change focus, with a collaboration focus. The related properties then were the leadership emphasis and the collaboration focus. The program elements supporting collaboration included the cohort model and the residency requirement.

Table 8.1

Program Elements Unique: Program Developers' Perspective (N=4)

Category	Properties	Responses	
		f	%
Leadership for change focus, with collaboration emphasis	Leadership emphasis as program focus	2	0.50
	Collaboration emphasis, supported by program structure	3	0.75

Note. One of the four participants had responses applicable to more than one property. This resulted in a total frequency count of 5, larger than the response total of *N*=4.

Leadership emphasis. The program's emphasis on leadership, as contrasted to management, was considered [to be] a non-traditional approach at the time (J. Metz, personal communication, February 20, 2010). According to Dr. Metz:

> We don't believe that school leaders should be out there just running things from day-to-day, managing events. We believe that leaders should shape events and help to control direction by framing the events instead of reacting to events…Leaders create events. (J. Metz, personal communication, February 20, 2010)

Dr. Jones, a program developer also with faculty experience, spoke of this leadership emphasis as including an action-based research approach to the dissertation, with leadership as the primary outcome. In expanding on this theme during the interview, he extended this to include leadership for change:

> The final product was not to be a dissertation the likes of which I had written and most of the faculty had written, but rather it was to be…an action research project in which the candidate initiated, in his or her own place of professional practice, a change project. And as he or she provided the leadership for that change that he or she, the candidate, would study, not only the change process, how the product evolved from planning to inception, but also would study his or her leadership, as he or-as the candidate provided leadership for that change project..It was there that the candidate would test, in a kind of research hypothesis environment, the extent to which the espoused theory and the theories and use were congruent. (D. Jones, personal communication, December 15, 2009)

Collaboration emphasis, supported by program structure. In facilitating leadership, the program developers focused on the importance of collaboration, reflected by the structural program components used to facilitate such collaboration. This structure included the cohort model, as well as the emphasis on the residency requirement and associated leadership seminars (M. Emory, personal communication, February 22, 2010; J. Metz, personal communication, February 20, 2010; A. Tilton, personal communication, February 22, 2010), as well as non-traditional expectations for the faculty.

With this collaboration emphasis, there were different foci, including student-student collaboration, as well as faculty-faculty and student-faculty collaboration, respectively. One program developer, while emphasizing the importance of the cohort model, specifically addressed collaboration overall, in terms of program elements unique: “Intense collaboration…Collaboration requires faculty to faculty, faculty to student, student to faculty…The cohort model” (M. Emory, personal communication, February 22, 2010).

Collaboration was also important from a faculty-faculty standpoint both in terms of peer evaluation (M. Emory, personal communication, February 22, 2010) and in the cross-development of courses (A. Tilton, personal communication, February 28, 2010). In this regard, there were non-traditional expectations for faculty. Others spoke of the uniqueness of the cohort model, including student-student collaboration, in terms of the residency requirements. According to Dr. Metz, although at the time, ELPPs nationwide were gradually incorporating the model, it was still unique, with only two or three programs considering residential structures (J. Metz, personal communication, February 20, 2010). One main advantage of the model and residency in this program was the opportunity for students to interact and learn from others across organizational boundaries. In addressing the program model's uniqueness, Dr. Tilton stated:

> The residency…our attempt to erase what I consider the artificial boundaries between K-12 and higher education… and eventually we even moved out of [beyond] that, [including] people from the business sector and the public administration world. To me, the more diverse the cohort was in terms of background, the greater the opportunity to address the concept of change in education. (A. Tilton, personal communication, February 22, 2010)

Faculty perspective: Leadership for change focus, with process emphasis. As Table 8.2 indicates, the primary finding with regard to program elements unique for the core faculty was the leadership for change emphasis as the program purpose and the utility of various processes, particularly the action research process, in enacting that purpose. Related properties then were the leadership for change focus and the process emphasis with enacting leadership for change.

Table 8.2

Program Elements Unique: Core Faculty Perspective (N=3)

Category	Properties	Responses	
		f	%
Leadership for change focus, with process emphasis	Leadership for change focus	2	0.67
	Process emphasis with enacting leadership for change	3	1.00

Note. Two of the three participants had responses applicable to more than one property. This resulted in a total frequency count of 5, larger than the response total of *N*=4.

Leadership for change focus. Specific to leadership for change, one faculty member expressed, “I think the focus on the student’s leadership is also very unique…Because you're really now focusing on the leadership of the students and how it can really better education. So, I think that's another unique aspect of it” (K. Casey, personal communication, January 19, 2010). In this regard, the program considered leadership as the primary dissertation outcome (A. Ward, personal communication, January 28, 2010).

Process emphasis with enacting leadership for change. The entire core faculty spoke of action research as a unique program element, with reflection for change as part of the action research process (K. Casey, personal communication, January 19, 2010; A. Ward, personal communication, January 28, 2010). Processes related to this were the use of the embedded dissertation process (K. Casey, personal communication, January 19, 2010) and the use of theory with practice. Dr. Casey particularly noted the uniqueness of the action research method in comparison to the research institutions (K. Casey, personal communication, January 19, 2010). Action research was unique, in part, as it taught students to learn how to create change:

> I think what made it…unique is the fact that, for the most part, students used an action research dissertation and they actually create a change in their work environment and study it. Because it helps them learn how to make change… (E. Mack, personal communication, January 25, 2010)

Contrasted to institutions that did use action research, this program stood out because the program used action research for change throughout the process, from planning to implementation:

> We don't require action research--but the focus is on action research, to make those organizations, whether it's a school or some other aspect of education better than it was before…I think when others talk about action research, I think they're basically looking at can people hold to the plan. We're looking at getting beyond the plan into actual implementation. That's a unique aspect of the program. Reflection [is also unique], in the sense of knowing who one is and building relationships and understanding relationships for this…implementation.
>
> (A. Ward, personal communication, January 28, 2010)

Alumni perspective: Support emphasis with both program structure and faculty. As shown in Table 8.3, there were two emergent categories. The first category related to program support, in terms of program structural elements and faculty support, respectively. A second category, for two of nine participants, was the uniqueness of the challenge to think differently as an academic and/or researcher.

Table 8.3

Program Elements Unique: Alumni Participants' Perspective (N=9)

Category	Properties	Responses	
		f	%
Support emphasis with program structure and faculty	On-campus learning environment, value of	5	0.56
	Cohort model, value of	3	0.33
	Faculty support	2	0.22
Program rigor	Challenges to think differently as an academic and/or researcher	2	0.22

Note. Two of the 11 participants did not speak to program elements unique, citing lack of experience with other programs, resulting in an *N* of 9. Three of the nine participants had responses applicable to more than one property. This resulted in a total respondent frequency count of 12, larger than the response total of *N*=9.

Program structure support. A majority of the participants spoke of the uniqueness specific to the program's structural elements. This included the value of the on-campus learning environment, including the initial summer residency requirement. Others spoke of the value of the cohort model.

On-campus learning environment. Almost half of the participants referenced the uniqueness of the on-campus learning environment. Key dimensions included the value of face-to-face interactions and dialogue (C. Cullen, personal communication, December 16, 2009; R. Marie, personal communication, January 11, 2010), as well as a sense of community and identity (J. Ashley, personal communication, January 6, 2010). According to Rose, the on-campus environment is a key component for dialogue:

> Certainly when I talk to people who are taking online leadership or who do half-and-half or go somewhere for a couple of weeks and so forth, there is nothing that will ever, ever, ever [pounding the table] surpass human interaction, guided dialogue--nothing…we had lots and lots of that…it was large group and small group and in pairs… (R. Marie, personal communication, January 11, 2010)

One participant referenced the program's flexibility and accommodation for students (S. Beard, personal communication, January 13, 2010). Two interviewees cited the residency requirement, part of the initial program model, as unique. Jackie spoke of the importance of the support it provided her (J. Jones, personal communication, January 8, 2010). For Joan, the residency requirement was particularly unique, when compared with other programs, particularly in establishing a sense of identity for the group: "Some…executive programs in design did not invite students to be on campus in the middle of the school week…As students, we had a sense of identity. Even though the program at that time was new, that was unique…" (J. Ashley, personal communication, January 6, 2010).

Cohort model value. Specific to program support and its relation to the on-campus learning environment, three participants specifically addressed the uniqueness of the cohort structure, specifically its facilitating cohesiveness among group members (C. Cullen, personal communication, December 16, 2009; E. Jakes, personal communication, January 18, 2010; J. Jones, personal communication, January 8, 2010). Jackie, a member of an initial cohort group, spoke of the importance of the support: "I would say that when I entered the program it was unique...It was interesting to be together and form a tight bond... That was a really important part to me. I really needed the support at that time" (J. Jones, personal communication, January 8, 2010). Chris spoke of the uniqueness of the cohort and the process of becoming cohesive:

> [What made it unique was] the fact that we became a cohesive unit and you sort of found a way, you became involved in these people's lives…it's like you can't pick your family members…You were locked in and you had to see it through. I think of the relationships that were built as a support system…There were hard conversations but it think that having that gave you a place to be free in your development. (C. Cullen, personal communication, December 16, 2009)

Faculty support. Faculty support was also important to some of the participants in terms of program uniqueness. Two participants, one from an initial cohort group and the other from a subsequent group, spoke of the uniqueness of the active support that the faculty demonstrated for them. The faculty demonstrated this support with their of accessibility, both in their physical presence (E. Jakes, personal communication, January

18, 2010) and their emotional availability (K. Hanes, personal communication, January 24, 2010; E. Jakes, personal communication, January 18, 2010). This support then translated to aiding students in completing the program. For example, Ellen spoke of this support both in terms of modeling leadership and in focusing on the students, despite observed faculty differences:

> The uniqueness came from that unique group of professors…I know some have said that the professors had differences, but they kept it together for us, and that was really important for me. Just them being able to walk the talk always impressed me because they were great examples of that…They made just a great effort to be behind us and they were there for us. It wasn't just that they were the teachers and we were the students. (E. Jakes, personal communication, January 18, 2010)

In a related vein, Kathy spoke of faculty caring as having a humanistic element:

> Comparing the doctoral program I started at the University of Massachusetts, this program has a humanistic element to it, a very human element to it. The professors, the people involved in the program, really cared whether we completed the program or not, and they really went out of their way to make sure we did that. It was very unique in that they wanted you to complete it [the degree], to get the goal at the end of the rainbow, to make sure it really happens for you, to make sure you do it. (K. Hanes, personal communication, January 24, 2010)

Alumni perspective: Program rigor. Although program support was primary for the participants, there was another category, important to two participants, specific to their learning to think differently as academics and/or researchers. Don emphasized the importance of the literature and its affect on his way of thinking because of exposure to new ideas and concepts, particularly social discourse (D. Farley, personal communication, January 15, 2009). Doug spoke the affect of his exposure to a new field, in terms of new way of thinking, stating, "It was like entering another culture. I had to learn the language, learn what's important to other people, their values, and then finally learn to think along those lines academically intellectually like a researcher" (D. Jasper, personal communication, December 16, 2009).

Program Integrity: Trueness to Program Mission and Goals across Time

All core faculty members considered the development of the program model's extant mission and goals and its alignment with the initial program purpose and intended outcomes (or goals). They also provided their perceptions of how well the doctoral program had achieved its purpose and outcomes over time. The timeframe considered with these interview questions was from initial program development through 2007. Major program revisions were submitted in spring 2003, with changes taking effect in spring 2004 (Rowan University, 2004), with the major program revision process occurring in 2003.

The first main finding was that the current program mission and goals were true to the original program intent; the faculty perceived the development of the existing mission and goals as a refinement to the original program mission and goals. The second main finding related to program impact. As the faculty saw concrete evidence of the goals and outcomes in action, seeing results through the impact on the students, their commitment to the program increased. I address these themes next.

Program revisions as refinement to mission and goals. The main finding was that all core faculty members perceived that the program model had maintained its integrity, or trueness of the program mission and goals, over time (K. Casey, personal communication, January 19, 2010; E. Mack, personal communication, January 25, 2010; A. Ward, personal communication, January 28, 2010), considering program revisions as a refinement. As Dr. Ward stated, "The focus was always on educational leadership in this program" (A. Ward, personal communication, November 24, 2009). Specific to goal alignment, Dr. Casey did not consider that the program goals had changed; rather, he saw that they had become clearer:

> Well, when you look at the goals, it was really maybe just fleshed out a little bit more… made clearer… I mean, I would say that that's the one thing that really hasn't changed, you know, over the course of time in of the program the original vision, mission of the program. You know, preparing leaders to go out and make educational change is really still on. (K. Casey, personal communication, January 19, 2010)

In fact, the core faculty perceived that the program revisions enhanced or refined the initial program mission and outcomes: "The program was basically the same with minor changes in the program curricula and structure, but it kept the same pillars on which it was founded" (A. Ward, personal communication, August 23, 2010). Further, the leadership for change emphasis remained the same, with reflection as a key component in achieving this emphasis in practice:

> I would say that essentially, the intent was for students to improve their own organization, to become really good leaders, and to examine their leadership. That

> was a key piece, you know, of their dissertation. The study was important as the vehicle through which the leadership was examined. Reflection, I would say was the foundation of everything. I think that just became more solidified, but the key aspects were really the same. Implementation was slightly different because we now had been an open cohort rather than closed. (A. Ward, personal communication, January 28, 2010)

The faculty revisited and updated the program goals, along with a major curriculum change (K. Casey, personal communication, January 19, 2010) but the faculty saw these changes as remaining true to the original program mission. According to Dr. Mack, although the curriculum change was substantive and they enacted structural changes, the removal of the residency requirement, “Other than that, a lot of the basics stayed the same… you know, it was always leadership, organizations as culture or context, and then change…. that was kind of always the focus” (K. Casey, personal communication, January 25, 2010).

While the focus in the program remained the same, the clarity on that focus appeared to increase over time. The program revision process appeared to aid in this clarity: [And] I would still say [the program is about] transformational change...and I think what has changed is our understanding of what that means has become better over time” (K. Casey, personal communication, January 19, 2010).

