

**Carnegie Network on the Professional Practice Doctorate
University of Nebraska-Lincoln
Application Cover Sheet**

Project Coordinators

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Project Summary

The University of Nebraska-Lincoln (UNL) is the only institution in the state to offer independent doctoral degrees in education. As the state's flagship university, UNL is the only public campus charged with serving all Nebraskans. Although not all of our graduates remain in Nebraska, we are the primary source for educational leaders in the state. We have alumni serving as superintendents, principals and curriculum specialists in all 93 Nebraska counties and in all levels of the State Department of Education. As an AAU land-grant institution, UNL has the dual obligation to educate both researchers and leaders of educational practice. Thus, the College of Education and Human Sciences offers a PhD and an EdD in education. Over time however, the distinction between these two degrees has become increasingly blurred, both for students and for the graduate faculty. Based on recent program reviews, two departments within our college, *Educational Administration* and *Teaching, Learning and Teacher Education*, have made it a priority within their strategic plans to reexamine the two degrees and to sharpen the distinction between them. These plans have been approved by the faculty and have the full support of the College of Education and Human Sciences administration. Therefore, the opportunity for UNL to participate in the Carnegie Foundation's CADREI is extremely timely. Attention to differences between the two degrees will lend clarity to ongoing strategic planning, which is guided by the unique mission and structure of the College.

November 16, 2006

Council of Academic Deans of Research and Education Institutions
Carnegie Foundation for the Advancement of Teaching
c/o Ms. Wei You
Department of Curriculum and Instruction
College of Education
University of Maryland
College Park, MD 20742

Dear Members of the CADREI and CF Review Committee:

The College of Education and Human Sciences at the University of Nebraska, Lincoln (UNL) is eager to participate in the Carnegie Network on the Professional Practice Doctorate. Participating in the Network will further our current efforts at educational reform and will provide national peer-support for work that until now has been localized within individual units of the College. We are very committed to redesigning and renewing graduate programs centered on the Carnegie Foundation's core emphasis on rigorous, respectable, and high-level programs for preparing professional practitioners.

As an AAU land-grant institution, UNL has the dual obligation to educate both researchers and leaders of educational practice. Thus, we offer a Ph. D. and an Ed. D. in education. Over time however, the distinction between these two degrees has become increasingly blurred, both for students and for the graduate faculty. Based on recent program reviews, two departments within our college, *Educational Administration and Teaching*, *Learning and Teacher Education*, have made it a priority within their strategic plans to reexamine the two degrees and to sharpen the distinction between them. These plans have been approved by the faculty and have the full support of the College of Education and Human Sciences administration. Thus, the timing could not be better for our college to become involved in the Carnegie Network on the Professional Practice Doctorate.

UNL is the state's flagship university and the only public campus charged with serving all Nebraskans. In addition, we are the only institution in the state to offer independent doctoral degrees in education. Although not all of our graduates remain in Nebraska, we are the primary source for educational leaders in the state. For example, we have alumni serving as superintendents, principals and curriculum specialists in all 93 Nebraska counties and in all levels of the State Department of Education. Unfortunately, we have no state peers with whom to collaborate or discuss the issues involved in distinguishing a research-focused doctorate from a doctorate specifically designed for practicing professionals. Participation in the Carnegie Network on the Professional Practice Doctorate would address this dilemma and help us bring the practitioner degree into sharper focus so that we may better educate doctoral-level professionals for the field of practice.

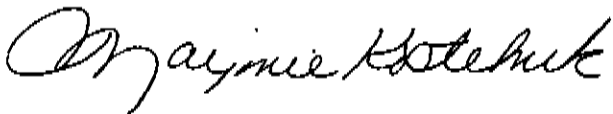
Other factors at UNL make the timing right for the College of Education and Human Sciences to become a partner in the Carnegie Network at this time. First, UNL has just approved a Professor of Practice designation for faculty members on campus. Faculty with an earned doctorate whose work revolves around teaching and community leadership are those for whom the rank was developed. This focus parallels the aims of the Professional Practice Doctorate and provides us a positive context in which to perfect this degree. Second, we have had some experience creating a doctoral degree focused on practice through development of the Doctor of Audiology (Au. D.) degree, awarded by the Department of

Special Education and Communication Disorders and recently approved by the Nebraska Board of Regents. This degree involves a four-year, full time program requiring a minimum of 75 semester credit hours of post baccalaureate study as well as a practicum experience that is equivalent to a minimum of 12 months of full-time, supervised clinical work. The Au.D. program of study is designed to meet the changing standards for certification and accreditation that have been mandated by the American Speech Language Hearing Association. Finally, CEHS has had experience working in partnership with other universities through its work in the Great Plains Interactive Distance Education Alliance (IDEA), a consortium of 11 land-grant institutions focused on distance education at the graduate level. As a result, we understand the give and take necessary for such collaborations to work and the importance of complete commitment to the concepts they embrace. We are prepared to offer that spirit of cooperation and commitment to the Carnegie Network on the Professional Practice Doctorate.

