

Proposed Graduate Program: Doctor of Education in Organizational Leadership
CIP: 30.9999 (Multi-/Interdisciplinary Studies, Other)
Concept Paper

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Program Introduction and Objectives

A. *Rationale, intellectual merit and objectives*

According to the Carnegie Project on the Education Doctorate (Ed.D.), the professional doctorate in education:

- Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
- Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
- Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
- Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
- Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
- Emphasizes the generation, transformation, and use of professional knowledge and practice.

The working group for the Ed.D. in Organizational Leadership program is proposing this program in response to the needs of our region. Specifically, organizations depend upon skilled leadership to guide them through chaotic times, as is the case with southeastern New Jersey. The constant in today's environment is that it is ever-changing, complex, ambiguous, and unpredictable. While even some of the best and most respected organizations are struggling to adapt to change, cope with complexity, or prepare for a more uncertain future, we believe the turmoil that many organizations are experiencing can be mediated with strong leadership, and that we need to change our current approach to leadership development.

- i. In brief summary, the Doctor of Education (Ed.D.) in Organizational Leadership program is based upon current research in leadership development but designed to be relevant, practical, flexible, and process-driven. Leadership development is viewed as an integrated and sustained process, not as an event, or series of disconnected events. The leadership concepts and understandings embedded in the program are designed to be rigorous and relevant and will be connected to and applied within the leader's work environment.

In developing the intellectual merit of this program, we conducted an extensive review of the leadership literature, wherein we found that the disconnect between the leadership environment and leadership preparation is less a leadership problem and more a leadership development challenge. The methods being used to develop leaders have not kept pace with changes in the work environment. Changes in leadership development that have occurred are, in reality,

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these are all still important, leaders are no longer developing fast enough or in the right ways to match the needs of the changing environment.

- ii. We thus built a program intended to help address leadership deficits through core competencies and skills. Throughout the program, participants will attain the following objectives:
 - Review and analyze current leadership research emphasizing leadership development practices, as well as the mindset of leadership, to maximize their personal leadership styles, knowledge, understanding, skills, ethics, adaptive thinking, and application

Upon successful completion of this program, graduates will have the capacity to contribute new knowledge and understanding to the practice of leadership and become positive forces of change in their respective organizations.

B. Degree Requirements

The Ed.D. in Organizational Leadership is a 54-credit program, beyond the Master's degree. The program is divided into two phases: Phase I encompasses an interdisciplinary core of eight courses (24 credits). Completion of the interdisciplinary core in Phase I is required for entrance into Phase II. Phase II is the research (four courses, or 12 credits) and dissertation-in-practice (18 credits) component of the program. The courses included in both phases of the Ed.D. program will be offered in one of two delivery formats: face-to-face or hybrid (defined as a combination of face-to-face meetings and online experiences). Courses for Phase I and Phase II are included in Appendix A.

C. Academic Objectives

The proposed doctoral program, as developed, is aligned with current leadership development research and practices of the Center for Creative Leadership and the International Leadership Association. The real-world, research experience included in the dissertation-in-practice component of the program is aligned with The Carnegie Project on the Education Doctorate.

Though drawn from professional leadership standards, the program will not culminate in a professional certification. Nor will additional accreditation be sought beyond the Middle States Association of Colleges and Schools as the regional accreditation body.

The proposed Ed.D. in Organizational Leadership program is consistent with the college strategic plan, essential learning outcomes, and the mission statements of the College and its Graduate studies school.

D. Faculty Qualifications

Since the proposed program is interdisciplinary in scope, it is important to include faculty who represent the different organization types included in the program: business, health care, education, government, not-for-profit, and faith-based organizations. 'Lead' faculty in the Ed.D. in Organizational Leadership program would be expected to hold a terminal degree in the leadership field, or a related field (e.g. Ph.D. or Ed.D.). Due to the interactive and relevant application aspects of the proposed program, the program faculty will also invite professional and/or adjunct (affiliated) faculty who are current leaders in the various organizational types to be included in the program. Per college policy, these current leaders will possess a Master's degree at a minimum along with relevant, applied experience. Current practitioner leaders will also be included as guest lecturers or speakers. See page 13, Faculty, for more details.