Program Import: Faculty Commitment to Program through Seeing Results

When speaking to how the program achieved its goals and outcomes achieved over time, in response to a question regarding program integrity, an emergent category was program impact or import. This included increasing faculty commitment to the program through the process of establishing and maintaining its integrity and observing the results. One faculty member emphasized the shared vision that the faculty held throughout and how that related to a commitment to the program mission and vision:

> Well, I think, I think over time, I think Number One, having a core group of faculty who have worked together has made a difference…It’s like we've been a learning community… And I think if you were to talk with the core faculty who have been here for 10 plus years, you would find that all of us hold very dear to our heart the same ideas about the program mission and vision. That's the one thing that we come together on. (K. Casey, personal communication, January 19, 2010)

In experiencing the program and observing the outcomes, faculty were then able to see the program goals come to life. As Dr. Casey further stated:

> I think that's why those of us who really buy into it, that's why we, you know, hold it, you know, just really close and very dear in terms of, you know, our values, because we know what it really means, because we've done the work, we've lived it and we've seen that the program goals really come through life. You know, come to life...You have to really be in this process, really kind of doing it, for the program goals to really come alive. (K. Casey, personal communication, January 19, 2010)

With this shared vision, faculty commitment to the program appeared to increase as they experienced the program’s effectiveness through working with their students and seeing their accomplishments. Some faculty members expressed pride is what the students were able to do overall, citing specific results:

> We really wanted to put out students who could make a positive change in education., and I think in a lot of respects we were able to do that…There's a lot that, you know, I'm proud of in terms of the students that I've worked with and what they were able to do…Elsie [pseudonym] started the learning communities here on campus…the living and learning communities…Rowan had not had those kinds of learning communities before…Duane Marvin [pseudonym] brought service learning into Stockton…I mean...they've done some really good stuff. (E. Mack, personal communication, January 25, 2010)

Student accomplishments included changed professional goals as the program continued, with students taking on positions of greater complexity:

> I think the initial goals for this program were to grow leaders. Grow…people who are already in leadership positions, to think beyond the positions they were currently in, pretty well. There were people who came into our program, lots of people, who came into our program and said, "I really don't care to go beyond where I am." And, as far as I know, the students that I've worked with, all of them have gone to programs--or to positions--that were more complex than the ones that they had. You know, they went from teachers to principals-or superintendents--people who were principals now are superintendents or assistant superintendents. (A. Ward, personal communication, January 28, 2010)

These accomplishments also included changing student values as the program progressed, with students appearing to move from extrinsic to an intrinsic focus, at least in part. Addressing how the program has achieved its goals and outcomes over time, Dr. Casey stated:

> I think also having students who come in to the program, who then become somehow aligned with the program values. We’ve had students who came in this program [who say]…“I just want to get the degree and get out of here,” but somewhere there's a transformation process that takes place and they realize, you know, it is about the degree…And when you see even students really kind of making that transition. You know, a lot of them are committed, [they] become committed to that very early on in the program, but you… see others really kind of transform into that. (K. Casey, personal communication, January 19, 2010)

Chapter IX

Discussion and Conclusions: Research Questions Revisited

In this chapter, I first discuss the results and findings for the respective research questions in order. I then summarize with conclusions and implications. I follow this with recommendations for the field and study limitations. I end the chapter with considerations for future research.

Contextual Factors Affecting the Program Model

The first research question was specific to those internal and external contextual factors that affected this program model relative to program development, implementation, and sustainability. In answering this question, I drew on organizational and related literature. I first looked at contextual factors during the initial program design and development stages. I then contrasted them with those factors in the initial and subsequent implementation stages. Throughout, I considered the importance of the organizational culture, which I have determined to be political in nature (Birnbaum, 1988; Bolman & Deal, 2008; Ross, 2008).

Facilitating change with program design and development. Table 9.1 illustrates key change process stages and contextual factors salient during the program design and development stage. This program had a strong beginning in terms of facilitating change, both in terms of program communication and eliciting support from key stakeholders. The result was program approval at the state level.

Table 9.1

Program Design and Development: Contextual Factors with Facilitating Change

Primary Context Category	Key Contextual Factors
Program communication strategies	Establishing and communicating program need Development and communication of the program approval document, including program mission Collaborative and multidisciplinary process for program design and development, facilitating broad-based communication; external consultant support
Obtaining and maintaining key stakeholder support; developing coalitions	Administrative support, including support from the then college president Political connections within and outside of the institution Collaborative and multidisciplinary process for program design and development; involvement across campus; external consultant support Initial program detractors
Resource support	Strong financial support

Note. Some factors applied to more than one primary context category.

This program had a confirmed need, as well as timing that aligned with the institution's desire to move from college to university status. In this way, the program was able to establish a sense of urgency for change (Kotter, 1996), in terms of identifying a major opportunity for the college. Further, the program developers were able to marshal key stakeholder support for the change endeavor, particularly from the then college president, who emphasized the need for a non-traditional leadership program (Marcus et al., 1997).

A key change stage, according to Kotter (1996) is developing a guiding coalition, or a bringing together of those who will lead the change process. At the outset, the program developers seem to have accomplished this, at least implicitly, in various ways. The team process for the development of the program approval document was collaborative and multidisciplinary in nature (Marcus et al., 1997). Many at the college were involved in programmatic development, as were external consultants throughout the process.

Consequently, program developers facilitated the creation of a program model that emphasized leadership instead of management. The model also met a number of criteria that later literature cited as aspects of exemplary educational leadership preparation programs (Levine, 2005; Orr & Orphanos, 2011). Further, the program developers had extensive political connections both within and outside of the institution (D. Jones, personal communication, December 15, 2009; A. Ward, personal communication, June 9, 2010). Consequently, the program ultimately obtained significant financial support (J. Metz, personal communication, February 20, 2010) with consequent program approval at the state level.

According to Kotter (1996), in order to facilitate organizational change, it is necessary to create a vision and strategy. The program developers accomplished this through the development of the program approval document (Rowan College, 1995) and the program mission. The mission for this program was in part that it be non-traditional in its leadership emphasis. Further, the program focus was across organizations, not K-12 alone. The program emphasis was on creating transformative leaders to respond to the needs and demands of society.

Communication of the change vision (Kotter, 1996) is another key strategy for facilitating change. With the wide cross-disciplinary team approach at the University and the development of the program approval document and the state approval process, the communication of the change vision occurred both internally (the college) and externally (the state). However, although there was support from the administration and key others for the program, there were challenges to the program from the beginning of the design and development process, with some at the college opposing the doctoral program. Given this, it appears that strong key stakeholder support, from the president and political connections, mitigated strong opposition. Thus, the program developers were able to facilitate broad-based action at this point.

Challenges to the change process with implementation of the program model. Table 9.2 illustrates the key change process stages and contextual factors salient during the initial and subsequent implementation stages. When considering program implementation from a change perspective (Kotter, 1996), it appears that the program had strengths as well as many challenges. Inability to address certain of these challenges eventually left this program vulnerable and open to influence from both internal and external stakeholders.

Table 9.2

Program Implementation: Contextual Factors and Challenges with Facilitating Change

Primary Context Category	Key Contextual Factors
Program communication opportunities and challenges	Initial external exposure of program overall, with lessened exposure across time Major curricular revisions, with emphasis on core curriculum pillars, aligning with program mission Program continuity issues, with potential loss of communication to new faculty of knowledge of the program and the research base supporting it Lack of ongoing evaluation process
Lessened key stakeholder support; consequent increased influence of detractor coalitions	Hiring of new doctoral faculty, predominantly from Research I institutions Administration change; loss of key stakeholder support Lessened political connections within and outside of the institution Program continuity issues, with resultant loss of political power
Resource issues	Initial strong resource support; financial support diminishing across time

Note. Some factors applied to more than one primary context category.

Lessened key stakeholder support and loss of political power. The key stakeholder support, administrative and political, that the program had early on had enjoyed changed during the program implementation phase. With the change in administration and the loss of key program developers affecting program continuity, the political power that the program had enjoyed early on waned. The program no longer appeared to have a guiding coalition (Kotter, 1996). Consequently, there were other coalitions or special interest groups within the university (Birnbaum, 1988) that gained power and influence in vying for scarce resources. Developing partnerships internal and external to the institution are key considerations for continuing program viability (Daresh, 1994). However, as time went on, with this program there fewer partners and respective champions (R. Richards, personal communication, June 22, 2012).

The hiring of the new doctoral faculty members, all from what were then called Research I institutions (Glassick et al., 1997; McCormick & Zhao, 2005) appeared to create dissension among some at the University. According to Dr. Richards, this may be due to the 12-month appointments for the doctoral faculty (R. Richards, personal communication, May 2, 2012). It may also be reflective of what Birnbaum (1988) refers to as the difference between the locals and the cosmopolitans. The doctoral faculty, from Research I institutions, were cosmopolitans, with a loyalty to the field and to scholarly work, contrasted to the locals, whose loyalty was to the regional campus. As Dr. Richards, stated, “They separated the idea of service; scholarship was even defined differently. There was a difference in view of what a publication meant--there were cultural differences” (R. Richards, personal communication, July 23, 2012).

Further, with the loss of key program developers, the continuity of the knowledge and research base on which the program had been founded was also likely affected. Specifically, there may have been a potential disconnect in program communication of key information for the new faculty.

Subsequent implementation issues and challenges. The faculty made major program changes in 2003 in response to initial evaluation feedback (Rowan University, 2004). These changes included clarifying the program mission and goals, as well as course additions. This undoubtedly added to increased communication about the program’s purpose. Further, the programmatic changes and program progress overall were reflected in key reports such as the 1999 Middle States self-study and 2004 Periodic Review (Rowan University, 1999, 2004). Also at the outset, there was external exposure, with program developers and faculty making conference presentations specific to the program and its outcomes, although these presentations may have waned over time.

Given the aforementioned strategies, the program mission did not appear to reflect an underlying ideology about what the program stood for, as in social justice, an advocacy leadership approach (Anderson, 2009), among others. While the stated mission of creating transformational leaders to respond to societal needs and demands did connect coherently with the curriculum model (organizational change, organizational culture, theory, and research, it is unclear whether the program wanted to support the societal status quo or challenge it (Anderson, 2009; Labaree, 1997).

There was also a lack of consistency over time with program leadership, specific to a high initial turnover. Key people left the program around the time of new faculty hiring, with other faculty leaving the program. This may have contributed to the observed faculty conflict, even while the faculty worked together to develop a united program vision. This conflict, however, may have been expected as part of the change process (Fullan, 2001, 2007), as turbulence is to be expected and encouraged, as change is often messy and complex.

Lack of ongoing program evaluation mechanism. A main deficiency appears to be a lack of an ongoing formal program evaluation mechanism, and this lack appeared to affect the program's sustainability. The program evaluations were reactive, either in response to student concerns or to external needs. There were programmatic decisions made, but there was a dearth of research-based data to support the decisions. The program needed concrete evidence to support and communicate its viability.

Specifically, the faculty needed to provide evidence of viability for this program to key stakeholders, rather than drawing assumptions of its value, using a Model I approach (Argyris, 1990, 2010). Without evidence, program developers could not make informed choices using evidence, based on examination and/or confirmation of those assumptions, a Model II approach. Due in part to the high turnover rate and lack of key stakeholder support over time, the program was vulnerable to opponents and unlikely to defend itself, particularly when it lacked data from an ongoing evaluation process.

Further, the faculty could not assume organizational support. Providing informed evidence, rather than assumptions, may have led to a cultivation of partners and champions (Daresh, 1994). Consequently, there may have been a greater likelihood of additional program support. This program model emphasized aligning espoused theory with theory in use and accompanying reflection strategies (D. Jones, personal communication, December 15, 2009). Program effectiveness may have increased further if those vested in the program had modeled the approaches that they taught to their students. Instead, observable faculty conflict likely had the opposite effect.

Lack of program formalization within the institution. Key change strategies, according to Kotter (1996), involve overcoming or removing obstacles and/or changing the system or structures that undermine a vision; using credibility to promote changing the organizational structures; and anchoring new approaches within the culture, respectively. This did not appear to occur with this program. As the internal support for the program waned over time, the likelihood that formalization of the original doctoral program model within the institution appeared less likely. There were key internal stakeholders in positions of power who had other ideas about the program or whether it should even exist. This may have been in part due to and/or reflective of decreased resources that included state budget cuts and cost cutting at the university.

When challenges appeared, as with resource scarcity through withdrawal of higher education funding at the state level, the “change back” from the administration appeared reactive. Their response appeared to be toward supporting traditional teacher education programs, rather proactively supporting the non-traditional doctoral program. From the outset, the lack of support for the doctoral program likely intensified with the reduction in available resources and increase in competition for those resources within the University. Without a way to provide evidence for program viability, the doctoral program was vulnerable to attack, affecting its long-term sustainability.

Program Influence on Changing Leadership Practice and Theoretical Perspectives

The second research question addressed how alumni theoretical perspectives and/or leadership practices changed in a workplace context resulting from their doctoral program participation. I looked at this in terms of leadership purpose and goals changing, changing theoretical perspectives, application of theory to practice, and changing practice overall.

Changing leadership purpose and goals. The doctoral program’s influence was strong in terms of leadership purpose and goals. Quantitative survey results indicated that leadership purpose and goals changed overall, with approximately 72% agreeing or strongly agreeing with the statement. However, of interest is that approximately 16% disagreed, with 12.5% neutral.

While a large percentage did feel their leadership purpose and goals changed, it may also be that some participants were already clear on what they wanted to do as leaders and wanted the program to help them achieve their extant purpose and goals. The qualitative findings enriched the quantitative results. With regard to changing leadership purpose and goals, many participants spoke of an increased awareness of their leadership, facilitating their consciously looking through a leadership lens with when making decisions in their practice, including the use of theory and research.

Changing theoretical perspectives. The quantitative results indicated that changed theoretical perspectives were primarily leadership and change, pointing to alignment with the doctoral program's emphasis on those two concepts. Further, the majority of participants considered their knowledge of theory strengthened their practice. I noted further that of theories used in practice, the quantitative results showed approximately 46% of responses selected social justice, with diversity at approximately 34%, with ethics last at an estimated 15%. This indicated a lesser emphasis on social justice, diversity, and ethics, although there were elective courses in the curriculum on diversity and ethics, respectively. There may be a need to emphasize these in the program, if those are concepts that the program wants to emphasize as part of its leadership for change mission.

The participants used principles of change theory when applying theory to their leadership practice (Evans, 2001; Fullan, 2007). Specifically, qualitative findings showed an internal to an external leadership focus overall when applying theory to practice. For example, some spoke of developing potential leaders by sharing leadership, as well as actively supporting other leaders.

These findings support and enrich the quantitative results specific to the emphasis on leadership and change with changing theoretical perspectives. While the participants used different theories in their leadership practice, in their implementation they also used aspects of change theory. Such aspects included collaboration, developing learning communities, developing leaders, and sharing leadership (Evans, 2001; Fullan, 2007).

Changing leadership practice. With changing leadership practice, the quantitative results indicated that the majority of participants found their leadership practices had changed due to their doctoral program participation. The percentage of respondents agreeing that their leadership practices had changed (88% of combined "strongly agree" and "agree") was higher than that of the response agreeing that their leadership purpose and goals had changed (approximately 72%, when combining the "strongly agree" and "agree" responses). It may be that many respondents entered the program with clear purpose and goals but they valued learning ways to change their leadership practice to accomplish their leadership purpose and/or goals.

Although the focus in the program was on action research, only slightly more than half the alumni used action research in their practice. This may be an area for program exploration. Specifically, faculty may consider discussing or emphasizing the value of action research with existing students or follow up with the alumni to determine why they did or did not use action research in their place of work. I noted, however, that some respondents continued to collaborate with faculty on research, as well as extend their dissertation research. Moreover, while there may be less of an emphasis on action research, there appears to be an emphasis on research.

Overall program model effectiveness. The results and findings again point to the effectiveness of the program model. Participants continued to use both theory and change principles in their changed leadership practice. Further, most participants indicated that they continued to use or extend their dissertation research, as well as collaborate with faculty on research. The theory to practice emphasis continued to be important for these alumni. Whereas there has been debate in the literature as to the role of theory with practice in educational leadership preparation programs (ELPPs) (Andrews & Grogan, 2005; Bredeson, 2006; Golde, 2011; Guthrie, 2006), these results and findings point toward the value of an emphasis on leadership theory and reflection to facilitate change within the program.

Program Model Elements Perceived as Useful with Enacted Leadership Outcomes

The third research question was specific to how the Educational Leadership program mission, reflected as program aims and learning outcomes or goals, aligned with those outcomes alumni understood were useful to them with their changing leadership practice and their theoretical perspectives. In addressing this research question, I drew on quantitative alumni survey results. These results indicated that the program model was effective, in that alumni perceptions of program elements important to them with their practice and/or changing theoretical perspectives reflected alignment with the program mission and related outcomes.