As dean, I will work with the two departments represented in the attached proposal to provide the funds, personnel, time and physical space necessary to support full participation in the Carnegie Network. Our CEHS Research Office and the Nebraska Center for Research on Children, Youth, Families and Schools as well as other centers in the College are aware of the project and are prepared to support the work as appropriate. I recognize that besides working on campus, participants will travel to semi-annual convenings at the Carnegie Foundation and at CADREI meetings and am prepared to support that work through department/collegiate collaboration on funding.

We do not view participation in this work as limited to the life of the project. UNL has been part of the CADREI discussions on this topic for the past several years. The aims of the project are already evident in strategic plans within the College and I expect to see that emphasis continue during and beyond the current work. We have much to offer and much to learn from becoming a member of the Carnegie Network on the Professional Practice Doctorate. We hope you will afford us the opportunity to do so. Best wishes in your deliberations.

Sincerely,

A handwritten signature in cursive script that reads "Marjorie Kostelnik". The signature is written in black ink and is positioned below the word "Sincerely,".

Marjorie Kostelnik
Dean

**Strengthening Doctoral Education in CADREI Institutions
A Proposal From
The College of Education and Human Sciences, the University of Nebraska-Lincoln**

Faculty within the College of Education and Human Sciences (CEHS) at the University of Nebraska-Lincoln (UNL) are committed to intellectually rigorous and contextually relevant programs of study enabling educators to create and sustain effective teaching and learning contexts that fit the given concrete realities of classrooms. Scholarship as both “substance and process” is a working notion that we view as critical to educators who can “analyze, evaluate, and - most important - model and teach practice to future and current active teachers” (Shulman, et al., 2006, p. 30). The College of Education and Human Sciences is prepared to invest time and resources to examine and explore what this type of “stewardship” entails in a doctoral program of study. Recently, two PhD and EdD granting departments in the College underwent intensive program reviews, resulting in a commitment to re-examine the two degrees and clarify the distinction between them. Given the program reviews and recent departmental efforts to refine the programs, we are uniquely positioned to a) contribute to the Carnegie Foundation network of institutions defining and describing a new Professional Practice Doctorate, b) expand upon the broad knowledge base of doctoral degree granting institutions, and c) refine our programs of study to more clearly differentiate between the two advanced degrees.

Description of the College of Education and Human Sciences

The College of Education and Human Sciences (CEHS) is a relatively new College that was formed in 2002 by combining the former Teachers College with the former College of Human Resources and Family Sciences. The mission of the College is to enhance the lives of individuals, families, schools, and communities and to strengthen the relationships among them. The College has seven departments: Educational Administration; Educational Psychology; Family and Consumer Sciences; Nutrition and Health Sciences; Special Education and Communication Disorders; Teaching, Learning and Teacher Education; and Textiles, Clothing, and Design. CEHS is a unique college in that it combines the fields represented by these seven departments into a single college aimed at preparing educational leaders who can improve people's lives. The interdisciplinary and collaborative nature of the College promotes innovative ways of looking at issues, asking questions and seeking solutions to complex problems. The College's mission and interdisciplinary nature provide a unique focus for undertaking the proposed examination and redesign of its doctoral programs in education.

Nebraska represents a microcosm of the issues currently facing higher education. The state has experienced a major influx of immigrant and refugee groups in the past two decades, with a 165% growth in foreign born population from 1990 to 2000. As a result, public schools, community agencies, child care centers, and other education settings are charged with the difficult task of educating an increasingly diverse student population. Geographic and economic diversity are also characteristic of Nebraska. Over half the population is located in rural areas and small towns of less than 25,000 residents. Economic status of counties ranges from among the nation's most affluent to its poorest.

While Nebraska has historically ranked among the highest achieving states in terms of test scores, policy makers increasingly are concerned by the emergence of “the other Nebraska” – student populations separated by poverty, ethnicity and race, and much less successful than the mainstream population in terms of academic achievement.

As the flagship university in the state, the University of Nebraska-Lincoln is well positioned to participate in the Carnegie Network on Professional Practice Doctorate. CEHS serves the entire state of Nebraska, placing teachers and administrators in Nebraska, the nation, and abroad. Among Nebraska’s 17 degree-granting teacher education institutions, UNL offers the largest number of teaching endorsements (38) and serves the largest number of full and part-time students (roughly 2,300). Because of its historic land-grant mission, UNL has been charged with preparing the state’s educators for roughly 100 years. CEHS is committed to forming lasting partnerships with PK-12 schools, colleges and universities in order to change schools and schooling in America and elsewhere in the world. The university has also recently initiated a Professor of Practice faculty position, focused on preparing students for professional practice. This proposed project is timely in that it will contribute to the ongoing process of defining this position and its specific responsibilities.

Current Doctoral Offerings and Demographics

This project will involve two CEHS departments offering both EdD and PhD degrees: Educational Administration and Teaching, Learning, and Teacher Education. Both have distinct characteristics appropriate to participation in the Carnegie Initiative.

