

**RESOLUTION TO APPROVE
DOCTOR OF PHILOSOPHY DEGREE
IN HIGHER EDUCATION**

WHEREAS, the existing doctor of philosophy degree in educational leadership and policy studies has two distinct tracks – educational leadership for K-12 educators and administrators, and higher education for administrators, policy analysts, and future faculty in colleges and universities; the two tracks share no coursework, faculty, or students; and

WHEREAS, a separate degree in higher education allows for meaningful and important system-level tracking of applications, enrollments, individual student progress and completions, and other evidence used for program evaluation and improvement, which is not possible in the current context of a merged degree; and

WHEREAS, the State Council of Higher Education for Virginia (SCHEV) staff requested that separation of the merged programs be accomplished through a “new” degree program proposal because the tracks lacked the specified level of shared course content required for a “spin off” proposal; and

WHEREAS, the proposed doctor of philosophy degree in higher education already enrolls more than three dozen full and part-time students, including a number of Virginia Tech employees, who expand their understanding of the complex issues facing contemporary higher education, greatly strengthen their leadership and research capabilities; and enhance their career prospects through completion of the doctorate; and

WHEREAS, establishment of a separate doctor of philosophy does not require new institutional or School of Education resources to sustain current and proposed student enrollment;

NOW, THEREFORE BE IT RESOLVED, that the doctor of philosophy degree in higher education be approved effective spring 2014.

RECOMMENDATION:

That the resolution to approve the doctor of philosophy degree in higher education be approved.

June 3, 2013

Virginia Tech Degree Proposal
Doctor of Philosophy in Higher Education
(CIP: 13.0406)

Type of degree action (circle one): New Spinoff Revision Discontinuance

Program description

This proposal requests to establish a standalone Doctor of Philosophy (Ph.D.) degree in Higher Education (HED), a track that has been in place for many years within the existing degree, Ph.D. in Educational Leadership and Policy Studies. The sponsoring unit is the Department of Educational Leadership and Policy Studies within the School of Education in the College of Liberal Arts and Human Sciences at Virginia Tech. The new degree title would be effective Spring 2014 and graduates would be awarded the renamed Higher Education degree at the May 2014 commencement.

The proposed Ph.D. is a 96-hour program designed for those who seek to advance to the highest levels of administrative leadership at the institutional level or in policy-making bodies. Graduates are prepared to work as senior, cabinet-level administrators at colleges and universities and as policy analysts for state and federal agencies or professional organizations. The program also prepares students for faculty positions in graduate programs in higher education administration. Doctoral students enroll both full-time and part-time, the latter completing their degrees while employed at Virginia Tech or colleges in the region. Coursework is generally delivered in classroom settings on the Blacksburg campus or as independent study or internships; some required coursework is available on-line during summer term.

Whereas the master's program in Higher Education focuses primarily on preparation for careers in student affairs administration, the doctoral program prepares graduates for a broader range of administrative and leadership positions in colleges and universities, including academic affairs; student affairs; roles in policy, planning, and resource management; assessment; enrollment management; and others. Students' plans of study are individually tailored to help achieve their varying career goals. Those seeking administrative positions may participate in coursework and internships designed to give them exposure to new aspects of university operations, or they may use independent study hours to add greater depth or breadth to their knowledge and/or skills. By virtue of their past experiences and newly acquired knowledge and doctoral credentials, some graduates move rapidly into senior leadership positions at a variety of institutional types.

Curriculum summary

The doctoral curriculum consists of 96 credit hours in Educational and Professional Foundations; Research, Measurement, and Statistics; a Concentration or Applied Studies; Cognate studies; and Dissertation. Nine to 12

credit hours of relevant master's-level work may be transferred in with approval of the faculty and Graduate School. There are no new courses included in the HED curriculum; all courses are currently being taught.

Educational and Professional Foundations Core (18 hours required of all students)

EDHE 6074 Higher Education Law (3 credits)
 EDHE 6084 Financial Administration in Higher Education (3 credits)
 EDHE 6094 Educational Administration Processes & Skills (3 credits)
 EDHE 6204 Policy Studies in Education (3 credits)
 EDHE 6214 State Role in Education (3 credits)
 EDHE 6304 Theories of Educational Organizations (3 credits)

Research, Measurement and Statistics Core (12 credit hours required of all students)

EDRE 6605 Quantitative Research Methods in Education I (3 credits)
 EDRE 6606 Quantitative Research Methods in Education II (3 credits)
 EDRE 6504 Qualitative Methods in Educational Research I (3 credits)
 EDRE 6524 Qualitative Methods in Educational Research II (3 credits)

Research, Measurement and Statistics Restricted Electives (at least 6 additional credits)