This alignment was specific to the program mission of leadership for change, enacted by the core program pillars and reflection strategies. Elements useful with practice included applying organizational culture, context, and research skills to practice.

The top three program elements most influential with changing practice indicated an organizational change, theory, and reflection emphasis.

These quantitative results, based on survey items Q9, 10 and 11, respectively, point toward the success of the program model overall in relating the mission of leadership for change and the main core curriculum model elements (organizational culture, organizational change, theory, and research) to alumni leadership practice. It further demonstrates curricular coherence, an exemplary educational leadership preparation characteristic in the literature (Levine, 2005; Orr, 2011; Young, 2010, 2011a).

Participant Professional Growth and Career Aspirations

The fourth research question was specific to participants' professional growth over time resulting from their doctoral program participation. The quantitative survey results indicated that the program was useful overall in enhancing existing job performance, with some participants currently in the K-12 field also aspiring to teach in higher education. These results pointed to the value of a cross-organizational focus within doctoral educational leadership preparation programs. Although participants may currently work in a K-12 environment, that does not appear to preclude their interest in participating in other fields in the future. The K-12 emphasis was highest while the participants were in the doctoral program, but a higher education focus appeared to increase, indicated by their current professional focus and their career aspirations.

Further, I note that these participants primarily entered the program when they were in their 40s and 50s, which may explain the overall emphasis on improving job performance in their existing workplace. Considering the literature on educational goals, then, these alumni may have had less of a focus on social mobility (Labaree, 1997). Although some interviewees spoke of the importance to them of obtaining the degree for credibility, many emphasized the intrinsic value of the program.

Perceptions of Program Strengths and Program Improvement Areas

The fifth research question addressed alumni understandings of the doctoral program’s strengths and/or specific suggestions for improvement, as they related to their changing leadership practices and/or theoretical perspectives over time. I address program strengths and areas for improvement below. With strengths, I also include program impact.

Program strengths. Drawing on both the quantitative results and qualitative findings, program strengths that alumni considered of value to them included the core curriculum pillars and accompanying reflection strategies, as well as program support. Participants particularly valued the support that the program structure provided through the cohort model and initial residency requirement and the on-campus environment, as well as the embedded dissertation process.

Results and findings indicated that alumni valued the on-campus dissertation experience and cohort structure from the standpoint of developing professional connections, obtaining peer support, and establishing lifelong friendships. These findings and results support findings and results noted earlier specific to the importance to respondents of peer support. This appears to speak to the importance to participants of colleague support and collaboration, in either a professional or a personal capacity. The quantitative results also indicated the value to participants of faculty support through demonstrated expertise and accessibility. Enriching these results, the qualitative findings showed that faculty caring and consideration was an additional emergent property.

The literature on exemplary educational leadership preparation programs speaks to the importance of collaboration and the cohort model (Darling-Hammond et al., 2007; Orr, 2011; Young, 2011a), as well as the importance of instructional quality and expertise. The study results and findings corroborate this. Of import is that these alumni also valued faculty support in terms of accessibility, caring and connection.

Program impact. Qualitative findings indicated that the program impact related to personal growth informing professional growth, although some alumni also referred to the credibility they achieved in their workplace through attaining the doctorate. When alumni considered the personal impact of the program, they spoke of increased awareness and the support provided to them while they were in the program. Such support included the connections and friendships they formed, the program structure in terms of accessibility and flexibility, the value of the dissertation chair, and the increased awareness some participants developed, including new ways of thinking as educators and/or researchers.

Considering the demographics (most participants ranged in age between 35 and 64), a predominant intrinsic emphasis may be expected, as adults may have a greater need for personal growth, likely having reached stability in their professional lives. However, it may also be that both intrinsic and extrinsic factors are of value, albeit to a varying degree. It may not be an “either-or” proposition. However, the intrinsic emphasis points to the importance to these former students of program quality; they were not just pursuing a degree for the piece of paper.

Program improvement areas. Results and findings specific to program areas for improvement included the need to address the inconsistency of program communication and inconsistency of faculty expertise, respectively. While I would have expected that program communication issues predominant at the outset, while the program was working toward stability, it appears that inconsistent communication was a concern across cohort groups.

With regard to communication, the literature indicates that both leadership and management skills are important to an organization (Avolio, Walumbwa, & Weber, 2009; Bolman & Deal, 2008). It may be that this program emphasized leadership at the expense of management, perhaps another area to consider from an improvement standpoint. Regarding the inconsistency of faculty support, given the stated value to participants of faculty support and expertise, these findings further emphasize the importance of maintaining said support and expertise throughout the program.

Program satisfaction. Approximately 69% of respondents considered program completion as feasible in three years. Of the 31% who did not consider this timeframe feasible, 75% selected both personal and professional reasons. These data, if accessed sooner, may have indicated issues to address.

Given the above, however, participants showed high levels of program satisfaction overall, with “strongly agree” and “agree” responses combined that ranged from 91% to 97%. Results indicated participants were most satisfied with the challenge to be more reflective professionally as well as with the intellectual challenge of the program, both with combined responses of approximately 97%. Approximately 78%, or 25 of the 32 respondents, have recommended the program to others. Of those, all but one would still recommend the program. These results point toward the utility of the program. Access to these data at an earlier point would have been useful for program marketing purposes.

Program Elements Perceived as Unique

The sixth research question was specific to faculty members', program developers', and/or alumni's understandings of the uniqueness of the program model and how these understandings aligned with one another. The qualitative findings indicated that the program developers, core faculty, and alumni, respectively, focused on different parts of the whole when considering program elements they considered as unique. Elements of the program structure were salient for program developers in terms of facilitating collaboration (such as the cohort model and on-campus residency), as was a non-traditional faculty focus. These are indicative of the early stages of the program, when the focus was on developing the processes for implementation.

The emphasis with both program developers and core faculty was on leadership for change. The core faculty further emphasized the processes supporting that result, contrasted to the program developers who appeared to have a structural emphasis. The core faculty did not speak of the importance of the program structure or related collaboration emphasis. Rather, they focused on the core curriculum model and action research specific to the program outcomes.

The cohort and residency emphasis may have been salient to the program developers because that was a key part of the initial implementation and they were putting it into place at that point. For the faculty, the structure had been in place; the curriculum was more salient to them, as they were more involved with the program implementation. Further, the core faculty, perhaps because of their extensive program involvement, experiencing the program from inception through implementation, appears to have a content and process focus, while the program developers seemed to have a structural focus. Another reason for this difference in focus between the two groups may be that, by the time of these interviews, the use of cohort models was no longer unique with ELPPs overall, as the use of the cohort model was cited as being a characteristic of an exemplary ELPP (Darling-Hammond et al., 2007).

The alumni focused on support, both from peers and from the faculty. Similar to the program developers, they spoke of the uniqueness of the cohort model, as well as the on-campus environment and the faculty support. Two participants also spoke of the program challenging them to think differently both as academics and researchers. Differing levels of confidence may explain this finding.

These participants were experiencing a non-traditional doctoral-level program and they may have entered with differing levels of self-confidence when encountering this new experience. The support offered the participants through the program structure and faculty likely facilitated the enactment of the core curriculum model and, consequently, the participants' success in the program. Extant literature supports the value of collaboration (Darling-Hammond et al., 2007; Orr & Orphanos, 2011) with exemplary ELPPs.

These findings reflect the development and evolution of the program as it made refinements and focused on the concrete implementation of its mission. From the perspective of program developers, faculty and/or alumni, this program was unique and/or impactful. However, other key stakeholder perceptions internal to the program likely differed from these perceptions.

With an ongoing, proactive evaluation process, the core faculty could have used the aforementioned diverse elements supporting the program uniqueness to address stakeholder concerns. As with program strengths and areas for improvement, awareness of these additional uniqueness elements may have aided faculty in possibly addressing alumni concerns and/or communicating the program strengths or successes to interested and/or concerned stakeholders.

Program Integrity and Import

The seventh research question related to faculty members' understandings of how the Educational Leadership program maintained its integrity and import over time specific to its program mission and goals. The qualitative findings indicate that, from a faculty standpoint, the program did maintain integrity, or trueness, to its mission and outcomes (goals) across time, with said mission and goals refined and made clearer. This was taking into account the 2003 program revisions (Rowan University, 2004), which included goal refinement and clarity, as well as curricular and structural changes (such as the removal of the residency requirement). In terms of program import, faculty commitment appeared to increase as core faculty saw how the students enacted the desired program outcomes in practice specific to leadership and change.

Overall, these findings provide evidence for how this program addressed the exemplary program criteria (Davis et al., 2005; Levine, 2005; Orr, 2011), particularly with regard to clarity of program purpose and goals and curricular coherence. The program aligned clearly with the program purpose and intent, balanced theory with practice and focused on practitioner needs. The program increased its clarity of the stated program purpose and goals over time through its updating of the goals and the program revision process, including curricular and structural revisions.

However, findings also indicated that there were challenges to the program model's long-term integrity over time. This was likely due to such challenges as the weakened continuity early in the program and the lack of an ongoing and proactive evaluation process that would have provided information on program viability to key stakeholders. Such a process would have provided concrete data to support programmatic decisions.

Conclusions and Implications

This descriptive and exploratory mixed-methods study examined the evolution and devolution of an on-campus doctoral educational leadership preparation program (ELPP). I examined the program's effectiveness and import across time, as well as the contextual factors influencing the program. The program model addressed in this study, in its development and its implementation, addressed a number of criteria that later literature cited as aspects of exemplary educational leadership preparation programs (Levine, 2005; Orr & Orphanos, 2011). Such criteria included curricular coherence, explicit program purpose, alignment of the program mission of leadership for change with the curriculum (Levine, 2005), peer support and mentoring (Orr & Orphanos, 2011), facilitated through the implementation of a cohort program delivery model.

In part, the program model had a curricular focus based on four program pillars: change, organizations as cultures, leadership theory, and research. Reflection in and on practice was a thread interwoven through the curriculum and fundamental to the program.

The program's focus was broad, preparing students across organizations for administrative positions in community colleges and four-year colleges and universities, K-12 schools, entrepreneurial educational businesses, and nursing departments; the foundational emphasis was for improved leadership practice for societal change.

Table 9.3 on the following page summarizes study results and findings. The primary study outcome, metaphorically speaking, is that this program was a diamond, as it addressed extant criteria for quality ELPPs and had a leadership focus, unique at the time. The diamond shone in practice. However, with the influence of key contextual factors and varying valuation perceptions detracting its value, the diamond lost its luster.

Table 9.3

Program Model Trajectory: Summary of Study Results and Findings

Research Question Synopsis	Related Study Results and Findings
Contextual factors affecting program model, within a political culture framework	Program design and development: Program communication strategies; obtaining and maintaining key stakeholder support; developing coalitions Program implementation: Program communication opportunities and challenges; lessened key stakeholder support; consequent increased influence of detractor coalitions; lessened resources; lack of ongoing evaluation process
Program model elements useful with practice	Leadership for change mission aligns with practice
Program influence on changing practice and theoretical perspectives	Program effective with changing practice and changing theoretical perspectives
Professional growth and career aspirations	Job performance was enhanced over time, with many K-12 participants also aspiring to teach in higher education
Program strengths	Core curriculum pillars and program support (structure, faculty, process)
Program improvement areas	Inconsistency with program communication and faculty expertise, respectively
Program elements unique	Different stakeholder perspectives
Program integrity and import	Perceived as true to program mission and goals; perceived as impactful by faculty and alumni

Note. Study results and findings other than contextual factors are specific to program implementation.

Recommendations

Study results and findings may contribute to the larger body of knowledge in doctoral-level educational leadership preparation programs specific to their development, implementation, and sustainability. Specifically, others in the field may consider the utility of this program model and lessons learned regarding sustainability as it relates to programs in their institutions. Rowan's College of Education may also use this information to guide further program development and implementation. In this spirit, I offer the below recommendations.

Consider the context. The core faculty in the program had much to address, with the initial program implementation, the turbulence that comes with the change process (Fullan, 2001, 2007), and continuity issues with the loss of key program developers. However, a political organizational culture (Birnbaum, 1988; Bolman & Deal, 2008) and ongoing challenges with changes in administration (R. Richards, personal communication, April 27, 2012) as well as changes in higher education (Altbach, 2008; Fullan & Scott, 2009) overall necessitated an ongoing awareness of the internal and external context. One strategy that may be useful in this regard is an organizational scan (Bolman & Deal, 2008).

Actively seek and maintain partners and champions. Maintaining and creating linkages within and outside of the university is a key consideration with maintaining program viability (Daresh, 1994). At the outset, this program benefited from program developers with political connections and had strong supporters within and outside of the institution. Over time, they lost support for the program and did not appear to garner enough additional support to sustain the program in its original form.

The program needs to practice what it preaches. This program emphasized an action research (Marcus et al., 1997) approach with the dissertation. Related to this approach is aligning espoused leadership theory with theory in use (Argyris, 1990, 2010) and accompanying reflection strategies. Related to considering the context, the program may have benefited from actively examining and discussing their underlying assumptions. Without doing this, the faculty ran the risk of not addressing conflict issues and becoming a house divided, which eventually fell.

Actively communicate what the program stands for. This program had a generally-stated mission (Rowan College, 1995; Rowan University, 2009) and the curriculum was coherent with that mission. However, if the program had a mission reflecting an underlying ideology, it may have aided faculty to defend the program by having a definitive stance, clearly knowing what they stood for in the face of detractors.

Have an ongoing program evaluation mechanism. The field recognizes the importance of program evaluations (Jackson & Kelley, 2002; Orr, 2011; Young et al., 2009). I am proposing that the evaluation process be ongoing. Valuation perceptions obviously influenced the evolution of this program. Although the original intent was to have an ongoing evaluation process (Marcus et al., 1997), the evaluations conducted appeared to be reactive. Different stakeholder perspectives on the program's value from such an ongoing process would have aided in providing data to support it. Without these data, the program was unable to provide evidence of viability. Further, it could not use data to leverage its strengths or address areas for improvement. These data may have also informed consequent programmatic decisions made specific to program redirection.

Study Limitations

The data were self-reporting in nature. It may be that observing alumni in their work environment and/or interviewing or surveying existing employers might have added to the study validity. Further, although the online alumni survey response rate was acceptable (Instructional Assessment Resources, 2009), increasing response rates would have increased the study validity. Soliciting aid from faculty and/or dissertation chairs may have helped in this regard. Lastly, one core faculty member declined an interview. Findings from this interview would further have increased study validity.

Overall, the survey worked well for its purpose. However, in the future I would make changes from a response validation standpoint. Some respondents chose more than one option for a given question. For example, in one case, they were able to select a specific response and then select “all of the above” as an option as well.” I was able to correct this in the data by assuming “all of the above” was the correct response; however, future surveys should not allow for multiple options. Further, one question asked respondents to select the top three responses; however, some selected more than three. Validation strategies need to prevent this from occurring in the future.

Future Research Considerations

I followed this program through graduates in 2007. Since that time, the program has undergone major changes, including online courses at satellite campuses, adjuncts, many courses added, hybrid programs, and an extensive program revision. Further, although the original program focus was on leadership, the program is now moving toward strands, such as higher education and K-12. An evaluation study, extending the work done in this study, would be illustrative, comparing the original program model with the recent approaches, as in considering alumni perceptions of the on-campus model with the off-campus hybrid delivery approach. Also, results pointed to a lack of emphasis with alumni on action research, an area that the program emphasizes. Further research may explore both why this perception occurs and steps to take to address it, as appropriate.