Educational Administration

The Department of Educational Administration (EDAD) offers two distinct doctoral programs. First, the Joint Doctoral Program (EDJT), a program which leads to a Doctorate of Education degree, prepares students with interests in the practice of school administration: school principals, mid-level administrators in central offices, and superintendents of schools. The program originated in 1992 and is a collaborative effort with the University of Nebraska at Omaha (UNO). There are approximately 50 active doctoral students on each campus (UNL and UNO). The second program is the Educational Leadership and Higher Education (ELHE) doctoral program. Students in this program can pursue a PhD or EdD. The emphasis is preparation of scholars for careers in research and teaching (PhD) and practitioners (EdD) to serve as administrative leaders in post-secondary and institutions of higher education. The PhD is intended for students interested in generating new knowledge or reforming existing knowledge as a basis for the development of educational theory. The EdD is intended for students who are motivated by the application of theory to the improvement of education practice. One hundred sixty doctoral students are currently enrolled in the ELHE program; most are in the EdD program.

The EDAD faculty consists of 17 faculty members: 5.5 full professors, 5 associate professors, 1 (TBA) assistant professor, 4 lecturers or Sr. lecturers, 1 doctoral advisor,

and a half time coordinator. The faculty consists of veteran faculty members who have many years of teaching and research experience as well as practical, on-the-job experiences as school, college, and university administrators. The majority of EDAD doctoral students are full-time employees of PK-12 school districts, community colleges, or four year institutions.

A unique feature of the EDAD department is that the coursework is offered face-to-face and on-line. On-line courses have been delivered to students in 41 states and 11 countries. As a result, the student body is geographically diverse and more culturally diverse than if participation in the programs was limited to only Nebraska or other Midwestern students. It is important to note that there are no professional development or lab schools in Nebraska. Therefore, an argument can be made that part of the purpose of an EdD program should be to create practice opportunities in real school, college, or university settings. While it is difficult for fully employed doctoral students to engage in lengthy internships or practica, it is possible to create new partnerships and learning opportunities to build on the study of educational leadership.

The department is also involved in a national school improvement initiative, the School Improvement Specialist Program, a professional development program available to teachers and administrators in 30 states through a well organized, online learning network. In addition, the department is home to the National Council for Instructional Administrators, an organization focused on improving instruction in community colleges in the United States.

Teaching, Learning, and Teacher Education

The Department of Teaching, Learning, and Teacher Education (TLTE) holds a prominent and respected position in Nebraska regarding professional education. Twenty-four graduate faculty teach across both undergraduate and graduate level studies. At the undergraduate level, the department serves as the primary unit for teacher preparation at UNL. At the graduate level, the department offers both Master and Doctoral degree programs. As the sole institution granting doctorates in education in the state, TLTE provides the vast majority of teacher educators for the other 17 teacher preparation institutions within the state. Thus, we have a strong demand for graduates who fill these applied roles in education.

Mindful of TLTE's extensive responsibility, we are creating a context open to change. For example, TLTE has faculty offering innovative graduate level initiatives such as *Math in the Middle*. Dr. Ruth Heaton has been examining ways for practicing educators to return to graduate studies at the master's level through cohort initiatives. *Math in the Middle* is an NSF funded project for approximately \$5M over 5 years. The statewide research project provides advanced mathematics content understanding to practicing teachers, particularly in rural settings (approximately 130 teachers over the life of the project). Experimentation with course delivery has included intensive summer study, combination of face to face seminars and distance education tools such as Breeze, Blackboard, & Polycom. Additionally, TLTE has recently developed a cross-section of

timely graduate courses, forums, and resources experimenting with teaching formats and theory/practice relations (See Appendix A for examples). The success of these efforts provides a determining ground for examining and expanding our graduate programs at the doctoral level.

The Department of Teaching, Learning, and Teacher Education (TLTE) offers PhD and EdD doctoral programs with three areas of specialization: Teaching, Curriculum, and Learning specialization; the Instructional Technology specialization; and the Internet-Based Education specialization. The choice of degree is based on professional experiences and professional goals. TLTE offers a variety of courses and programs of study leading to doctoral degrees designed to meet unique needs and interests of students. The programs draw from a wide range of courses offered by the graduate faculty within TLTE as well as from those courses offered in other departments across the College and University. There are currently 145 doctoral students: 33 pursuing an EdD and 112 a PhD. One unique student demographic is that over 90% of all graduate students in TLTE are enrolled on a part time basis.

A person pursuing a Doctorate of Education degree within TLTE is primarily interested in investigating the application of theory to improve education. The program emphasizes developing decision-oriented inquiry skills, fostering close links between theory and practice to improve educational practices, and furthering the work of learning. A person pursuing a Doctorate of Philosophy degree is primarily interested in conducting research for the purpose of generating new knowledge or reforming existing educational theory. Although results of research conducted may result in the improvement of teaching, the principal goal of a PhD student is in the development of theoretical knowledge.