EDCI 6534 Ethnographic Methods of Research in Education (3 credits)
 EDRE 6624 Measurement Theory in Education (3 credits)
 EDRE 6634 Advanced Statistics (Regression) (3 credits)
 EDRE 6654 Multivariate Statistics for Education Applications (3 credits)
 EDRE 6664 Applications of Structural Equations in Education (3 credits)
 EDRE 6794 Advanced Topics Research (Survey Design) (3 credits)
 EDRE 6644 Advanced Research Design and Methodology (3 credits)

Concentration Restricted Electives (Up to 21 credits)

EDHE 5304 Student Development in Higher Education (3 credits)
 EDHE 5974 Independent Study (variable credits)
 EDHE 6044 Governance and Policy in Education (3 credits)
 EDHE 6054 College and University Administration (3 credits)
 EDHE 6064 Higher Education in the United States (3 credits)
 EDHE 6114 Staffing Practices in Education (3 credits)
 EDHE 6914 Problems in Education: Advanced Topics in Law (3 credits)
 EDHE 6924 Professional Seminar: Designing Research in Education (3 credits)
 EDHE 7714 Internship (variable credits)
 EDCI 6024 The Analysis of Educational Concepts (3 credits)
 EDCI 6644 College Teaching (3 credits)

Cognate (9 hours required)

Nine hours of study normally in a single discipline outside of one's primary area of study, such as psychology, management, political science, or business,

constitutes a cognate. The cognate might include concentrated studies in educational technologies, for example, or thematically linked studies across two disciplines (such as planning courses in the Department of Public Administration and the Department of Management). The cognate should complement the student's professional interests and, therefore, is individually designed by the student and the faculty advisor.

Dissertation (A minimum of 30 credits)
EDHE 7994 Research and Dissertation

Relevance to university mission and strategic planning

The Higher Education (HED) program participates in the university and college missions through its focus on preparing leaders for postsecondary education who use and produce high-impact research as part of their practice and who are committed to service in both professional and personal contexts. The program prepares students to collect, interpret, and understand data, fostering genuine competence in conducting inquiry for both scholarly and practical applications. As befits one of the Commonwealth's leading research universities, the HED program contributes to well-prepared leaders and future faculty members for postsecondary education in the Virginia, the nation, and globally. This new Ph.D. in Higher Education degree also supports two of the primary goals of Virginia Tech's 2012-1018 strategic plan, *A Plan for a New Horizon*: (1) to grow graduate enrollment by an additional 1000 students over the next six years, and (2) to create and sustain environments for educational and research programs that support innovated, high-quality, and high-impact research.

Justification for the proposed program

The Ph.D. degree program in Higher Education will prepare administrators and faculty members for a rapidly changing and highly challenging environment in higher education. Increasing access and degree completion, and addressing affordability and accountability are among the most compelling issues facing higher education in the U.S. at present. The calls for transformative change come from every direction - the press, parents, political and thought leaders, and even some higher education insiders. Providing perspective on these issues, and preparing leaders who can address them in a wide variety of institutional contexts and roles, is paramount for any doctoral program in higher education.

It was not so long ago that virtually all college and university senior leadership positions were filled by former faculty members with past successful careers in teaching and scholarly research in an academic discipline. While this former-faculty profile is still a pattern for some institutional leadership roles, the increasingly complex and technical aspects of college and university administration have led to a greater need for doctoral preparation in higher education administration. Higher education administration is an appropriate preparation for literally dozens of institutional mid-management and leadership roles in student affairs, academic affairs, and general administrative areas.

Indeed, education or higher education was the most common degree preparation for college presidents, based on the most recent demographic profile of presidents by the American Council on Education (Stripling, 2012, Table section).

Doctoral students in the HED track read widely and think deeply about issues of access, student success, affordability, and accountability from both a programmatic and a public policy viewpoint. They learn about the legal and financial issues that face today's administrators. They learn, observe, and apply theories of organizational behavior that prepare them to lead change in a higher education setting. The solid grounding in research methods and the dissertation experience itself prepare them to collect, interpret, and use data for decision-making and to improve administrative practice. Whether as career administrators or as faculty members, researchers, or policy analysts, HED program graduates are expected to contribute to the scholarly and practitioner-related research in their fields—a commitment that many graduates share and act on.

Over the last five years, there has been an average of 13.5 applications per year for the doctoral program. The program expects to maintain or exceed a 2:1 ratio of applications to admissions. In Fall 2011, there were 37 students (headcount) enrolled in the doctoral program track. Full-time students generally complete the program in about 4 – 4.5 years. Part-time students generally take about 7 years to complete the program.

Recent graduates of the HED track are employed at institutions and policy-making bodies throughout the country. Graduates who pursued (or continued) their administrative careers in higher education now serve as vice presidents, directors, and other senior-level or mid-management positions in both public and private colleges and universities. Additionally, graduates of the VT HED track have been or are employed as policy analysts, researchers, or administrators at the Virginia Community College System, National Center for Higher Education Management Systems, the Carnegie Foundation, the National Center for Public Policy and Higher Education, and the Maryland Commission of Higher Education, among others.

