FAU

FLORIDA ATLANTIC UNIVERSITY

2016 Academic Program Review Summary

College of Education

Department of Educational Leadership and Research Methodology

Part 1: Overview

A.   Degree Programs by Level

Graduate (13.0401)
Adult and Community Education Leadership (Ed.S., Ph.D.)
Higher Education Leadership (M.Ed., Ph.D.)
School Leaders (M.Ed., Ed.S., Ph.D.)

B.   Mission and Purpose

In 2010, the Department of Educational Leadership and Research Methodology engaged in a yearlong strategic thinking project that culminated in the document presented below identifying our mission, values and priorities. In August, 2015, the faculty unanimously voted to revisit the document with the purpose of aligning our new priorities with the FAU Strategic Plan and engaging all faculty hired since 2010.

Mission

The Department of Educational Leadership and Research Methodology (EDLRM) is a community of scholars focusing on the preparation and support of leaders and researchers in Florida, the nation, and the international community.

Vision

Our values represent what we collectively stand for and reflect how we aspire to execute our responsibilities on a daily basis. These values provide guidance with regard to the practices that will assist us in moving toward our individual and collective visions.

Core Values

Leadership

As educational leaders, we believe that leaders who possess a world view make a significant difference in their own performance and that of their organizations when that view is applied locally to shape policy, programs, and practice. We will strive to prepare and support educational leaders who: (a) create dynamic learning environments where people engage in ongoing reflective and critical self-inquiry as a prelude to action; (b) recognize that educational leadership is a transformative and political process to bring about positive change; (c) create high-performing, results-oriented organizations; and (d) engage their organizations and communities in the pursuit of a better world.

Research and Scholarship

As a community of scholars, we value the discovery, investigation and application of research methodologies, traditional and innovative. We support student and faculty inquiry: rigorous interdisciplinary research leading to theory-building and enhancement of teaching, learning, and the practice of leadership. We will foster engagement with schools, colleges and universities, governmental and community organizations, public and private.

Social Responsibility

As ethical and informed leaders, we value leadership that is socially responsible, upholds high ethical standards, and embraces diversity of ideas and individuals. We believe in creating a collegial community where all members are expected to treat each individual with civility, empathy, respect, fairness, and

forthrightness. We believe that our purpose is to prepare aspiring leaders to create a healthy, sustainable and regenerative society for present and future generations.

Learning Community

As a community of learners, we believe that lifelong learning for faculty and students is the basic foundation for and the essential outcome of our Educational Leadership program. We will strive to preserve and strengthen an equitable, stimulating, and productive learning community in which faculty and students collaboratively engage in active learning and inquiry and invest in one another's growth and development. We will seek to prepare educational leaders who are skilled in developing vigorous learning communities in their workplaces.

Link to FAU Strategic Plan for the Race to Excellence

The Strategic Vision statement of the department (including the department's Mission, Values, Aspiration and Priorities) align with many components of the FAU's Strategic Plan for the Race to Excellence. Platforms related to Community Engagement; Global Perspectives and Participation; as well as Leadership, Innovation and Entrepreneurship are clearly articulated in the department Strategic Vision statement. Other areas related to a commitment to excellence (Quality), professional development of faculty, and interdisciplinary approaches to research are additional areas of alignment.

- Community Engagement and Economic Development
- Diversity
- Global Perspectives and Participation
- Healthy and Environmentally Sustainable Campus
- Leadership, Innovation and Entrepreneurship
- Peace, Justice, and Human Rights

C.   Major changes since the last program review

In the fall of 2015, the FAU College of Education became the first in Florida to receive accreditation through the Council for the Accreditation of Educator Preparation (CAEP), the single specialized accreditor for educator preparation in the United States. Faculty underwent the new accreditation process in order to take the lead in meeting new rigorous standards. The School Leaders Program awards Initial Certification to program completers, and earned continued approval by the Florida Department of Education (FLDOE) through 2020. Annually, the FLDOE requires rigorous program review submitted through the FLDOE eIPEP system. Recently, another external review of the PROPEL (Principal Rapid Orientation Program in Educational Leadership) program, a funded *Race to the Top* partnership principal preparation program with the Broward County School District, was conducted. The Adult and Community Education and School Leadership Programs meet specialization requirements for the Certification in Administration of Adult Education-Administrative Class (6a-4.008), specialization requirements for Certification in Educational Leadership-Administrative Class (6a-4.082), and specialization requirements for Certification in Local Director of Vocational Education-Vocational Administrative Class (6a-4.044) based on courses offered.