TLTE is ready to address how and why these degrees orient differently and the programmatic features that would enhance each degree. TLTE faculty welcome the dialogic interchange across participating institutions fostering innovative ways of organizing and operating to more effectively meet the needs of our students, strengthening our doctoral programs.

c. Recent Developments

Systematic reform is occurring across the university, college, and department levels creating the structures for productive change.

1) **University Level:** Current campus-wide engagement with the decennial accreditation process has resulted in ongoing reflection and analysis of the university's overall mission and direction for the future. The *UNL 2020 Vision Report* captures the intentionality of reform efforts across campus:

“Our vision for the year 2019 is that the University of Nebraska-Lincoln become one of the leading public research universities in the nation and ranked among the strongest state universities in academic quality...Research and scholarship are central to all of the missions of the university, and must be emphasized by those that aspire to the highest

levels, as UNL does...Many on the campus, particularly those in research and graduate education, view this report as a turning point in the work and direction of the university” (UNL 2006 Self-Study, chapter 2).

2) University Dual Mission: The outcomes of this initiative would be highly valued at this University. We constantly seek exemplars of meeting both the Research extensive and the Land Grant missions of the University, clarifying and enabling articulation of purposes and goals.

3) College Level: Mission and values of CEHS reflect openness to productive work entailed in re-visioning programs. The new College has undergone an active and successful process of reflecting and re-creating many programmatic aspects. This has created a climate where an opportunity to engage in a structured study of doctoral programs is likely to have a positive impact.

4) Department Level: Both departments represented in this proposal have recently completed Academic Program Reviews, requiring a detailed assessment of all programs. The most recent internal and external review of the EDAD department conducted in February of 2006 recommended that the department “clearly articulate the focus of the department” and “explain the differentiation between the PhD and EdD degrees sponsored by the department, paying particular attention to the on-line features of the program content.” Following the report of the external site visit, the department met weekly to begin to more tightly define its mission, vision and focus, and to define the distinctive features of its doctoral programs. These delineations can be found in Appendix B.

TLTE has embarked on a deliberate effort to establish its mission and define itself as an academic unit for its many audiences within and outside Nebraska. The department faculty has unanimously approved a governance document and a statement of Core Values that guides continuing programmatic development. From the Core Values document and an extensive review of the research literature, the department prepared a Cognitive Map, outlining nine themes that should be addressed in all teacher education program offerings. An extensive program review has been launched to determine the degree to which programs align with the Cognitive Map and to adjust programs accordingly. TLTE has begun to reform its graduate programs ascertaining areas of faculty research emphasis. These areas of emphasis provide an organizational structure to collectively negotiate accessible and innovative instructional programs, examining relationships between theory and practice. (See Appendix C for a description of research emphases).

Considerable resources and energies of the department faculty have been devoted to this initiative, and this process has provided valuable preparation for UNL’s participation in this current proposed initiative. Attention to differences between the EdD and PhD programs will lend clarity to ongoing strategic planning at the department, college, and university levels. CADREI and CF involvement would encourage collaboration between scholars and practitioners across disciplines and roles, enabling both departments to

attend to these differences and to design innovative, flexible, and responsive programming.

Plan of Action

The graduate program chair and graduate program committee of each department will coordinate and facilitate the work of this proposal. Parallel efforts will occur between both departments (EDAD and TLTE); however, this initiative offers opportunities for dialogue among faculty between the two departments, allowing for cross-fertilization of ideas and plans. Deriving a faculty vision for the doctoral programs (with the collaborative engagement of CADREI and CF) will be the intent of Year 1 participation. Specific objectives follow:

- Form focus groups that work on high levels of faculty participation and buy-in through discussion of our EdD/PhD programs considering:
 - a) Desired skills and characteristics of graduates. We need to determine how to establish relationship and dialogue with constituents and how to gather data from constituents that would inform this process.
 - b) Coursework and other requirements that are unique to PhD and EdD programs, as well as areas of overlap.
 - c) Scholarly activity and interests of the faculty as a way to describe differences between the degree-holders in practice at the university level.
 - d) Expanding the knowledge-base beyond internal department discussion to partnerships with other institutions, providing increasing access to work done at other institutions.
 - e) Orientation of each degree.
 - f) Needed preparation of EdD/PhD students for leadership in their profession within the roles they will assume.
 - g) Necessary and appropriate revisions to the graduate curriculum and degree requirements
 - h) Definition of applied scholarship in a way that translates to producing high quality graduates.
- Develop working groups that promote scholarship, research, and teaching related discussions across the areas of emphasis actively sponsoring collaborative investigations of practice in schools and communities.
- Promote active research agendas within each area of emphasis and across areas of emphasis and communicate these within our departments, college, university, and across institutions.
- Document and analyze current innovations, trends and directions in doctorate education specific to the professions.

Following years will act on the outcomes of Year 1 working toward:

- Describing new “capstone experiences,” identifying a core curriculum, describing a “signature pedagogy” and designing “laboratories of practice.”
- Experimenting concretely with programmatic design elements.
- Building and participating in common frameworks for assessment purposes.