This study considered faculty, program developer, and alumni viewpoints, relying essentially on self-report data. Future studies may consider additional stakeholders, such as employers and may include observations of alumni in their work environment. Another suggestion is to form an advisory panel for the program, providing a venue to key stakeholders to have their voices heard relative to program strengths and suggestions for improvement. This venue would also allow for increased program communication to key internal and external stakeholders.

The import of this study is in connecting program outcomes and aims with actual alumni outcomes in context using a mixed-methods approach. This contrasts with the primarily quantitative approach to evaluation research, which appears to be standard in the literature. In this regard, a contextual mixed-method study approach may be useful with further program research, as the qualitative and quantitative data inform and enrich one another.

Chapter X

Evolving Leadership Theory: Views through the Kaleidoscope

As a lifelong learner, I have a varied professional background. My experiences include 23 years in a corporate setting, conducting research in a K-12 environment, teaching as an educator in higher education, working as an education consultant and, most recently, as a full-time doctoral student. All these experiences, gained while operating in varied organizational cultures and contexts, have provided me with a multifaceted view of leadership, as I view leadership principles through different contextual and theoretical lenses.

Specifically, in progressing through the Educational Leadership doctoral program, particularly during my dissertation research process, I have reflected on my leadership practice. I find that my leadership theory-in-use is eclectic. As I gained knowledge and experience in this program, in conjunction with my earlier experiences, my initial desire to participate in facilitating change has grown into a specific research interest in and commitment to quality in higher education. I now strive to do this through an authentic and advocacy leadership approach, drawing on the principles of Starratt (2007a), Palmer (1998, 1999, 2000, 2004) and Anderson (2009). Servant leadership principles further inform this theory (Greenleaf, 2002; Keith, 2008) as they reflect my core values.

Values are a key consideration for my leadership, because values and motives guide one’s actions (Branson, 2006). A clearer understanding of my values and motives through awareness and reflection allows me to take action as a leader thoughtfully. I also draw on the work of Argyris (1990, 2010), particularly in light of espoused theory and theory-in-use using Model I and Model II approaches, to examine how my espoused leadership aligns with the reality of my actions.

All of my experiences, gained while operating in extremely varied organizational cultures and contexts, have provided me with a multifaceted view of my evolving leadership theory, similar to what one sees through a kaleidoscope. With each turn, a new picture of what I have perceived as reality has emerged. I developed strategies, based on theories in use, to adapt to or mesh with that picture or reality. In the following sections, I present my evolving leadership theory considering this kaleidoscope analogy.

Presentation of Theory Exemplified by Leadership Attributes

As an authentic leader, one who also strives toward advocacy leadership and draws on servant leadership principles as a base, my focus is on creating safe and supportive environments (building trust, facilitating openness) to create communities that facilitate learning and professional growth through relationship and connection. Using the kaleidoscope analogy, my first “view” was that of servant leadership, which I have enacted throughout my professional experiences. The second turn of the kaleidoscope, with my emphasis on authentic leadership occurred as my awareness increased, primarily during my doctoral coursework experiences and related course readings. The third turn of the kaleidoscope, during the latter stages of my dissertation research, focused on advocacy leadership in conjunction with authentic leadership. As shown in Figure 1, each turn of the kaleidoscope informed an earlier leadership view. All of these views inform my evolving leadership. Servant leadership then is the smallest circle, with larger circles reflecting authentic and advocacy leadership.

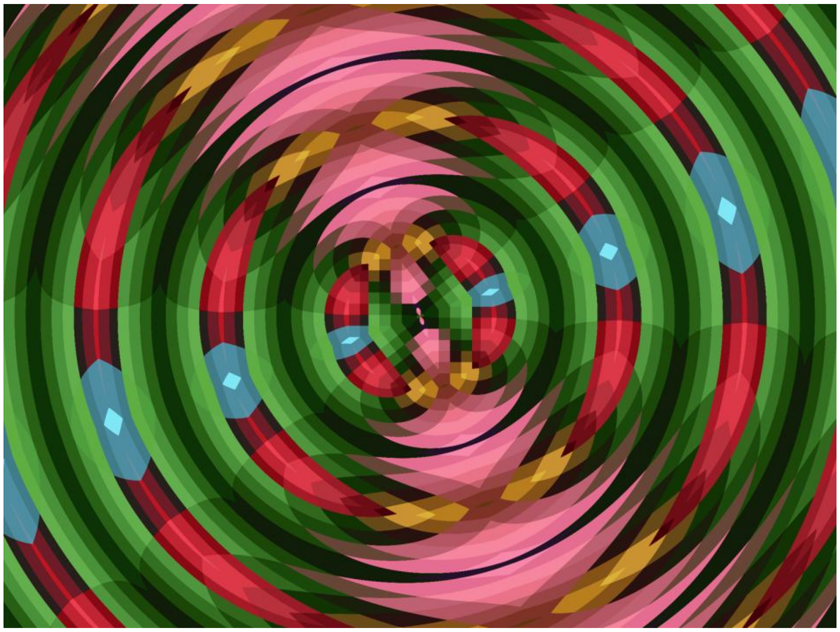

Figure 10.1: Leadership Framework. With each turn of the kaleidoscope, one theory informs the next. Servant leadership informs authentic leadership, which informs advocacy leadership.

Considering the above, I present my leadership theory as exemplified by my leadership attributes, informed by servant, authentic and advocacy leadership. I support this with my experiences, as well as with theoretical and research literature. I conclude with a discussion relating to how the conduct of my dissertation research currently informs my leadership, particularly with regard to striving toward balancing authentic and advocacy leadership.

Emphasis on serving first, then leading. Using servant leadership principles, my aim is to serve first, and then lead (Greenleaf, 2002). This distinction is important, as Greenleaf considered those who had a leader-first emphasis focused more on power rather than people. For this reason, Prosser (2010) considered servant leadership as a philosophy, rather than a leadership theory. His contention was that servant leaders focus first on being a servant, rather than focusing on being a leader.

The literature on servant leadership has evolved across time, building on the works of Greenleaf (2002). For example, there are different models of servant leadership. Spears (2004) addresses characteristics of servant leaders, while Keith (2008) addresses practices as they pertain to organizations. Such characteristics and/or practices include listening, awareness, commitment to the growth of others, and building community. In the following sections, I consider these key characteristics and practices, as well as pertinent others, as I discuss my leadership attributes. I also draw on related literature, including caring power and ethic of care, as well as the ideas of Palmer (1998, 1999, 2000, 2004), to shed further light on my leadership attributes.

Modeling authenticity, building trust in community. I strive to model authenticity as a leader, working to build trust in community (Palmer, 1994; Starratt, 2004a). Sipe and Frick (2009) speak of authenticity for a servant leader as one who displays integrity, is ethical, and credible. These characteristics are specific to authenticity as an ethical educational leader (Starratt, 2004a, 2007a). Such a leader inspires trust in others through his or her actions, for integrity refers to a genuine person. As Greenleaf, states, “They [people] will freely respond only to individuals who are chosen as leaders because they are proven and trusted as servants” (2002, p. 24). Palmer speaks of integrity as being a whole person, “the state or quality of being entire, complete, and unbroken,” (2004, p. 8). In that regard, I appreciate what he says about authenticity, in terms of authority:

> …authority comes only to those who are granted it by others… what leads us to grant someone authority? The word itself contains a clue: we grant authority to

> people we perceive as ‘authoring’ their own words and actions, people who do not speak from a script or behave in preprogrammed ways. (pp. 76-77)

I began teaching full-time in higher education in 2002 while working on my research in absentia in a prior doctoral program. I drew from my research experiences, good and bad, and I shared them with my students and my advisees. They responded positively. In discussions with these students and advisees, I found that they saw me as both an educator with expertise and a human being encountering and dealing with challenges. Some went on to pursue doctoral degrees. I believe that realistically sharing my experiences may have helped prepare them for their new challenges and may have motivated them to pursue their own degrees.

Drawing on my experiences as an educator in a higher education setting, I learned that I aspired to leadership because of who I was, not what my title reflected. I saw myself less one as who professed and as more one who facilitated, focusing on serving my students’ needs. I believe that as I strove to be authentic, honest, and direct in my interactions with my students, I gained credibility with them as a person.

As an authentic leader, I strive to keep my promises and to maintain confidentiality. For example, as an educational consultant, I and another consultant held monthly meetings with new teachers at an urban charter school. At those meetings, I and the other consultant worked to establish trust with the teachers, emphasizing that what we spoke of in the meeting stayed there. I considered (and consider) this as imperative in building trust with others. In order to do this, I must maintain self-awareness to ensure that my actions align with my values. I do this through reflection strategies, such as journaling and dialogue with trusted others, so that when I speak and act, I do so as authentically as I can.

Using reflection to increase self-awareness as an authentic leader. Greenleaf (2002) defines awareness as expanding the doors of perception, to get a clearer view of what is actually going on. He states, “Awareness is not a giver of solace…it is a disturber and an awakener” (p. 41). Greenleaf considers that through cultivating awareness, leaders are able to have a basis for detachment. Heifetz and Linsky (2002) refer to this as getting up on the balcony, so that one can look out over the metaphorical dance floor, obtaining a larger view of what is happening. To practice awareness and detachment, I spend time in reflection as a leader in order to maintain my perspective.

As a leader, I believe I must first “be” and then do or become (Palmer, 1998). I use reflection strategies to aid me in growing as an authentic leader through increased self-awareness. As Palmer (2004) states, “We can survive and even thrive, amid the complexities of adulthood by deepening our awareness of the endless inner-outer exchanges that shape us and our world and of the power we have to make choices about them” (p. 49).

Keith (2008) includes reflection as part of the servant-leadership practice of awareness, along with the consideration of one’s strengths and weaknesses, level of emotional intelligence, and the affect one has on others. I cannot successfully be aware of how to serve others if I do not have an awareness of myself and my practice and its affect on them. I consider reflection then as developing self-knowledge and then reflecting on my practice as it occurs, as well as after the fact (Argyris & Schön, 1974).

I agree with Branson (2006) that in order to care for others, one must care for oneself; a component of such self-care is self-knowledge. Reflection strategies, such as journaling and dialogue with trusted colleagues, also help me clarify what I stand for as a leader. In speaking of the ethical challenges that educational decision-makers face when presented with conflicting value-based decisions, Branson considers reflection to be a key consideration. It is important because, with such self-knowledge, the leader is better prepared to adapt to a changing world. As he states:

> …caring for their Self is not so much about self-preservation as it is about self-knowledge. A leader needs to care about how they are leading…they need to know how they tend to think and analyze…their values and priorities…their preferred beliefs and behaviours. (p. 2)

In a similar vein, Begley (2005) proposes adopting a values perspective on school leadership for authentic leaders that includes achieving self-knowledge through personal reflection. Then, once leaders attain this self-knowledge, they can take the next step, which is developing the value sets of others with those whom they interact in school settings. This prepares the leader for dialogue with key stakeholders in the educational community.

I particularly value what Wheatley (2002) says about the importance of reflection in today’s fast-paced world:

> I think one of the most courageous acts a servant-leader can do right now is to attempt to slow things down, so that people can think about what they’re doing. It’s a revolutionary act to reflect these days. It’s not in our job description. Luckily, it’s in our species description. (p. 350)

As an educator, I reflect on my practice and life experiences in order to grow personally and professionally, as well as share what I learn with my students when it may inform their learning For example, while teaching a research course, I shared my graduate school research successes and failures so that my students could learn from my experiences. I learned a great deal about project planning, such as the importance of working backward from deadlines and the need to meet those deadlines to which you commit. I passed this wisdom on to my students.

Using active listening to promote community. As I strove to be genuine with my students, I believe that they felt more comfortable and open, evidenced by active participation levels in class discussions and a willingness to share information and experiences with one another and with me. Overall, I believe the result was that they saw me as credible and, as such, I gained their trust. According to Kouzes and Posner (2007) credibility is earned over time and is not dependent upon one’s title. They state, “Complete trust is granted (or not) only after we have had the chance to get to know more about that person” (p. 363).

I strive to be an active listener, to be present (Starratt, 2004a, 2007b) to my students and colleagues. Keith (2008) and Spears (2004) cite listening as a characteristic and practice of servant leadership, respectively. According to Sipe and Frick (2009) “Listening, coupled with reflection, is essential to the growth of the servant-leader” (p. 8). As an active listener, I strive to understand first by using reflective listening (Palmer, 2004), such as asking thoughtful questions, rather than insisting that others understand me at the outset. When I listen, I am better able to engage in dialogue with others.

For example, as an educational consultant, when I provided debriefs to teachers on my informal classroom observations, I asked open-ended questions of them at the outset, such as “What went well for you in your classroom today?” “What issues are you struggling with?” I listened to their perspective, to find out their truth, before I began to share my ideas. By doing so, I believe I showed authenticity and thus engendered trust (Palmer, 2004; Sipe & Frick, 2009). I believe this provided an environment of openness and facilitated dialogue.

As an active listener, I strive to look for what Palmer (2004) calls finding the third way, which is detaching from a preconceived outcome, looking with others for another option. I find that using the third way requires that I speak my own truth. In this regard Palmer distinguishes expressive speech from instrumental speech. With expressive speech, one speaks from within, not with the intent to coerce, affirm, or convince others. In contrast, with instrumental speech the intent is to influence the listener in some way, as by affirming or persuading.

As mentioned earlier, as an educational consultant, I worked with another consultant on providing monthly meetings with new teachers at the school, to aid them in their professional development. There had been recent administrative changes at the school, and I was uncertain as to whether I would continue as a consultant for the upcoming school year. I wanted to have a final summit meeting for closure.

In sending e-mails asking the consultant for times and dates for a final summit meeting, I received no response to e-mails or voice mail messages. After consideration, I left a voice mail that said that I enjoyed working with her but that I was letting go. If she wanted to call, she could, but I thanked her for the time we worked together and expressed my appreciation. She called back within 10 minutes and we spoke for an hour. She spoke of how busy she was, and we agreed that the final summit meeting may or may not happen, based on her schedule. However, she said that teachers and students were asking about me, wondering where I was. The consultant and I agreed that a final day on-site, just to speak with the teachers, would be a good option, one that I had not considered.

Building community to facilitate learning. I believe that building community is a key consideration for me as an authentic and servant leader. In doing so, I need to focus on my circle of influence, rather than my circle of concern (Covey, 1989). As Greenleaf (2002) states:

> All that is needed to rebuild community as a viable life form for large numbers of people is for enough servant-leaders to show the way, not by mass movements, but by each servant-leader demonstrating his or her own unlimited liability for a quite specific community-related group. (p. 53)

I consider community a cohesive entity, serving a common purpose. In my role an educator, most recently as an educational consultant, my purpose, as I understood it, was to facilitate learning, using authentic and servant leader strategies. I discuss this in the following sections: (a) persuasion, rather than coercion, (b) unleashing others' power and intelligence, and (c) coaching and mentoring, not controlling.

Persuasion rather than coercion. The servant-leader seeks to find ways to build community within a given organization or institution (Spears, 2004) through facilitative strategies, rather than control. One servant leader characteristic is the use of persuasion, or convincing others, rather than using coercion through the abuse of positional authority.

Persuasion appears similar to referent power (French & Raven, 2005; Hughes, Ginnett, & Curphy, 1995), where others accept one's leadership based on whom you are as a person, contrasted to legitimate power, based on the title. I concur with Noddings (2005): "Leadership lies not in the position *given*, but in the position *taken*" (p. 15).