E. Professional Objectives

Core Competencies

The following leadership understandings (U) and habits (H) of mind have been identified in research conducted at the Center for Creative Leadership and are considered overarching, and thus, are not limited to a single course in the proposed program. Instead, they are integrated throughout both

- H3. Building trust and respect
- H4. Building and sustaining relationships
- H5. Inspiring and influencing employees
- H6. Building confidence, initiative, and accountability
- H7. Growing and improving from risk taking

1. Need for the Proposed Program

A. Justification

According to the Bureau of Labor Statistics employment projections, the following leadership/managerial positions exceed the 10.8% average increase for all jobs due to projected growth and replacements between 2012 and 2022:

- Medical and health services managers 23.2%
- Social and community service managers 20.8%
- Education administrators, preschool and childcare center/program 17.0%
- Computer and information systems managers 15.3%
- Education administrators, postsecondary 14.5%
- Human resources managers 13.2%
- Public relations and fundraising managers 12.9%
- Marketing managers 12.7%

According to Petrie (2013), there are four common issues built into the design of many current leadership development programs that constrain the capacity of leaders to lead in the current environment: wrong focus on content instead of leadership development, lack of connectivity from the program to the real work of leaders, isolation of away from their key stakeholders who should be involved in their development program, and too short or episodic to solidify new thinking into new habits.

In summary, the gap between the environment in which leaders lead and the leadership preparation to serve in that environment presents a significant leadership development challenge. The methods being used to develop leaders have not kept pace with changes in the work environment. Changes in leadership development that have occurred are, in reality, adjustments to the existing techniques. The proposed program makes changes to the assumptions and thinking upon which our leadership development is based.

The need for the program is further substantiated by a series of surveys and focus groups conducted by an expert facilitator, and one-on-one depth interviews with local leaders. Because of the recent economic downturn in Atlantic City, accentuated by the closing of several gaming properties and the consequent impact on related service industries, there is a need for managerial and executive level workers to ‘re-tool’ and obtain additional skillsets that might qualify them to reenter the labor market. The combination of qualitative 0.12 0 0 0.12 33d11.99

consultant Donna Van Horn. Given their own time constraints, only eight respondents participated in the telephone session. The findings suggest there is general support for a doctoral level program in organizational leadership. Pricing, delivery method, and time commitment were considered key points in deciding to participate in the program. A copy of the focus group interview summary is available for review.

- A second Survey Monkey instrument was developed and sent to all alumni as well as a small sample of current students from Stockton's Graduate School. Among the top responses considered as 'very important' in a doctoral program of this nature were accreditation status, value for the investment, and tuition reimbursement from their employer.

opportunities, and transmit our intellectual and cultural in all its diversityThrough accessible graduate education, the College responds to the State and regional needs.”

Strategically, the proposed Ed.D. in Organizational Leadership program is consistent with the Learning, Engagement, and Global Perspectives themes included in the Richard Stockton College 2020 Strategy Map. More specifically, two objectives of Stockton’s 2020 Strategic Plan call upon the College to “deliver high-value learning experiences” and “promote liberal arts ideals to develop lifelong learning,” both of which are advanced by this program.

Finally, the proposed Ed.D. in Organizational Leadership program is consistent with the broad objectives / outcomes of the Richard Stockton College Essential Learning Outcomes and with the Graduate Education Mission Statement.

C. Competition

As of this writing, we have not been able to identify any other colleges or universities in New Jersey offering an inclusive interdisciplinary doctoral program in organizational leadership, based upon current research in leadership development and with a focus on the core understandings and essential habits and mindsets related to leadership. Rather, the doctoral programs in our southern New Jersey region serve discipline- or industry-specific populations such as Educational Administration or Doctor of Business Administration.

Wilmington University (Wilmington, DE) offers an Ed.D. in Organization Learning, Leadership, and Innovation. The program is open to participants from various organizational types. However, while the program offers some overlap with the proposed program at Stockton, its goal is to prepare “students to translate research into effective systems of instruction, supervision and leadership.” As noted above, while the Wilmington program focuses on the education sector in particular, our proposed program is designed for personnel connected with the educational aspects of many different organization types.

Eastern University (St. Davids, PA) offers a Ph.D. in Organizational Leadership (with concentrations). After completing a core program of courses, participants from education, business, and not-for-profit organization types complete separate and distinct programs.

Students completing the program will already be professionals employed in their respective organizations. With their added skills and credential, they may be able to move up vertically, transfer laterally, or seek employment elsewhere.