- Sharing data, insights, and findings on an ongoing basis to enhance communication across all involved.
- Providing opportunities to engage with one another and with field-based practitioners and policy makers in conversation and debate.
- Fostering the growth of high-quality scholarship, disciplinary, interdisciplinary, and field-based collaborative research and creative activities that contribute to effective practice and public policy at local, state, national and international levels.
- Increasing capacity to develop teaching and learning partnerships with schools and community initiatives.
- Developing and coordinating human and material resources for supporting programmatic change.

Institutional Resources

This initiative has support at the institutional, college, and departmental levels (see the Dean's letter of support and commitment). The work will also draw upon the extensive research infrastructure within the University. UNL and CEHS have experienced an unprecedented increase in research activity in the last five years, with current funding levels of \$166 million at the institutional level and \$13 million at the college level. The College has a dedicated Research Office and is also home to the Office of Qualitative and Mixed Methods and the Nebraska Center for Research on Children, Youth, Families and Schools. Both research centers are active grant recipients and serve as critical resources for faculty in the College.

The University and College also have an established infrastructure for faculty development. Supports include a scholarly enhancement program for junior faculty to assist in focusing and positioning their scholarship, internal research and faculty development grants, and travel assistance to build research collaborations and agendas.

Summary

The EDAD and TLTE programs are tailored to build on students' previous professional, experience, academic background, and professional goals. Tailoring programs of study to students' unique goals and interests is a worthwhile aim; however, faculty acknowledge that the lived differences of the EdD and PhD programs are often indistinguishable. We agree that careful attention to distinguishing these degrees will strengthen all doctoral education. CEHS brings a unique context to the CADREI and CF call for change, simultaneously addressing the common concerns and considerations shared by Colleges of Education. CEHS clearly represents a context that is ready to embrace the task of CADREI and CF to strengthen doctoral education with a focus on professional practice.

Reference:

Schulman, L.; Golde, C.; Bueschel, A.; Garabedian, K. (2006). Reclaiming education's doctorates: a critique and a proposal. *Educational Researcher*, 25-32.

APPENDIX A: Newly Formulated TLTE Graduate Courses, Forums, & Resources

Examples of TLTE graduate experiences currently operating addressing the practices, processes, and relations of teaching/learning: **a) Two deliberately interrelated courses--** Schooling in Demographically Transitioning Communities considers how and why Nebraska communities are changing and how educators and other educational stakeholders can favorably react to these changes. Using studies from across the country, it considers the vantage points of newcomers and established residents, of teachers and parents, of students, and of policymakers to demographic change (Dr. Ted Hamann); Teaching in Demographically Transitioning Communities examines how teaching today often means working with students who speak a home language other than English. As the state's classrooms become increasingly linguistically diverse, educators at all levels and in all content areas are being called upon to meet the unique linguistic and academic needs of English language learners. Designed to meet practicing teachers' needs, this course examines linguistically appropriate content area teaching at all levels of K-12 education (Dr. Jenelle Reeves). **b) A Self-study Research Group** for doctoral students in operation for 2 years offers a regular forum for practicing educators/doctoral students from across disciplines and age levels to actively negotiate theory practice relations (Dr. Margaret Macintyre Latta). This group presented at AERA 2006 and has a collaborative paper accepted for publication in the international journal of *Studying Teacher Education* (Macintyre Latta, M., Buck, G., Abrahams, T., Diaz DeBose, C., Dop, S., Fuchser, K., Lehn, J., Mast, C., Newton, V., Ruskamp, J., & Thomas, S. "Professional Development Risks & Opportunities Embodied within Self-Study"). **c) The Great Plains Institute of Reading and Writing** is a new regional initiative in response to the mission of UNL, TLTE, and the CEHS in particular. The Institute provides the tools and guidance leading to the achievement of critical literacy in the local community, the Great Plains Region, and the nation at-large. Currently, there are no comparably dedicated centers in the Great Plains region that combine research, training, and service. The goal of the Institute is to help all students achieve critical literacy, which will enable them to be successful in the information-based society of the 21st century. One way to attain this goal is for the Institute to be a training site for current and future practitioners. At the Institute's Reading Center tutoring is provided for local area struggling readers. The Reading Center also serves as a closely supervised practicum experience for UNL graduate and undergraduate students specializing in literacy education by offering hands-on, one-on-one and small group assessment and instructional opportunities with the students who come for tutoring. The Great Plains Institute of Reading and Writing is uniquely positioned to advise and help local education agencies in developing literacy plans, professional development, and evaluation of such efforts. It provides statewide research-based literacy professional development for teachers and specialists who work with struggling readers of all ages in the community-at-large. Distance technologies facilitate outreach to professional groups outside the area using the Polycom and Internet capabilities available at UNL. Dr. Kathy Wilson & Dr. Guy Trainin (<http://manila.unl.edu/readingcenter/>) **d) Student Research Conference:** TLTE organizes and promotes undergraduate and graduate CEHS students to share their work with fellow students, faculty, and other educators and community members. The basic aim of the annual event held each fall is to act as a teaching exercise supporting and offering students an opportunity to showcase their work and dialogue with colleagues about important issues in education (<http://manila.unl.edu/inquiry/conference>). **e) Practitioner Inquiry Website:** This site is a resource for master and doctoral level students in TLTE working as practitioners in schools and other educational settings planning to conduct a small scale systematic inquiry (<http://manila.unl.edu/inquiry/>).