For example, I strove to facilitate community within my area of influence, both as a former educator in the higher education field and as an educational consultant focusing on teachers' professional development. I achieved this by focusing on the use of persuasive, rather than coercive, techniques. Keith (2008) states that one of the key practices of a servant leader is changing the pyramid in organizations, from a traditional top-down approach, to enlisting the support of others in the organization to achieve the vision. In the context of learning, I believe that all involved play a key role in student achievement and have accountability for same, whether it is a learner, teacher, or administrator.

As an educator in higher education, I was open and direct with my students, striving to be authentic (Palmer, 2004; Sipe & Frick, 2009; Starratt, 2004a, 2007b). I shared my teaching strategies with them, and this included how and why I taught in the way that I did. We participated together in creating a community with a learning focus. I shared my teaching philosophy at the outset, encouraging my students to reflect upon and share their ideas about teaching and learning. This led to great class discussions because students would bring up concerns that they had in their workplace and the other students would provide their advice and strategies on how to address those concerns.

As an educational consultant, both when providing mentoring new teachers and conducting various professional development workshops, I used similar strategies. I did not emphasize my background, nor did I negate it. Rather, I focused on their needs first, and then used my experiences to relate to their needs and concerns. I am aware of the challenge I face, which is to own my credibility. When interacting with others I strive to downplay my expertise, but at the same time, I try not to inflate it.

Unleashing others' power and intelligence. Another related key practice of servant leadership (Keith, 2008) is unleashing the power and intelligence of others, that is, allowing others to own their power, as we work toward achieving a common vision. Within a given facilitated community, then, I strive to allow others to own their power. I find Kreisberg's (1992) "power with" as opposed to "power over" 'illustrative of the type of leadership I aspire toward. "Power with" is the recognition that as I work with others, we have power in community, rather than "power over," dependent upon my position in a hierarchy and control over others.

As an educator in higher education, I appreciated it when students took ownership as teachers and learners in the classroom. They volunteered to share resources, gave impromptu presentations to other students and, if I arrived a few minutes late, actually started the class without me. In those cases, I saw positive results when I allowed students to own their power.

While I strove to allow others to own their power, I still maintained my focus on what I wanted to accomplish, balancing that focus with flexibility in considering the learning needs of the students. When teaching, I let students know that, although the text and some assignments were non-negotiable, the schedule and activities were open to change based on their needs. Further, I ensured that their assignments were relevant.

In a different context, and as another example of unleashing others' power and intelligence, at the aforementioned monthly meetings with new teachers, I asked them to share their successes and challenges with each other. My aim was to help them develop confidence in their teaching, learn from one another, and own their power by taking this learning back into their classroom. This appeared successful, as a small group of teachers regularly attended the meetings, and some spoke of the value of meeting together, as it reduced their feeling of isolation and found that others encountered similar issues.

Sharing talents and expertise. As a leader, I consider myself one who is aware of and shares my talents and skills with others, while at the same time maintaining an openness and flexibility to allow others to lead, drawing on their talents and expertise. Greenleaf (1991) defined leadership as "going out ahead to show the way" (p. 109). From this standpoint, anyone can lead, in a given context. Further, Greenleaf considered that leadership was available to anyone in the institution who had the "competence, values, and temperament for it, from the chair to the least individual" (p. 109). Greenleaf's view of leadership (1991) is similar to that of Parker Palmer (2000) who views leadership as something we all share within community: "…if it is true that we are made for community, then leadership is everyone's vocation…When we live in the close-knit ecosystem called community, everyone follows and everyone leads" (p. 74).

As an educator in higher education, my students and I operated in a reciprocal manner. Specifically, I learned from them as well as taught, and my students taught as well as learned, at times (as mentioned earlier) doing impromptu presentations for others and sharing resources. This resulted in an open and positive learning environment. All played a part in making the learning environment work well. At times I led, at others times I followed the lead of others as part of the learning community.

I also learned about the value of sharing talents and expertise as a doctoral student. As I strove to develop as a servant leader, I did not take the center role in many of the group projects. I tried to avoid what my father would call "broadcasting without tuning in." In doing this, I believe my colleagues and I learned more about our leadership. We experienced what it is like to be prominent as a leader in a team setting. I also learned that there was value in using our strengths. For example, we shared our expertise at different times, which allowed us to lead at different points in the process to achieve our project goals.

Coaching and mentoring, not controlling. Coaching and mentoring (Keith, 2008), as opposed to controlling, is another key practice of a servant leader. Although there was one instance during my five years of teaching in higher education where a direct approach was appropriate, generally, when I found when I became more directive, my graduate classes did not go as well. Students would say to me, partly in fun, "You taught us what we need to do. Now let us go ahead and do it!" Students appreciated it when I offered resources and shared my experiences to help them grow and develop professionally.

Showing caring and consideration for others in community. Sernak (1998) speaks of caring power as "An understanding and ability to care, merged with official power to teach and model caring, becomes caring power, essential to create the spaces for an ethic of caring to become a valued and nurtured concept within the public realm" (p. 156). As an authentic leader, I demonstrate caring power by striving to create safe and supportive environments that foster learning and growth, promoting achievement toward challenging goals.

According to Sernak (1998), an ethic of care is comprised of the following qualities. First, it is relational, focused on connections. Webs or relationships form around individuals and around communities, as they express caring and power. This is dependent on the interactions of persons, contrasted to a top-down directive structure.

Noddings (2005), speaking of an ethic of care, considers a moral life to be relational. She states, "…how good we can be depends at least in part on how others treat us" (p. 34). This ethic focuses on care and concern, as well as connection with others (Shapiro & Stefkovich, 2005), particularly students. This ethic further focuses on the importance of community (Ciuffetelli Parker, 2006; Noddings, 2005; Schussler & Collins, 2006).

Second, an ethic of care is reciprocal, depending on the actions of all involved. As one gives, one should be able to receive (Sernak, 1998). Third, it is contextual or situational. Fourth, its basis is on social constructions, as different cultures will view caring and power differently. As one focuses on caring, one can use power constructively to nurture a community and collective, encouraging its development and growth through conscious and specific strategies. Within this framework, I next look at strategies that I have used to see how they fit into a given context relative to caring power and an ethic of care.

From my experience as a teacher, I found that my students responded positively to a caring approach. Extant research (Ciuffetelli Parker, 2006; Schussler & Collins, 2006) appears to support this. Caring can also include setting high standards and urging students to do their best work (Ciuffetelli Parker, 2006). I consider this focus on care, concern, connection, community, and student excellence as integral to my leadership framework.

I used an ethic of care through strategies that facilitated community in the context of my college classroom. I encouraged collaboration, modeling trust and encouraging dialogue by forming small discussion groups and using facilitative rather than directive strategies. In other words, I tried to use strategies that provided an environment conducive for learning. I believe that I influenced others positively because I actively showed caring and consideration for them. In my early student evaluations, I began to see the affect that this approach had, through student comments such as “She cares!” I was somewhat surprised by this comment at the time, but now I better understand the importance of an ethic of care, as I have grown as a teacher and seen the results.

I believe that caring power complements servant leadership, as they both promote the use of power to benefit others in community. Indeed, “…the goal of servant-leadership is to create a more caring and just society where the less able and the more able serve each other with unlimited liability" (Beazley & Beggs, 2002, p. 57). According to Keith (2008), a leader that lives as servant-first uses a service model, in contrast to one with a leader-first focus.

Keith (2008) states, “According to the power model, leadership is about how to accumulate and wield power, how to make people do things, how to attack and win…about clever strategies, applying pressure, and manipulating people to get what you want” (p. 19). Servant leaders use power as a tool to serve others. From a servant leader perspective:

> Servant leadership is empowering rather than demeaning. It is far from servitude or slavery because it is offered out of love rather than out of coercion. It comes from judicious power appropriately applied, not from an abdication of power or from illusions of power. (Beazley & Beggs, 2002, p. 58)

Standing up for what I believe in a context of caring and community. As a leader, I strive to stand up for what I believe in, while also considering the needs of others and myself. Caring power is not "warm and fuzzy." As Sernak (1998), states, "…to care requires power, reconceptualized within a framework of care, in order to effect discourse and behavior for the moral treatment of the particular within the universal" (p. 156).

When one is in a position of power, one can abuse power or have it misinterpreted by others. For example, others may expect me to act in a caring way because I am a woman (Sernak, 1998). However, as Sernak points out, an ethic of care, as a form of moral reasoning, is gender-neutral. As such, it is a moral responsibility for both men and women in leadership positions. Further, as a servant leader, it is important to care thoughtfully and responsibly:

> The idea of being of service to another while still maintaining one's own integrity, boundaries, and responsibility to self is a central theme in Greenleaf's writings. Servant-leaders are not martyrs; they are careful practitioners of the appropriate use of power and of the word 'No.' (Beazley & Beggs, 2002, p. 58)

I believe that I need a high level of awareness and focus to be caring in ways that have its basis on thoughtful caring through my leadership and not as a conditioned response, in order to know what I stand for and to stand up for what I believe in. As a child, I was taught to serve others needs first and to respect authority. However, as I have grown as a leader, I have learned to value and care for myself as well as others.

For example, in this doctoral program, through reflection, reading, and the probing questions of my professors, I have been able to appreciate the importance of being clear on what I need and setting boundaries, while actively listening to others to understand their needs and care for them. I am aware, however, of my conditioning, which is to automatically respond to and defer to those in authority because that is the "nice" thing to do. It is imperative that I maintain my awareness of what I can contribute, balancing that with what others contribute, focusing on what is best for a given project or situation.

Focusing on leadership as spiritual, fostering connection. I agree with Sernak (1998) that leadership using caring power is a spiritual endeavor. Specifically, the leader looks beyond self and personal gain to foster collaborative, rather than competitive, communities. This leader works with others to facilitate change, seeing "self-in-relation to community members as joint guardians of their school/institution/society, which they perceive as an integral part of a global environment and world" (p. 159). According to Sernak, the leader is a steward, responsible to others, while also holding them responsible for their community commitments. Such a steward is accountable for the outcomes of the institution or society "without defining its purpose for others, or controlling, demanding compliance, or taking care of them" (p. 160).

Stewardship, considering caring power (Sernak, 1998), is similar to servant leadership (Spears, 2004). Specifically, leaders in positions of power keep their institutions in trust for the greater good of society. The servant leader, in this context, focuses on openness and persuasion, instead of control, as mentioned earlier.

Within a learning context, I have tried to provide people the freedom to learn and grow in ways that work well for them; as a facilitative leader, I strive not to get in the way of their growth but instead to support it. One of the main tenets of servant leadership, according to Greenleaf (2002) is, "Do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And will the least privileged in society benefit or not be further deprived?" (p. 27). I believe that by providing people with the wherewithal to think well and resources to facilitate change in their own environments, I am moving toward that goal. I do this by focusing on connection (Kreisberg, 1992), rather than control.

I believe that learning happens in the space between another person and me. For example, in the classroom, connection may happen between a learner or a group of learners and me, as we dialogue in the classroom. We create ideas together. When I consult with a student in a context where we have built trust, we co-create strategies for addressing issues of concern in the classroom or school.

In a focus on connection, the leader considers a nonviolent approach to power. As Kreisberg (1992) states, "The effective power of nonviolence…is based on the power of self-assertion, openness, and human connection rather than self-imposition, invulnerability, and human separateness" (p. 67). In contrast, Palmer (2004) speaks of violence itself as more than a physical assault. From his standpoint, we commit violent acts whenever we insult or demean one another and treat one another with disrespect. Conversely, then, I believe we foster connection through respecting each person.

Respecting the unique spirit of each person in community. As a leader, I respect the unique spirit of each person. I do this through empathy. Spears (2004) defines empathy, a key characteristic of the servant leader, as accepting and recognizing the unique spirit of each person, assuming good intentions, not rejecting the person but instead focusing on their performance. Sipe and Frick (2009) define empathy as being aware of another person's experience, working to understand where they are. In doing so, one is what Carl Rogers (1980) considered as being fully present to the other person. I believe that, by my focusing on people as people, I then move away from objectifying (Palmer, 1993) the other person, or treating them impersonally. The need to be present to one another transcends from the individual to society. I concur with Palmer (2004) that fragmentation of community in our society is a concern. He states:

> The external causes of our moral indifference are a fragmented mass society that leaves us isolated and afraid, an economic system that puts the rights of capital before the rights of people, and a political process that makes citizens into ciphers. (pp. 37-38)

In this regard, I believe we need to treat others as people, not products. With this perspective, we can then move toward meaningful change. Specifically, as educators, we need to work toward a society that benefits and provides opportunities for voice to everyone, including marginalized populations (Anderson, 2009). Specifically, I believe, as an educator that learning is spiritual and sacred. As such, I work toward authenticity of learning, for others and myself. Rather than use education for credentialing or risking the objectification of learning and students for market purposes, I believe that learning has the potential to change a person for the better. I believe that knowledge is power.

In this context, I believe that the more people that can learn to think critically and well, that have the wherewithal through education to create and exchange ideas, to be able to work together well, will have the power to change society for the better. Education in society should not be a marketable proposition alone, but also support the human spirit. I believe that, through an environment of authenticity and caring, as an educator I can facilitate effective and powerful learning, allowing students to move toward their authentic potential in life. I then serve my students, to help them be what they can be to serve their purpose in this world. Without critical thinkers, those who are prepared to participate in a social democracy, we are at the mercy of countervailing forces that may move toward an emphasis on market forces alone (Anderson, 2009).

How the Conduct of this Study Informed My Leadership

In conducting this study, I have felt as though I was a ship's captain navigating my study through treacherous waters. At the same time, I have felt increasingly confident in my ability to bring the ship successfully to port. Because I have not been working full-time over the last year, I have considered the study process particularly in terms of both how I have used authentic leadership (Starratt, 2004a, 2007b) qualities and what I have learned about myself as a leader throughout the process. I find that they inform one another. Through the research process, my awareness has increased, and that has informed my leadership. As I have learned about my leadership, that has informed my research.

Clarification on theory-in-use. For example, I am clearer on my espoused theory versus my theory-in-use. I now realize that as an instructor, although I strove to create a collaborative and trusting environment, at times I likely used a Model I rather than a Model II approach. Argyris (1990, 2010) considers a Model I approach as one that is more directive and controlling, focusing on winning rather than losing in accomplishing a predetermined goal. With a Model II approach, one examines assumptions, collects valid information to confirm or disconfirm those assumptions and then makes informed choices using that information.

I saw this approach in my desire at times to assume that all classroom participants were "buying in" to my instruction and approach, moving quickly in a given classroom session toward achieving my objectives. It is possible that, although the majority of students were responsive to my approach, there were times when I might have "skimmed over" concerns of students in my aim to "win" at accomplishing the objectives for a given class session. I now take the time to reflect more, regularly examining my assumptions. Further, I strive increase my awareness of personal and professional interactions in light of authenticity.

I now find that as an authentic leader, I strive to facilitate trust not only with others but with myself as well. I have learned to trust my creative process in writing the dissertation, which I akin to an elephant giving birth. For humans, it takes nine months on average to prepare for birth, but for me (as with elephants) it has taken much longer. I have learned to be comfortable, at least for a while, with ambiguity, learning to ask questions rather than assume I have the answers, while I work to solve a given issue related to the study. In this regard, my awareness has increased; I am learning to address the “nudges” that tell me something is not right and that I should address it, such as a section in the write-up that really does not fit or does not logically connect.

From the standpoint of community and connection, I have learned that I do not operate in a vacuum, that there are supportive others who have an interest in what I am doing, particularly my dissertation committee. It has been a slow process, but I have finally learned to communicate more clearly my status to others involved in the study while at the same time produce work in a timely manner.