Resource Needs/Savings

This is an existing program. No new resources or additional reallocation are required to sustain the program at the proposed level of six new students per year (three full-time, three part-time).

RESOURCE	ESTIMATED COSTS (use NA if not applicable)
Faculty	NA
Administrative Staff	NA
Graduate Teaching/ Graduate Research Assistants	NA
Space	NA
Library	NA
Equipment	NA
Other	NA

References

Stripling, J. (2012, March 12). Survey finds a drop in minority presidents leading colleges. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/Who-Are-College-Presidents-/131138/>



M.A.Ed. and Ph.D. in Higher Education

Joan B. Hirt, Professor and Interim Director, School of Education,
College of Liberal Arts and Human Sciences

Academic Affairs Committee – June 3, 2013

Background

- College/School reorganization
- School of Education degree realignment initiative
 - Consultation with SCHEV, VT Registrar, NCATE (accreditor)
 - Three stage process:
 - Stage 1: Degree discontinuances (2011-2012)
 - Stage 2: Educational Leadership degrees (2012-2013)
 - Stage 3: Learning Sciences degrees (2013-14)

Educational Leadership current status:

- 2 programs share M.A.Ed. And Ph.D. degrees
- PK-12 program: prepares school leaders (principals, superintendents)
 - Focus on personnel management, facilities, school law, curriculum development
- Higher education program: prepares college/university leaders, policy analysts, faculty
 - Focus on policy, finance, organizational management, student learning

Proposed change

- Retain M.A.Ed. and Ph.D. in Educational Leadership
- New M.A.Ed. and Ph.D. in Higher Education

Demand

- 19% job growth rate predicted for 2010-2020, Bureau of Labor Statistics
- Kiplinger's *13 Careers for the Next Decade*
- <130 Higher Education Degree programs in United States
- 2 Higher Education Degree programs in Virginia
- Demonstrated demand for admission

Program Outcomes

- 95% on-time graduation
- 100% job offers by July 15
- Alumni employed in:
 - 34 states
 - 4 countries outside of the United States

Graduate and Alumni Careers**Presidents**

- Big Sandy Community and Technical College, President Emerita
- Millennium University, President

Policy Leaders

- Jack C. Kemp Foundation, Higher Education Program Associate
- Maryland Higher Education Commission, Director of Outreach and Grants Management
- National Center for Higher Education Management Systems, Research Associate
- UC Berkley, Center for Studies in Higher Education
- Virginia Community College System, Vice Chancellor for Workforce Development Services

University Leaders

- Arizona State University, Academic Success Coordinator
- Brevard Community College, Vice President for Enrollment Management and Student Success
- Coastal Georgia College, Assistant Vice President for Student Services
- CUNY Potsdam, Vice President for Enrollment Management
- Emory University, Senior Associate Dean & Director of Campus Life External Relations
- North Carolina State University, Director of Assessment for College of Engineering
- UCLA Foundation, Assistant Vice Chancellor and Vice President for Finance/Treasury
- University of Virginia, Executive Director of Career Services
- University of Wisconsin, Madison, Assistant Vice Provost for Student Diversity and Academic Excellence
- Winthrop University, Associate Dean of Students

Faculty Leaders

- Atlantic Coast Community College, Dean and Professor
- East Tennessee State University, Assistant Professor of Postsecondary and Private Sector Leadership
- Florida Atlantic University, Professor of Higher Education Leadership
- Indiana State University, Associate Dean
- Marywood University, Assistant Professor of Higher Education Administration
- Ohio University, Professor of Counseling and Higher Education
- Rowan University, Assistant Professor of Educational Leadership
- The Ohio State University, Associate Professor of Student Affairs and Higher Education

Student Affairs Leaders

- Duke University, Assistant Dean of Students
- Southern Methodist University, Associate Director of Residential Life
- The College of William and Mary, Assistant Dean of Students
- Virginia Commonwealth University, Assistant Dean of Student Affairs
- Winthrop University, Associate Dean of Students

Virginia Tech Leadership



Dr. Catherine Amelink,
Research Analyst and
Assessment Specialist,
College of Engineering



Dr. John Dooley,
Chief Operating
Officer, Virginia Tech
Foundation



Dr. Rodd Hall,
Senior Associate Director
for Operations and
Finance, Virginia Tech
Transportation Institute



Dr. Michael Herndon,
Director, University
Summer Sessions



Dr. David Kniola,
Assistant Director,
Office of Assessment
and Evaluation



Dr. Ellen Plummer,
Assistant Provost



Dr. Donna Cassell Ratcliffe,
Director, Career Services



Dr. Susan Short,
Associate Vice President
for Engagement



Dr. Ken Smith,
Vice Provost, Resource
Management and
Planning

Request for Board to Approve

- M.A.Ed., Higher Education
- Ph.D., Higher Education

Questions?