APPENDIX B: Educational Administration Response to Academic Program Review

October 1, 2006

TO: Dean Marjorie Kostelnik
FROM: The Department of Educational Administration
RE: Response to Three Challenges Forwarded Regarding the Academic Program Review of 2006.

Introduction:

In compliance with the policies of the University of Nebraska-Lincoln, the Department of Educational Administration conducted an Academic Program Review (APR) in February of 2006. Following the report of the external review team, the department directed attention to three areas which were recommended for further action. The recommendations were:

- (1) Clearly articulate the focus of the department,
- (2) Explain the differentiation between the PH.D. and ED.D degrees sponsored by the department, paying particular attention to the on-line features of the program content, and
- (3) Develop the framework for a succession plan to guide the department to address attrition of faculty and staff.

The faculty and staff of the department began work immediately following the issuance of the APR Team report. Numerous meeting and retreats were held during the spring and summer of 2006, faculty committees were appointed to address each of the three issues, and weekly meetings were convened during August and September of 2006 to further develop and finalize the response.

Response to Recommendation #1:

Clearly articulate the focus of the department

The focus of the department of Educational Administration is directly tied to its mission. The mission of the department is to *“improve education, through the development and dissemination of knowledge about effective, ethical leadership and to prepare people capable of meeting the challenges and needs of leadership, governance, and administration in Education anywhere in the world.”*

The focus energizes the department to improve education (in the state and region, the nation, and the world) through the preparation of ethical leaders. When excellent leadership is in place schools, colleges and universities, communities, and the lives of

individuals are improved. The focus serves as framework for faculty and students when they:

1. Conduct and disseminate scholarly and action-oriented research knowledge about effective educational practices in P-12 and higher education; practices that can improve the quality and effectiveness of education,
2. Prepare men and women to serve in leadership roles which are centered on refining the quality of education in P-12 schools, colleges, and universities, and
3. Disseminate, through service and engagement activities, essential knowledge about social, economic, political, and educational environments that can be transmitted to individuals, schools, families, and communities.

The vision of the department is engaged to create and continuously support a vibrant environment where people with a commitment to educational leadership can build positive relationships and safely explore issues that impact the quality of life for individuals, families, schools, and communities with faculty, practitioners and each other.

The vision embraces:

- Scholarship that leads to improved educational practices,
- Scholarship that contributes to leadership theory or adds to the body of knowledge about leadership and educational organizations,
- Quality educational research that is translated to constituent groups,
- A commitment to the development of people who will provide leadership for educational institutions and organizations,
- Advocacy for continuous planning and organizational and personal change,
- Constant improvement of organizational capacity and performance through systematic and strategic thinking,
- The creation of safe and open environments where people can engage in meaningful dialogue about current and future issues related to the improvement of schools, colleges, and universities and the impact of improvement on individuals, families, communities, and society.
- A learning environment that embraces local, state, national, and international contexts; an environment where race, class, equity, and excellence are considered essential to the work.

Impact: The results of the work of the department will lead to (a) an enriched knowledge base about educational leadership due to the contributions of EDAD faculty and students, (b) better schools, colleges and universities because those who lead the institutions were prepared by EDAD at UNL, and (c) improved student achievement and enhanced student programs result when leaders prepared by EDAD are employed in schools, colleges, and universities. Finally, good schools, colleges, and universities lead to better communities in which individuals and families thrive.

Response to Recommendation #2:

Explain the differentiation between the PH.D. and ED.D degrees sponsored by the department, paying particular attention to the on-line features of the program content.

The differentiation between the Ph.D. and the ED.D degrees considers both the career paths and goals of students. Both degrees are valued and both degrees are important. The PH.D. is intended for people interested in the generation of new knowledge or the reformation of existing knowledge as a basis for the development of educational theory, while the ED.D is intended for people who are motivated by the application of theory to the improvement of educational practice. The chart below illustrates similarities and differences in the two degree programs:

	<u>Doctor of Philosophy</u>	<u>Doctor of Education</u>
Admission Requirement	GRE, Recommendation letters, Goal statements, writing samples	GRE, Recommendation letters, Goal statements, writing samples
Research Tools Requirement	At least 18-21 Cr. Hrs. in addition to planned curriculum	At least 12-15 Cr. Hrs. as part of the planned curriculum.
Curricular Requirement	90 graduate hours, which includes dissertation. Research tools (18-21 graduate hours) are not included in the 90 graduate hours.	96 graduate hours which includes dissertation or field study and research tools.
Comprehensive Examination Requirement	Determined by the Supervisory Committee Chair and committee with guidelines developed by the the Graduate Committee of the department.	Determined by the Supervisory Committee Chair and committee with guidelines developed by Graduate Committee of the department.
Additional Requirement	Creation of a scholarly product required; e.g.; submission of a peer reviewed article, a presentation at a national conference, the submission of a grant application.	Creation of a product applicable to practice required; e.g.; policy analysis, internship, practicum, data analysis, or work related project.
Residency Requirement	Part-time on-campus residency is required. The purposes of the on-campus residency requirements are: (1) to participate in an intense, collaborative research experience, (2) to complete a portion of the coursework on campus, (3) to develop face-to-face relationships with faculty and students, and (4) to build a sense of community.	Part-time on-campus residency is strongly recommended, but not an absolute requirement, depending on the candidate' circumstances.
Method of Delivery*	On-line and face-to-face	On-line and face-to-face