Authentic and advocacy leadership. I have a focus now that is more realistic and more geared toward societal change than when I entered this program, moving toward an advocacy leadership approach (Anderson, 2009), balanced with authentic leadership principles. According to Anderson, one needs to balance authenticity with advocacy; you cannot have one without the other. He speaks of authenticity at an individual, organizational, and societal level. In considering this authenticity, he also addresses the importance of discourse and the corollary need to “decode” much of what powerful others in society are saying. In defining advocacy leadership then, he states, “An authentic democracy requires leaders to uphold laws and policies against discrimination and to challenge those who discriminate—defending the powerless from the powerful is the essence of advocacy leadership” (p. 42).

Initially, my study focus had more to do with accountability and productivity, reflecting my corporate training. Because of my doctoral experience, particularly research conducted on this program, I now have a greater sense of my own moral agency (Starratt, 2007b) and desire to continue to facilitate doctoral program quality in the educational leadership field. In this regard, I have accountability to myself and to others.

I have a responsibility to use what I have learned in this program to work toward benefiting society in whatever arena I find myself, both as a person and as a professional in promoting a social democracy. Whereas before, I focused on developing accountability and responsibility in others as an instructor, I now embrace the need to develop my own accountability and responsibility as well, promoting educational quality from a broader perspective.

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Appendix A

Rowan Survey: Doctoral Student Alumni

Rowan Survey: Doctoral Student Alumni

Dear Colleague:

I am conducting this survey as part of my doctoral work in the Educational Leadership program at Rowan University. The purpose of this survey is to learn about: (a) your program experiences and professional leadership practice, (b) your professional experiences, (c) general program considerations (such as what worked well for you in the program and suggestions for change, and (d) contextual and background information. All results will be confidential. The data I collect will be useful in enhancing and improving the Educational Leadership doctoral program. I greatly appreciate your time and consideration in completing this survey. Please respond within two weeks of receiving this survey.

In my data collection and subsequent write-up, I will protect your identity, using pseudonyms in all cases. All data I collect will remain confidential. I will also follow this procedure in the event that this dissertation leads to future articles or conference presentations. I will destroy your e-mails after I have recorded your data. Your participation is voluntary and all responses will be confidential. If you do agree to participate, you do not need to respond to all questions. You may choose to change your mind about your participation at any time.

Response to the questions through this e-mail, in whole or in part, will indicate your consent to participate. If you desire additional information or have questions, please feel free to contact me by phone: 609-748-1146 or by e-mail: rosseva@hotmail.com. You may also contact my faculty sponsor, Dr. Kathleen Sernak at 856-256-4500, Ext. 3808 or by e-mail: sernak@rowan.edu. If you have any questions about your rights as a research subject, you may contact the Associate Provost for Research at the below address:

Rowan University Institutional Review Board for the Protection of Human Subjects
Office of the Associate Provost for Research
201 Mullica Hill Road
Glassboro, NJ 08028-1701
Telephone: 856-256-4053

Part 1: Program Experiences and Professional Leadership Practice

Welcome to Part 1 of the survey. The following statements address your program experiences and professional leadership practice as an alumnus of the doctoral program. Note that, based on your response to certain “Yes/no” questions you will go to different questions/pages in the survey. Please indicate the appropriate options below.

1) My professional leadership purpose and goals changed because of my participation in the Educational Leadership doctoral program.
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly disagree

2) My professional leadership practices are changing, resulting from my doctoral program participation.
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly disagree

3) My theoretical perspectives changed resulting from my doctoral program participation. [Skip logic question: If “Yes,” they will go to Question 4; if “No,” they will go to Question 5.]
    a. Yes
    b. No

4) Which of your theoretical perspectives changed? (Select all that apply.)
    a. Leadership
    b. Change
    c. Ethics
    d. Social justice
    e. Diversity
    f. All of the above
    g. Other (If “Other,” please state below.) [Open-ended response]

5) My knowledge of theory has strengthened my practice. [Skip logic question: If “Yes,” they will go to Question 6; if “No, they will go to Question 7.]
    a. Yes
    b. No

6) I use theory to practice in the following ways:
    a. To inform my professional interactions with others
    b. When preparing to make programmatic decisions
    c. When preparing to make systematic decisions
    d. To increase my understanding of change initiatives implemented by others
    e. All of the above
    f. Other (If “Other,” please state below.) [Open-ended response]

7) I use action research as a basis for change; I did not do so prior to this program.
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly disagree

8) I encourage my staff members to use action research as a basis for change.
    a. Strongly agree
    b. Agree
    c. Neutral
    d. Disagree
    e. Strongly disagree

The next few questions ask you to consider the doctoral program goals and or outcomes that you find most useful with changes in your leadership practice, as well as the program elements you find most influence those changes. Please select the appropriate option.

9) The following statements address intended goals and or outcomes taught in the Educational Leadership doctoral program. Please respond to the following statement: My mastery or achievement of these goals and or outcomes has changed my leadership practice in a positive way. (Please choose the appropriate option for each, considering your coursework and or your dissertation experience.)

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree

1) Demonstrating understanding of the theories and principles that underlie educational leadership and how they relate to practice
2) Applying leadership theory to educational problem solving
3) Applying contextual knowledge to educational problem solving
4) Understanding, as an educational leader, the contexts in which schools and colleges operate
5) Developing analytical skills as an educational leader
6) Developing communication skills as an educational leader
7) Facilitating transformative organizational change to meet societal needs and demands

10) The following statements address intended goals and or outcomes taught in the Educational Leadership doctoral program. Please respond to the following statement: My mastery or achievement of these goals and or outcomes has changed my leadership practice in a positive way. (Please choose the appropriate option for each, considering your coursework and or your dissertation experience.)
    1. Strongly agree
    2. Agree
    3. Neutral
    4. Disagree
    5. Strongly disagree

    1) Demonstrating ability to reflect in action as an educational leader
    2) Working in groups, rather than as an individual, to achieve organizational goals
    3) Application of organizational culture concepts to work contexts
    4) Application of organizational change concepts to facilitate change in work contexts
    5) Application of research skills to the practice of educational leadership
    6) Using action research to facilitate change
    7) Using data to make curricular, staff, school, and or budget decisions

11) Which doctoral program elements most influence changes in your professional leadership practice? (Please select the top three elements from the list below, considering your coursework and or dissertation experience.)
    a. Application of leadership theory to educational problem solving
    b. Application of theory to the practice of educational leadership
    c. Application of contextual knowledge to educational problem solving
    d. Reflection in action as an educational leader
    e. Using action research to facilitate change
    f. Using data to make curricular, staff, school, and or budget decisions
    g. Facilitating transformative organizational change to meet societal needs and demands
    h. Using organizational change concepts to facilitate change
    i. Application of research skills to the practice of educational leadership
    j. Demonstrating proficiency in communication skills as an educational leader
    k. Demonstrating proficiency in analytical skills as an educational leader
    l. Working in groups, rather than as an individual, to achieve organizational goals
    m. Application of organizational culture concepts to work contexts

12) The affect the doctoral program has had on my leadership practice is:
    a. Transforming
    b. Exactly what I hoped it would be
    c. Not achieving what I hoped
    d. In need of improvement

Part 2: Professional Experiences

Welcome to Part 2 of the survey. The following questions address your professional experiences as an alumnus of the Educational Leadership doctoral program. Note that, based on your response to certain “Yes/no” questions you will go to different questions/pages in the survey. Please indicate the appropriate options below.

13) What is your current professional focus?
    a. K-12 administration
    b. K-12 faculty
    c. K-12 curriculum
    d. K-12 counseling related
    e. Higher education professional/administrative
    f. Higher education faculty
    g. Local educational policy administration
    h. State educational policy administration
    i. National educational policy administration
    j. Research
    k. Consultant
    l. Entrepreneur
    m. Other (If "Other," please state below.) [Open-ended response]

14) What are your career aspirations?
    a. K-12 administration
    b. K-12 faculty
    c. K-12 curriculum
    d. K-12 counseling related
    e. Higher education professional/administrative
    f. Higher education faculty
    g. Local educational policy administration
    h. State educational policy administration
    i. National educational policy administration
    j. Research
    k. Consultant
    l. Entrepreneur
    m. Other (If "Other," please state below.) [Open-ended response]

Please respond as appropriate to the following statement.

15) I have grown professionally and or advanced as a leader in the following ways, with the doctoral program a catalyst for this growth: (Please select from one or more of following options.)
    a. Receiving a promotion
    b. Changing jobs
    c. Compensation increased (other than scheduled salary increments) since entering the doctoral program
    d. Changing career or field of employment since entering the doctoral program
    e. Improved job performance, resulting from doctoral program participation
    f. Awards received due to participation in the educational leadership doctoral program
    g. Grants received due to participation in the educational leadership doctoral program
    h. Communication and presentation skills (as with presentations given or workshops conducted)
    i. Articles published
    j. None of the above

Please respond as appropriate to the following “Yes/no” questions.

16) I collaborate in research with the Educational Leadership doctoral faculty.
    a. Yes
    b. No

17) I continue to use or extend my dissertation research.
    a. Yes
    b. No

Part 3: General Program Considerations

Welcome to Part 3 of the survey. These questions are specific to general program considerations, such as what worked well for you in the program and suggestions for change. Note that, based on your response to certain "Yes/no" questions you will go to different questions/pages in the survey. Please indicate the appropriate options below.

18) Did the use of the on-campus cohort model play a role in your decision to pursue your degree?
    a. Yes
    b. No

19) What was most positive for you as an on-campus cohort participant? (Please choose the appropriate response.)
    a. Getting to know cohort members
    b. Building relationships
    c. Flexibility of scheduling
    d. Knowing when each course would be offered
    e. No residential component
    f. Summer sessions where you stayed on campus
    g. None of the above
    h. Other (If "Other," please state below.) [Open-ended response]

20) How did the following program delivery factors affect your progress toward completing your degree? (Please choose the appropriate response.)
    1) It facilitated my progress
    2) It hampered my progress
    3) It had no effect on my progress
    4) It is not applicable to me

    a. Convenience of class location
    b. Flexibility of class schedules
    c. Face-to-face instructional delivery
    d. Hybrid instructional delivery
    e. Use of technology with instruction

21) How did the following support service factors affect your progress toward completing your degree? (Please choose the appropriate response.)
    1) It facilitated my progress
    2) It hampered my progress
    3) It had no effect on my progress
    4) It is not applicable to me

    a. Program communication
    b. Assistantship opportunities
    c. Tuition waiver
    d. Chance to learn with colleagues
    e. Opportunities for colleague support

22) How did the following instructional delivery and advising factors affect your progress toward completing your degree? (Please choose the appropriate response.)
    1) It facilitated my progress
    2) It hampered my progress
    3) It had no effect on my progress
    4) It is not applicable to me

    a. Quality of instruction
    b. Consistency of the quality of instruction
    c. Program course sequence
    d. Faculty expertise
    e. Access to faculty
    f. Faculty advising

23) We are marketing the program as possible completion in three years. Did you find that feasible? [Skip logic question: If "No," they will go to Question 24; if "Yes," they will go to Question 25.]
    a. Yes
    b. No

24) Please indicate the primary reason below as to why you did not find program completion feasible in three years.
    a. Personal reason(s)
    b. Professional reason(s)
    c. Both personal and professional reason(s)
25) The following statements are about your satisfaction with the program. Please indicate which option best describes your opinion. (This will be in a grid format.)
    a. Strongly agree

   b. Agree
   c. Neutral
   d. Disagree
   e. Strongly disagree

   1) Overall, I think the doctoral program challenged me intellectually.
   2) The doctoral program helped me increase my leadership potential.
   3) The doctoral program helped me become more reflective professionally.
   4) Access to the faculty and their expertise throughout the program was very useful to me.

26) Have you recommended the program to other people? [Skip logic question: If “Yes,” they will go to Question 27; if “No, they will go to Question 28.]
   a. Yes
   b. No

27) Would you still recommend the program to other people?
   a. Yes
   b. No

Part 4: Contextual/Background Information

Welcome to the last part of the survey! Your responses to the following statements will provide us with your contextual and background information as an alumnus of the Educational Leadership doctoral program. Please indicate the appropriate option.

28) What was the year of your doctoral cohort admission? [Drop-down menu, from 1997 to 2009 Spring]

29) What year did you graduate from the Educational Leadership doctoral program? [Drop-down menu, from 2000 to 2009]

30) How many years did it take you to complete the doctoral program? [Drop-down menu]
    a. Less than 3 years
    b. 3 years
    c. 4 years
    d. 5 years
    e. Greater than 5 years

31) What was your primary reason for pursuing a doctoral degree? (Please select one of the below options)
    a. Pay increase
    b. Professional enrichment
    c. Personal enrichment
    d. Other (If "Other," please state below.) [Open-ended response]

32) What was your primary professional focus as a participant in the doctoral program? [Drop-down menu]
    a. K-12 administration
    b. K-12 faculty
    c. K-12 curriculum
    d. K-12 counseling related
    e. Higher education professional/administrative
    f. Higher education faculty
    g. Local educational policy administration
    h. State educational policy administration
    i. National educational policy administration
    j. Research
    k. Consultant
    l. Entrepreneur
    m. Other (If "Other," please state below.) [Open-ended response]

33) Were you a full-time Rowan University employee while participating in the doctoral program?
    a. Yes
    b. No

34) Did you work full-time at a community college while participating in the doctoral program?
    a. Yes
    b. No

35) What is your gender?
    a. Male
    b. Female

36) What is your race/ethnicity? (Optional)
    a. African American
    b. Asian or Pacific Islander
    c. White, Non-Hispanic
    d. Hispanic
    e. Other (If "Other," please state below.) [Open-ended response]

37) What is your age range? (Optional)
    a. 25 or under
    b. 25-34
    c. 35-44
    d. 45-54
    e. 55-64
    f. Greater than 64

Concluding Comments and Request for Participation

Thank you for your time and participation! While this is a confidential survey, we would ask you to consider helping our program evaluation further by volunteering to participate in a focus group regarding your experiences with the Educational Leadership doctoral program. If you wish to volunteer, please provide indicate your preference(s) below and provide contact information.

38) If you are willing to participate in a focus group, please provide your contact information below. (All information will remain confidential.)

Name:
Organization:
Address:
City:
State:
Country:
E-mail address:
Phone number (work):
Phone number (home):

39) Days I am likely to be available for a focus group session: (Please select one or more of the following days.)
   a. Monday
   b. Tuesday
   c. Wednesday
   d. Thursday
   e. Friday
   f. Any day

40) Times I am likely to be available for a focus group session: (Please select one or more of the following times.)
   a. 4:00 to 5:00 p.m.
   b. 5:00 p.m. to 6:00 p.m.
   c. 6:00 p.m. to 7:00 p.m.
   d. 7:00 p.m. to 8:00 p.m.
   e. Any time

Credits

Note. Selected questions have been used or adapted from *The Master of Arts in Instructional Technology (MAIT) Program at The Richard Stockton College of New Jersey: Five-year self study - MAIT alumni survey*. *Pomona, NJ: The Richard Stockton College of New Jersey*. Copyright 2005 by The Richard Stockton College. Adapted with permission.

Concluding Statements

This concludes the survey. Thank you so much for the time you have taken to complete this survey. We very much appreciate your participation!

Appendix B

Nine-Point Template for Judging the Quality of School Leadership Programs (Levine, 2005)

Nine-Point Template for Judging the Quality of School Leadership Programs (Levine, 2005, p.13)

1. Purpose: The program’s purpose is explicit, focusing on the education of practicing school leaders; the goals reflect the needs of today’s leaders, schools, and children; and the definition of success is tied to student learning in the schools administered by the graduates of the program.