Other reviews of all of the programs in the department including Higher Education Leadership and Adult and Community Education Leadership (ACE) have occurred through the university SACS review and internal reviews by state standards and national organizational standards entities. The Adult and Community Education conducted an external review in 2009.

During the 2013-14 academic year the Higher Education program conducted an internal and external review. This process supported new program initiatives, such as the interdisciplinary undergraduate minor in Leadership Studies. This review was in collaboration with the University Office of Student Affairs.

Changes since the last review in 2008 include the addition of 2 faculty members, from a total of 18 to the current 20 faculty, including the Department Chair.

Content area changes in departmental programs include the Higher Education program external assessment which strongly recommended that the faculty continue to pursue university approval of an undergraduate minor in Leadership Studies. Based on the report's recommendations, changes have been made including, approval of a new undergraduate leadership studies minor, conducting three national

searches, hiring a new assistant professor to be the lead faculty for the new minor, hiring a new associate professor to assume responsibility for the master's program, an MOU with the Division of Student Affairs to fund the new assistant professor position, experiential courses in student affairs for master's students launched spring 2016 and fall 2016. This coming year the Higher Education Program has committed to further review and restructuring of the Master's program based on the report. This review and restructuring are being conducted in partnership with the University Office of Student Affairs.

Program improvement in the ACE Master's degree program has relied on a shared-market focus and has been completely restructured. The master's program will be offered on-line with extensive marketing state-wide. A sustainability strand is embedded in the program. The ACE Leadership program has received approval for three new courses for the ACE in Sustainability Online Master's to be unveiled in the near future. The three new courses are cutting edge and will benefit the other program areas. Articulation agreements were made with disciplines across campus for the development of the courses. ACE courses for the ACE Specialist and Doctorate level are available online, face-to-face, and in blended programs. Students through field projects, internships, and directed conferences are engaged in their communities, both professional and experientially.

In the School Leaders Program, an extensive review with revision has been completed as a result of data from program assessments and the result of the PROPEL program. The School Leaders Master's degree program is committed to partnering with area school districts in the delivery and continuing development of our programs. Strong partnerships are currently underway in Broward County School District and evolving partnerships are underway in Palm Beach County School District, and St. Lucie School District. (It should be noted that Palm Beach and Broward are two of the largest school districts in the nation). The School Leaders Program is also partnering with the Department of Curriculum, Culture and Educational Inquiry (CCEI) to offer an on-line Teacher Leadership Certificate Program. All courses have been approved and the final approval of the certificate program is expected during the fall 2015 semester.

At the doctoral levels all program areas have worked together to completely revise the protocol and content of the Qualifying Exams.

Part 2: Findings

A.   Strengths

In addition to the importance of the University Strategic Plan, the Review Team also recognizes the importance of the new faculty hires made in recent years; the composition of the Department faculty is changing. This is another development that necessarily implies that the Department is in transition seeking to assimilate and support new faculty. The comments and recommendations by the Review Team are intended to provide guidance with respect to this aspect of the transition as well.

At the outset, we also want to highlight that through our conversations with numerous individuals during our site visit, we came to recognize a nurturing culture in the Department reflected in the dedication of the faculty to students and the student's appreciation of their efforts. The faculty and the College and Department leadership are to be commended for developing and sustaining this culture.

We were impressed by the enthusiasm that the Department of Educational Leadership students expressed for their programs and their faculty. The students spoke glowingly of the faculty who they believe nurture and prepare them for the future. Several students traveled long distances just to attend the meeting to be sure that the Review Team heard about their positive experiences.

Although we did not have the opportunity to specifically visit with alumni, we did have a meeting with adjunct instructors, most of whom were alumni. Like the students, the adjunct professors talked glowingly about the program, the students, and the faculty. They treasured the opportunity to give back to the Department through their teaching.

B.   Weaknesses/Challenges

We are also concerned that there appears to be uneven expectations of research productivity among faculty, in relation to standards within the Department of key indicators of *quality* research scholarship. Further, in examining these many components, we are concerned with the high service commitments of the faculty, of potential overcommitted workload issues and potential faculty burnout, as well as desires to

establish multiple initiatives focused upon international partnerships.

C.   **Recommendations**

    The College of Education Dean's Office will consider each recommendation and the department action plan response and priorities during the formal Executive Committee retreat in July 2016.

Recommendation 1: Curriculum; sequence of courses and research emphasis
Recommendation 2: Adult and Community Education Masters; focus, enrollments
Recommendation 3: Dissertation Committees
Recommendation 4: Research Faculty Productivity
Recommendation 5: Tenure Track Faculty Issues
Recommendation 6: Student/Alumni Issues
Recommendation 7: Department Strategic Planning