** The department of Educational Administration has served Nebraska and the nation since 1913. With the advent of high speed internet and other technological breakthroughs, the department became a campus leader in the delivery of high quality, on-line education in the early 1990's. Students from Nebraska, the nation, and around the world seek access to EDAD coursework when they chose to study at a respected, accredited, and highly regarded institution of higher learning (UNL). The inclusion of on-line students has broadened the diversity of the EDAD student body, enriched the dialogue among students, and extended the influence of the University of Nebraska-Lincoln.*

A graduate degree from UNL is the degree of choice for students in Nebraska as well as students from 23 states and 11 nations who study with the EDAD Faculty at the University of Nebraska-Lincoln. The wider our reach, the better positioned we are to provide a positive influence on education around the globe.

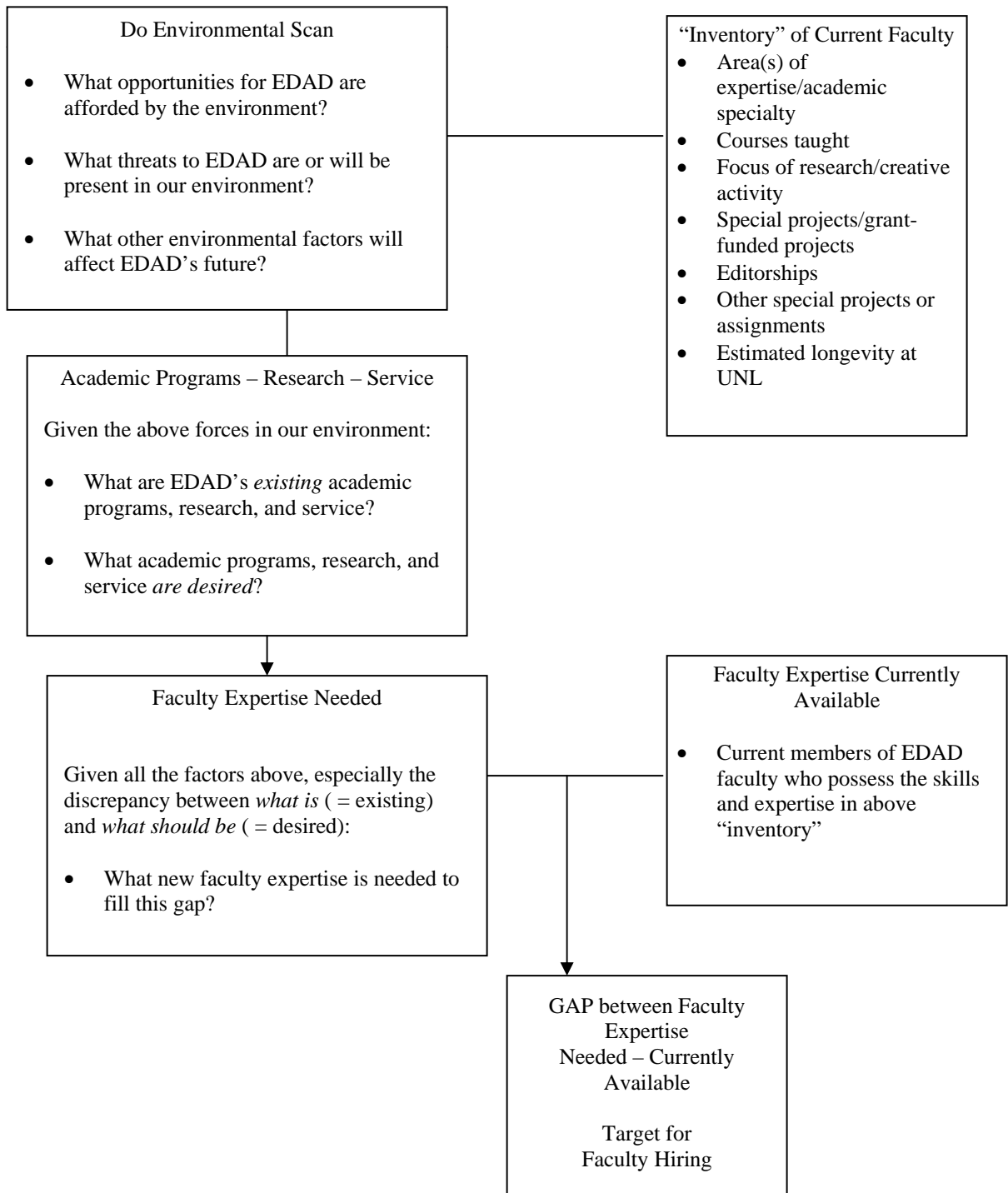
Response to Recommendation #3:

Develop the framework for a succession plan to guide the department in the replacement of veteran faculty.