2. Curricular coherence: The curriculum mirrors program purposes and goals. The curriculum is rigorous, coherent, and organized to teach the skills and knowledge needed by leaders at specific types of schools and at the various stages of their careers.

3. Curricular balance: The curriculum integrates the theory and practice of administration, balancing study in university classrooms and work in schools with successful practitioners.

4. Faculty composition: The faculty includes academics and practitioners, ideally the same individuals, who are expert in school leadership, up to date in their field, intellectually productive, and firmly rooted in both the academy and the schools. Taken as a whole, the faculty’s size and fields of expertise are aligned with the curriculum and student enrollment.

5. Admissions: Admissions criteria are designed to recruit students with the capacity and motivation to become successful school leaders.

6. Degrees: Graduation standards are high and the degrees awarded are appropriate to the profession.

7. Research: Research carried out in the program is of high quality, driven by practice, and useful to practitioners and/or policy makers.

8. Finances: Resources are adequate to support the program.

9. Assessment: The program engages in continuing self-assessment and improvement of its performance.

Note. From *Educating School Leaders* (p. 13) by A. Levine, 2005, Washington DC: Education Schools Project.

Appendix C

Overview of Study Framework: Relating Research Questions and Data Sources to Conceptual Framework Categories

Overview of Study Framework:

Relating Research Questions and Data Sources to Conceptual Framework Categories

Conceptual Framework Category No.	Conceptual Framework Category Descriptor	Research Question No.	Data Source(s)
1	Program learning outcomes useful with changing leadership practice	3	Alumni survey
2	Program elements most influential with changing leadership practice	3	Alumni survey
3	Program learning outcomes achieved, indicated by changed leadership purpose and goals	2	Alumni survey; alumni interviews
4	Program learning outcomes achieved, indicated by changed theoretical perspectives	2	Alumni survey
5	Leaders actively linking theory to their practice	2	Alumni survey; alumni interviews
6	Program learning outcomes achieved, indicated by changed leadership practice	2	Alumni survey
7	Program learning outcomes achieved, indicated by changed professional aspirations and or growth	4	Alumni survey
8	Program strengths and or areas for improvement	5	Alumni survey and alumni interviews
9	Program satisfaction	5	Alumni survey
10	Participant demographic and background information		Alumni survey
11	Program integrity and import	7	Faculty interviews
12	Program uniqueness	6	Faculty, program developer and alumni interviews; secondary sources
13	Context	1	Faculty and program developer interviews; secondary sources

Appendix D

Interview Guide: Alumni

Interview Guide: Alumni

- My primary purpose for alumni focus group questions:
  - Obtain data to address the below research question:
    - What are students' understandings of doctoral program strengths and or specific suggestions for improvement, as it relates to their changing leadership practice and or theoretical perspectives across time?
  - Obtain follow-up or clarification information on survey results, specifically rich qualitative data to supplement the quantitative data

Questions:

- How did the doctoral program work for you?
  - What was its effect on you, both professionally and personally?
- What did the program do particularly well?
  - What were the most valuable parts of the program?
- Do you consider this program unique? If so, what program elements make this program unique?
- What areas, in your judgment, could the program do better?
  - What recommendations would you make to strengthen the program?
    - What are specific areas for improvement?

- Follow-up questions based on the survey:
  - Did your leadership purpose and goals change positively because of the Educational Leadership doctoral program? In what ways did they change?
  - How do you currently link theory to practice?
  - To what extent did you feel prepared for the dissertation? What helped and what hindered your progress?

Appendix E

Data Analysis Framework for the Alumni Survey

Data Analysis Framework for the Alumni Survey

Research Question No.	Survey Part/Category No. and Description	Conceptual Framework Category No.	Conceptual Framework Categories and Related Survey Question No(s).
2	1: Program Experiences and Professional Leadership Practice	3	Program learning outcomes achieved, indicated by changed leadership purpose and goals (Q1)
2		4	Program learning outcomes achieved, indicated by changed theoretical perspectives (Q3, 4)
2		5	Leaders actively linking theory to their practice (Q5, 6)
2		6	Program learning outcomes achieved, indicated by changed leadership practice (Q2, 7-8, 12)
3		1	Program learning outcomes useful with changing leadership practice (Q9, 10)
3		2	Program elements most influential with changing leadership practice (Q11)
4	2: Professional Experiences	7	Program learning outcomes achieved, indicated by changed professional aspirations and or growth (Q13-17)
5	3: General Program Considerations	8	Program strengths and or areas for improvement (Q18-22)
5		9	Program satisfaction (Q23-27)
	4: Contextual/ Background Information	10	Participant demographics (Q35-37) and background (Q31-34)

Note. I obtained and analyzed departmental data specific to cohort analysis groups, dissertation research focus, and time to program completion. These departmental data included admission dates, graduation dates, and time to program completion, replacing alumni responses to survey items 28, 29, and 30.

Appendix F

Pilot Survey Formative Evaluation Questions

Pilot Survey Formative Evaluation Questions

- Is the survey objective clear to you?
- Are you comfortable in answering the questions?
- Is the wording of the survey clear?
- Do the answer choices make sense to you? Do they match with your experience as a doctoral student?
- Do any of the questions require you to think too long or hard before responding? If so, which ones?
- Are there any questions that cause you irritation, embarrassment, or confusion? If so, which ones?
- Do you consider that any of the questions have bias in the way they are constructed? If so, which ones?
- How long did it take you to complete the survey?
- Is the survey too long?
- Have I overlooked any important issues? If so, which issues?

Appendix G

Interview Guide: Faculty and Program Developers

Interview Guide:
Faculty and Program Developers

- Primary purpose for faculty and program developer interview questions
    - Obtain background and contextual program development information
    - Obtain data to address the below research question:
        - What are faculty members’ understandings and interpretations of the program and its implementation and how do they align with those of alumni?

Questions:

Specific to initial program developers:

- What was your intent in starting the program?
- How did the program start? What was it like for the first couple of years in the program?
- How did this program develop? How did it change across time? What were key events?
- Did you intend to have a unique program? If so, what elements made the program unique?
- What were the challenges you encountered as you started the program? How did you address those challenges?

Specific to subsequent faculty:

- When did you develop the current program goals and intended outcomes? How do these compare to the initial program purpose and intended outcomes?
- How do you believe the doctoral program has achieved its purpose and outcomes over time?
- What program elements make the program unique?

Appendix H

Final Code List for Data Analysis

Final Code List for Data Analysis

Alumni: Advisor accessibility, lack of
Alumni: Awareness, increased
Alumni: Awareness, increased: Others perceptions
Alumni: Cohort cohesiveness
Alumni: Cohort structure, value of
Alumni: Cohort value: Peer support
Alumni: Cohort value: Sense of identity
Alumni: Communication skills, improvement in
Alumni: Confidence, increased
Alumni: Connections and contacts, value of establishing
Alumni: Course electives, lack of
Alumni: Courses, value of
Alumni: Credibility increased, outcomes from
Alumni: Dissertation administrative process, clarity on
Alumni: Dissertation administrative process, issues with
Alumni: Dissertation chair accessibility
Alumni: Dissertation chair, value of
Alumni: Dissertation issues, addressing
Alumni: Dissertation preparation and planning, value of
Alumni: Dissertation preparation, extent of
Alumni: Dissertation progress, no hindrances
Alumni: Dissertation progress, what helped
Alumni: Dissertation progress, what hindered
Alumni: Dissertation support
Alumni: Doctorate, attainment of
Alumni: Embedded dissertation process, value of
Alumni: Expectations, unclear
Alumni: Faculty-student collaboration on research
Alumni: Faculty accessibility
Alumni: Faculty advising, value of
Alumni: Faculty articulation on expectations, lack of
Alumni: Faculty caring, active demonstration of
Alumni: Faculty cohesiveness
Alumni: Faculty communication, importance of
Alumni: Faculty conflict
Alumni: Faculty conflict, student awareness of
Alumni: Faculty expertise
Alumni: Faculty expertise, inconsistency of
Alumni: Faculty flexibility
Alumni: Faculty, openness to new ideas
Alumni: Faculty: Leadership, modeling
Alumni: Follow-up on survey responses
Alumni: Friendships, establishing long-lasting
ALUMNI: IMPROVING LIVES OF OTHERS

Alumni: Inclusivity, need for
Alumni: Initiatives, implementing new
Alumni: Leadership emphasis, value of
Alumni: Leadership practice, everyday activities
Alumni: Leadership purpose and goals changing
Alumni: Leadership purpose and goals, no change
ALUMNI: LEADERSHIP, DEVELOPMENT IN OTHERS
Alumni: Leadership, holistic view of
Alumni: Leadership, sharing
Alumni: Leadership: Political understanding
Alumni: Learning communities, developing
Alumni: Life-long learning process, continuing
Alumni: Literature, exposure to new ideas in
Alumni: Literature, exposure to: Value of
Alumni: Methodology, interviews
Alumni: New ideas into practice
Alumni: Obstacles, encountering
Alumni: Obstacles, overcoming
Alumni: On-campus learning environment, value of
Alumni: Open-ended comment, survey
Alumni: Organization culture impacting
Alumni: Organizational culture, learning about
Alumni: Personal growth, informing professional growth
Alumni: Prior experiences and knowledge, building on
Alumni: Process of becoming
Alumni: Professional growth, actions facilitating
Alumni: Professional interactions, value of
Alumni: Professional opportunities, new
Alumni: Program accessibility
Alumni: Program administrative process, issues with
Alumni: Program areas for improvement
Alumni: Program changes, frequency of
Alumni: Program completion timeframe, value of
Alumni: Program course readings
Alumni: Program elements unique
Alumni: Program elements unique: Unable to comment
Alumni: Program flexibility
Alumni: Program organizational and system emphasis
Alumni: Program personal and professional impact, combined
Alumni: Program personal impact
Alumni: Program professional impact
Alumni: Program purpose, inconsistency in communicating
Alumni: Program quality
Alumni: Program recommendations
Alumni: Program stability, lack of
Alumni: Program structure, lack of

Alumni: Program structure, value of
Alumni: Program valuable aspects
Alumni: Program, communicating expectations
Alumni: Program, satisfaction with
Alumni: Program: Changes, opposition to
Alumni: Program: Cross-organizational emphasis, lack of
Alumni: Program: Early completion time, importance of
Alumni: Reflection in practice
Alumni: Research skills, developing
Alumni: Research to practice, linking
Alumni: Research: Action research, value of
Alumni: Residency requirement
Alumni: Rigor, promoting
Alumni: Satisfaction, sense of
Alumni: Structure for thinking: Administrative work
Alumni: Structure for thinking: Thinking and believing as an educator
Alumni: Structure for thinking: Thinking as a researcher
Alumni: Student needs, addressing
Alumni: Students, diverse experience levels, addressing
Alumni: Support services, issues with
Alumni: Teaching, better prepared for
Alumni: Teams, working with and supporting
ALUMNI: THEORY, APPLIED TO PRACTICE
Alumni: Theory, applied: Change theory
Alumni: Theory, applied: Distributive and collaborative leadership
Alumni: Theory, applied: Feminist theory
Alumni: Theory, applied: Knowledge gained in general
Alumni: Theory, applied: Servant leadership principles
Alumni: Theory, applied: Social discourse
Alumni: Theory, applied: Social justice theory
Alumni: Theory, applied: Systems theory
Alumni: Theory, applied: Transformational leadership
Alumni: Theory, applied: Visionary leadership
Alumni: Transparency, issues with
Alumni: Voice, allowing: Others
Alumni: Voice, allowing: Self
Alumni: Voice, faculty, lack of
Alumni: Voice, student, lack of
EVALUATION CRITERIA, EXTERNAL

Evaluation criteria, external: Active learning strategies and or use of adult learning theory
Evaluation criteria, external: Admissions criteria, rigorous
Evaluation criteria, external: Assessment and evaluation process, standards-based
Evaluation criteria, external: Curricular balance
Evaluation criteria, external: Curricular coherence
Evaluation criteria, external: Curriculum standards-based, focused on improvement and instruction
Evaluation criteria, external: Faculty composition and expertise
Evaluation criteria, external: Financial support is adequate
Evaluation criteria, external: Graduation standards, rigorous
Evaluation criteria, external: Practitioner focus
Evaluation criteria, external: Program evaluation process, ongoing
Evaluation criteria, external: Program purpose, explicit
Evaluation criteria, external: Program theory, explicit, demonstrating program integrity
Evaluation criteria, external: Reflection, fostering
Evaluation criteria, external: Research quality and relevance
Evaluation criteria, external: Support, social and professional
PROGRAM AIM, MAIN: LEADERSHIP FOR CHANGE EMPHASIS
PROGRAM AIM: ANALYTICAL AND COMMUNICATION LEADERSHIP SKILLS, DEVELOPING
PROGRAM AIM: ASSESSMENT PROCESS, DYNAMIC
Program aim: Collaboration, faculty commitment to, need for
PROGRAM AIM: COLLABORATION, FOSTERING
PROGRAM AIM: COMMUNITY BUILDING, FOSTERING
PROGRAM AIM: CONTEXTUAL KNOWLEDGE TO PRACTICE, APPLYING
PROGRAM AIM: CROSS-ORGANIZATIONAL FOCUS
Program aim: Evaluation findings
Program aim: Evaluation findings, external peer review
Program aim: Evaluation findings, market reach, external peer review
Program aim: Evaluation findings, McCabe and Milstein
Program aim: Evaluation findings, program efficacy, external peer review
Program aim: Evaluation findings, program strengths, external peer review
Program aim: Evaluation intent
Program aim: Evaluation intent, external peer review
Program aim: Evaluation intent, McCabe and Milstein
Program aim: Evaluation intent, Middle States self study report
Program aim: Evaluation methods
Program aim: Evaluation methods, external peer review
Program aim: Evaluation methods, McCabe and Milstein
Program aim: Evaluation methods, Middle States self study report
Program aim: Evaluation process ongoing, need for
PROGRAM AIM: EVALUATION PROCESS, ONGOING
Program aim: Evaluation rationale, external peer review
Program aim: Evaluation recommendations
Program aim: Evaluation recommendations, external peer review
Program aim: Evaluation recommendations, McCabe and Milstein