Succession planning is part of the process of preparing for the future of the department. Programs offered by a department must be periodically reviewed to determine whether the program remains viable and the assignment of faculty to teaching, research, and engagement activities are appropriate. The primary questions for the department of Educational Administration to address in succession planning are; (1) What will the department look like in the next three to five years, (2) what will key people be doing, (3) what kind of openings will need to be filled due to attrition or promotion, and, (4) what new disciplines will be required by the department?

The most immediate need for the department is to determine the kind of talent required to grow departmental programs for the future. Approximately 50% of department faculty will be eligible for retirement in the next three to five years, which thereby necessitates a succession plan.

The plan will be attentive to: (1) the focus of the department, now and in the future, (2) the identification of talented individuals to be hired by the department to sustain and expand teaching, research and engagement practices, and (3) bringing the talent to the department in a timely manner. The model on page 4 has been adopted as a guideline for succession planning:



Appendix C: Renewal Efforts of Teaching, Learning and Teacher Education

The following areas of graduate study have recently been identified as research emphases in the Department of Teaching, Learning, & Teacher Education. Graduate students are encouraged to use these areas of emphasis to design a personal research strength or area of interest that builds a unique learning experience fitting particular needs and goals, in collaboration with connected courses, research initiatives, and associated activities, with the mentorship of a faculty advisor.

- **Curriculum, Teaching, & Professional Development**
- **Education Policy, Practice, & Analysis**
- **Literacy, Language, & Culture**
- **School, Society, & Reform**
- **Teaching & Learning with Technologies**

The graduate faculty of the Department of Teaching, Learning, & Teacher Education (TLTE) are actively engaged in these areas of emphasis centrally informing teaching, learning, and research efforts. Their joint commitment is to involve students concretely in educational scholarship alongside educational practice.

Curriculum, Teaching, & Professional Development

This area of emphasis offers the opportunity to gain pedagogical knowledge alongside content knowledge, helping educators grow professionally, making ideas accessible and meaningful to students. Educators will study, develop, and integrate these understandings across disciplines, educational contexts, age levels and learner differences, from multiple perspectives and fields of interest. Examining the intersections between curriculum and instruction holds tremendous potential for enabling educators to transform content knowledge into forms that are pedagogically powerful and yet responsive to diverse student abilities and backgrounds, and to the particularities of teaching/learning contexts.

Literacy, Language, and Culture

This area of emphasis is committed to a view of literacy, language, and culture that stresses cognitive, social, and cultural factors. The study of language and literacy is examined in relation to the wider processes of language development starting early in life and developing further throughout the school years and across the lifespan as people acquire different forms and styles of oral and written language for different contexts, practices, and purposes. Scholarly work in the area of literacy, language, and culture draws on the disciplines of linguistics, sociolinguistics, psychology, anthropology, philosophy, history, and sociology and on fields of study such as reading, languages and literature, writing and composition, discourse and communications studies, digital literacies and technologies, sociolinguistics, and psycholinguistics.

Education Policy, Practice, & Analysis

This area of emphasis involves critical analysis of the relationship between educational policy and practice in K-12 settings and beyond. Work pursued in this area is holistic, examining both the explicit and tacit ideas, strategies, and worldviews of educators and policymakers who create, implement, and rationalize education policies. Inquiry in this area is based in understanding of the conflicting aims of education, the nature of knowledge, and the demands of justice and democracy. Informed by the disciplines of history, sociology, anthropology, and philosophy and a broad range of research methodologies, work in this area is thus ultimately pragmatic, concerned with the practical consequences of policies as they are learned and implemented by practitioners in and around educational settings.

School, Society, and Reform

This area of emphasis addresses the concerns of educators and researchers with interests in examining educational contexts, school reform, and social change. Reform is broadly conceptualized in connection with social theory, pedagogy, and social justice. The study of various theoretical and ideological perspectives from a variety of disciplinary lenses, i.e., anthropology, sociology, philosophy, history, sociolinguistics, comparative studies, and economics, serves as a guideline for inquiry across contexts of decision-making. Scholarship in this area promotes educators, youth, and families as agents of change working to improve schools and communities by linking theory and education to create meaningful experiences for all.

Teaching and Learning with Technologies

This area of emphasis offers the opportunity to study the use of technology as a method for enhancing teaching and learning, to examine the impact of technology on students and schools, and to examine the role of technology through informal learning and professional development. An emphasis in this area would be helpful in assuming technology leadership roles in schools and other educational settings, in the development and improvement of the application of technology to learning, or in studying the impact of emerging technologies such as Internet applications, social networking, mobile devices, and digital media on students and their families.