Program aim: Evaluation, changes in response to findings
Program aim: Evaluation, external review, Nanus and Daresh
Program aim: Evaluation, peer, faculty
Program aim: Evaluations, student
PROGRAM AIM: EXCELLENCE, FOSTERING AND SUSTAINING
PROGRAM AIM: LEADERS, PROMOTING THEIR PROFESSIONAL CAREER GROWTH
PROGRAM AIM: LEADERSHIP INSTEAD OF MANAGEMENT EMPHASIS
PROGRAM AIM: PEER SUPPORT, FOSTERING
PROGRAM AIM: PRACTITIONER EMPHASIS
PROGRAM AIM: PROGRAM COMPLETION, FOCUS ON
PROGRAM AIM: PROGRAM DELIVERY, SEAMLESS AND SYNERGISTIC
Program aim: Quality, emphasis on
PROGRAM AIM: REFLECTION IN AND ON PRACTICE, FOSTERING
PROGRAM AIM: RESEARCH ON LEADERSHIP, EMPHASIS ON
Program aim: Rigor, emphasis on
PROGRAM AIM: RIGOROUS INTELLECTUAL ANALYSIS EXPERIENCE
PROGRAM AIM: SOCIAL JUSTICE EMPHASIS
Program aim: Structure, curricular
PROGRAM AIM: THEORY TO PRACTICE, APPLYING
Program aims and outcomes: Achievement of, perceptions of
Program aims and outcomes: Alignment, extent of
Program aims and outcomes: Development of
Program aims and outcomes: Learning outcomes, further delineation of
Program aims and outcomes: Student growth informs faculty understanding
Program aims and outcomes: Students aligning with program values
Program element: Action research for change emphasis
Program element: Admissions process
Program element: Changes, curricular
Program element: Changes, structural
Program element: Cohort model
Program element: Cohort, initial
Program element: Core curriculum pillars
Program element: Embedded dissertation process
Program element: Leadership seminar
Program element: Residency requirement
Program element: Residency requirement, removal of
Program elements: Uniqueness of
Program elements: Uniqueness of, specific elements
PROGRAM OUTCOME: ANALYTICAL SKILLS, DEVELOPING
Program outcome: Awareness, increasing
PROGRAM OUTCOME: COMMUNICATION SKILLS, DEVELOPING
PROGRAM OUTCOME: CONTEXTUAL KNOWLEDGE TO PRACTICE, APPLYING
PROGRAM OUTCOME: EXCELLENCE, FOSTERING AND SUSTAINING
PROGRAM OUTCOME: LEADERSHIP FOR CHANGE EMPHASIS

PROGRAM OUTCOME: RESEARCH ON LEADERSHIP, EMPHASIS ON
PROGRAM OUTCOME: THEORY TO PRACTICE, APPLYING
Program phase: Design process
Program phase: Design: Multidisciplinary and collaborative process
Program phase: Design: Political implications
Program phase: Design: Process multidisciplinary and collaborative
Program phase: Design: Research support, cross-disciplinary
Program phase: Implementation, initial
Program phase: Implementation, subsequent
Program phase: Implementation: Policy development issues
Program phase: Inception
Program phase: Planning process
Program phase: Program redirection
PROGRAM: BACKGROUND
Program: Background: Approval process
Program: Background: Demographics, student population
Program: Background: Experience with cooperative doctoral program for community college
Program: Background: Experience with cooperative doctoral program, Rutgers
Program: Background: Feasibility study conducted
Program: Background: Key events
Program: Background: Rationale for approval
Program: Background: Regional need as rationale
Program: CHALLENGES
Program: Challenges: Challenges encountered
Program: Challenges: Changes, opposition to
Program: Challenges: Commitment to, need for
Program: Challenges: Continuity, weakened
Program: Challenges: Evidence, need for
Program: Challenges: Faculty conflict
Program: Challenges: Faculty mentoring, lack of
Program: Challenges: Resources, the need for
Program: Challenges: Vision and purpose, lack of
PROGRAM: CONTENT ISSUES
Program: Methodology, interviews
PROGRAM: PROCESS ISSUES
PROGRAM: STRUCTURAL ISSUES
PROGRAM: SUPPORT
Program: SUPPORT, EXTERNAL
Program: Support, external: Consortium
Program: Support, external: Exposure, external
Program: Support, external: Marketing
Program: Support, external: Political influence
Program: Support, external: Resources, consultants, use of
PROGRAM: SUPPORT, INTERNAL
Program: Support, internal: Administration

Program: Support, internal: Commitment to program, faculty
Program: Support, internal: Commitment to program, program developers
Program: Support, internal: Exposure, internal
Program: Support, internal: Faculty accessibility
Program: Support, internal: Faculty collaboration, extent of
Program: Support, internal: Faculty recruitment and selection process
Program: Support, internal: Faculty, research-based
Program: Support, internal: Faculty, united focus on program aims and outcomes
Program: Support, internal: Lack of
Program: Support, internal: Need for
Program: Support, internal: Organizational culture, program
Program: Support, internal: Political power, lessening of
Program: Support, internal: Program developer, key, impact of
Program: Support, internal: Program developers, initial
Program: Support, internal: Resources, availability of
Program: Support, internal: Stability, time of
University background information
University information, mission
University overview, regional focus
University overview, teacher focus, historical
University overview: General information
University, role of graduate education
University, transition from College to University status
University: Graduate school alumni survey

Appendix I

Relation of Alumni Survey Items to Alumni Interview Questions

Relation of Alumni Survey Items to Alumni Interview Questions

Research Question No.	Conceptual Framework Category No./Description	Interview Question	Related Survey Item No.(s)
2	3: Program learning outcomes achieved, indicated by changed leadership purpose and goals	Did your leadership purpose and goals change positively because of the Educational Leadership doctoral program? In what ways did they change?	1
2	5: Leaders actively linking theory to their practice	How do you currently link theory to practice?	5, 6
5	8: Program strengths and or areas for improvement	How did the doctoral program work for you? What was its effect on you, both personally and professionally? What did the program do particularly well? What were the most valuable parts of the program? To what extent did you feel prepared for the dissertation? What helped and what hindered your progress? [In] what areas, in your judgment, could the program do better? What recommendations would you make to strengthen the program? What are specific areas for improvement?	18-22
6	12: Program uniqueness	Do you consider this program unique? If so, what program elements make this program unique?	

Appendix J

Data Analysis Framework for Faculty/Program Developer Interview Data

Data Analysis Framework for Faculty/Program Developer Interview Data

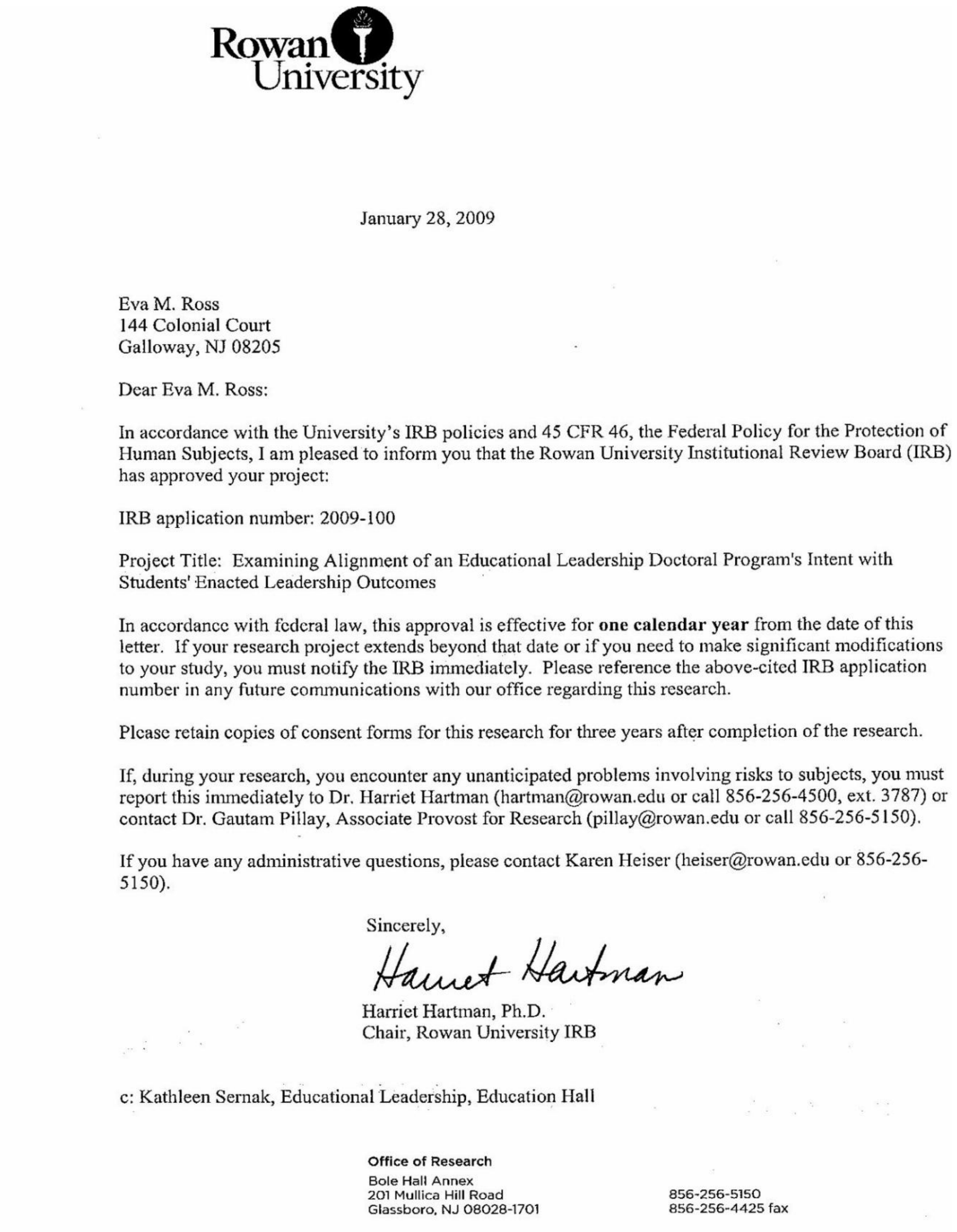
Research Question No.	Conceptual Framework Category No. and Description	Participant	Interview Question
6	12: Program uniqueness	Faculty	What program elements make the program unique?
		Program developers	Did you intend to have a unique program? If so, what elements made the program unique?
		Alumni (see note)	Do you consider this program unique? If so, what program elements make this program unique?
		Program developers	Did you intend to have a unique program? If so, what elements made the program unique?
7	11: Program integrity and import	Faculty	When did you develop the current program goals and intended outcomes? How do these compare to the initial program purpose and intended outcomes? How do you believe the doctoral program has achieved its purpose and outcomes over time?
1	13: Context	Program developers	How did this program develop? How did it change across time? What were key events? What were the challenges you encountered as you started the program? How did you address those challenges? How did the program start? What was it like for the first couple of years in the program? What was your intent in starting the program?

Note. I included the alumni interview questions on program uniqueness here for write-up clarity and cohesiveness.

Appendix K

Informed Consent Approval

Informed Consent Approval



Rowan University

January 28, 2009

Eva M. Ross
144 Colonial Court
Galloway, NJ 08205

Dear Eva M. Ross:

In accordance with the University's IRB policies and 45 CFR 46, the Federal Policy for the Protection of Human Subjects, I am pleased to inform you that the Rowan University Institutional Review Board (IRB) has approved your project:

IRB application number: 2009-100

Project Title: Examining Alignment of an Educational Leadership Doctoral Program's Intent with Students' Enacted Leadership Outcomes

In accordance with federal law, this approval is effective for **one calendar year** from the date of this letter. If your research project extends beyond that date or if you need to make significant modifications to your study, you must notify the IRB immediately. Please reference the above-cited IRB application number in any future communications with our office regarding this research.

Please retain copies of consent forms for this research for three years after completion of the research.

If, during your research, you encounter any unanticipated problems involving risks to subjects, you must report this immediately to Dr. Harriet Hartman (hartman@rowan.edu or call 856-256-4500, ext. 3787) or contact Dr. Gautam Pillay, Associate Provost for Research (pillay@rowan.edu or call 856-256-5150).

If you have any administrative questions, please contact Karen Heiser (heiser@rowan.edu or 856-256-5150).

Sincerely,

Harriet Hartman

Harriet Hartman, Ph.D.
Chair, Rowan University IRB

c: Kathleen Sernak, Educational Leadership, Education Hall

Office of Research
Bole Hall Annex
201 Mullica Hill Road
Glassboro, NJ 08028-1701

856-256-5150
856-256-4425 fax

Appendix L

Referenced Administration, Faculty, Program Developers, and Staff

Referenced Administration, Faculty, Program Developers, and Staff

First Name	Last Name	Role	Interview Participant
James	Ashley	Administration	No
John	Carter	Administration, university president	No
Kyle	Casey*	Faculty, core	Yes
Katie	Conner	Staff	No
Mark	Emory*	Program developer/faculty	Yes
Mary	Estes	Faculty, core	No
Don*	Jones*	Program developer/faculty	Yes
Jack	Lewis	Administration, university president	No
Eloisa	Mack*	Faculty, core	Yes
John	Metz*	Program developer/faculty, including department chair	Yes
Fred	Ralston	Faculty, department chair	No
Ryan	Richards*	Administration/faculty	Yes
Trey	Sharp	Faculty	No
Anna	Tilton*	Program developer/faculty	Yes
Abigail	Ward*	Faculty, core	Yes
Ted	Yates	Program developer/faculty	No

Note. All names are pseudonyms.

Appendix M

Summary List of Events Influencing Program Initiation

Summary List of Events Influencing Program Initiation

Event Description	Timeframe
Development and implementation of Virginia Tech cohort masters program; program development experience for Mark Emory	Late 1970’s through early 1980’s
Concerted effort made to explore and develop a doctoral program with Rutgers University, but it did not meet with long-term success	Mid-1980s
Initial strategic plan developed	Mid-1980s
Three-year Challenge Grant received from State of New Jersey for $1.5 million for Rowan’s College of Education to review and change its teacher preparation programs	1987
Request of then college president to consider developing the doctoral program	January 1991
College’s stated intent to move to university status	1992
Second strategic plan developed; inclusion of doctoral program in college’s strategic plan	1992
Financial gift of $100,000,000 received from Henry and Betty Rowan	July 1992
Feasibility study conducted	1992-1993
Feasibility study finalized	February 1994
Drawing on expertise of program developers and political connections, including Ted Yates, Trey Sharp, Mark Emory, among others	Mid- to late-1990’s
Program approval document completion	1995
Third strategic plan developed	1996
State approval of doctoral program	February 1997
Rowan achieves university status	March 1997

Appendix N

Main Codes: Program Model

Program Aim, Main: Leadership for Change Emphasis
Program Aim: Analytical and Communication Leadership Skills, Developing
Program Aim: Assessment Process, Dynamic
Program Aim: Collaboration, Fostering
Program Aim: Community Building, Fostering
Program Aim: Contextual Knowledge to Practice, Applying
Program Aim: Cross-Organizational Focus
Program Aim: Evaluation Process, Ongoing
Program Aim: Excellence, Fostering and Sustaining
Program Aim: Leaders, Promoting Their Professional Career Growth
Program Aim: Leadership Instead of Management Emphasis
Program Aim: Peer Support, Fostering
Program Aim: Practitioner Emphasis
Program Aim: Program Completion, Focus On
Program Aim: Program Delivery, Seamless and Synergistic
Program Aim: Reflection In and On Practice, Fostering
Program Aim: Research on Leadership, Emphasis On
Program Aim: Rigorous Intellectual Analysis Experience
Program Aim: Social Justice Emphasis
Program Aim: Theory to Practice, Applying
Program Element: Action Research for Change Emphasis
Program Element: Admissions Process
Program Element: Cohort Model
Program Element: Core Curriculum Pillars
Program Element: Embedded Dissertation Process
Program Element: Leadership Seminar
Program Element: Residency Requirement
Program Element: Residency Requirement, Removal Of
Program Outcome: Analytical Skills, Developing
Program Outcome: Awareness, Increasing
Program Outcome: Communication Skills, Developing
Program Outcome: Contextual Knowledge to Practice, Applying
Program Outcome: Excellence, Fostering and Sustaining
Program Outcome: Leadership for Change Emphasis
Program Outcome: Research on Leadership, Emphasis On
Program Outcome: Theory to Practice, Applying
Program: Content Issues
Program: Process Issues
Program: Structural Issues
Program: Support
Program: Support, Internal: Faculty Recruitment and Selection Process
Program: Support, Internal: Faculty, Research-Based