2. Students

A. Recruitment and program/curricular organization

The proposed Ed.D. in Organizational Leadership requires a Master’s degree for admission. We anticipate that students will be full-time professionals seeking advanced leadership theory and skills to advance their careers and improve their organizations; therefore, it is projected that all students in the program would be enrolled part-time. This is wholly

consistent with the goals of the program to integrate theory with relevant practice, particularly at the dissertation-in-practice stage.

The target participant population will include: graduates of Stockton College's respective Master's degree programs; faculty and staff at Richard Stockton College with Master's degrees who are seeking doctoral degrees; faculty and staff with Master's degrees who are seeking doctoral degrees at the respective county colleges in Atlantic County, Burlington

successful supervised dissertation-in-practice experiences in each participant's work environment. We arrive at this number based on the number of students progressing to dissertation at any given point in time. Realistically, we expect full time faculty (3) would be able to handle 5 to 10 dissertation students at any given time.

The program as developed allows a participant to complete both phases of the program in four years. A maximum of seven years will be permitted for completion of the program.

3. Program Resources

A. Faculty

As noted on page 6, three lead faculty members proposing this program hold doctoral degrees in leadership fields and will collaborate with similarly qualified adjunct faculty members. In addition, the faculty will invite professional leadership practitioners to participate in the program. Per college policy, these current leaders will possess a Master's degree at a minimum along with relevant, applied experience. Current leaders will also be included as guest lecturers or speakers

Stockton has specific teaching, research, and service requirements for faculty based on rank. Faculty members are expected to meet or exceed these requirements.

The existing three full-time lead faculty working within the School of Education who directly work with the Educational Leadership program will be able to handle the organization and launching of the program. If the program opens one cohort each year, by the start of the fourth year, one additional full-time faculty member would be necessary to handle the enrollment growth in addition to the three full time faculty, along with adjuncts and affiliate faculty/speakers. Based upon program enrollment in the first two years, the lead faculty, academic deans, and the provost will gauge and support appropriate faculty resources to meet student demand.

B. Equipment, Materials, Library

We anticipate Stockton's current facilities at Hammonton, Manahawkin, and Atlantic City (Carnegie Center) as well as other weekend sites as contracted (based upon program enrollment) will be adequate. As cohorts develop, the opportunity to meet at conference sites at various locations in the State of New Jersey and hotels/motels for weekend sessions will be an option to consider, based upon student demand.

With regard to the Library, the college library has significant holdings in leadership studies. These include both print and non-print sources. A copy of the complete leadership-related materials is available for review. In addition, faculty subscribe to online journals and reviews, as well as blogs. We do not anticipate any significant additional resources needed either in equipment or software to support this program.

Utilization of the current Computer Services and eLearning programs and services will support the proposed program.

C. Accreditation

Regional accreditation will be sought from the Middle States Association Commission on Higher Education, in keeping with the process for requests of Substantive Change. No specialized accreditation is required or will be sought for this program.

D. Evaluation and Assessment

Evaluation and assessment of the program will follow similar processes used in other Stockton Graduate programs. Summative evaluations will include surveys of continuing and graduating students that will be conducted twice a year, along with faculty evaluations and input from a Community Advisory Council (CAC) (See Appendix C) that will be established

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Appendix A: Phase I and Phase II Courses

The Ed.D. in Organizational Leadership is a 54-credit program, beyond the Master's degree. Courses included in the Ed.D. program will be offered in one of two delivery formats: face-to-face or hybrid

Cardile also stressed the need for a leader to be a good communicator. With regard to good communication, the IHN leader offered competencies in the form of questions that leadership development should address. Does the leader get to the point quickly and in a language that the listener can understand? Does the potential leader speak well publicly? Does the potential leader appear comfortable doing so? Does this leader keep the message simple? And, does this leader understand what people need to hear, with regard to the message, and deliver it in a measurable way?

Anyone being considered for a leadership position at the Inspira Health Network, already possesses the technical skill sets, specific to the healthcare organization. According to Cardile, it is the human skills, or the essential habits and mindsets stated in the 'Academic Objectives' section of this concept paper, that determine if a person becomes a candidate for a leadership position at Inspira.

Dana Egreczky, Vice President New Jersey Chamber of Commerce, (personal communication, May 2, 2014, May 4, 2014, and June 4, 2014) emphasized the need for a leadership development program that:

- “connects considerable opportunities to learn leadership concepts with relevant / real world / work place connected methodologies, such as experimentation, practice with self- and peer-observation at work, simulations, case studies, action research, internships, etc. Connect the program to the real-world education leaders get every day in the trenches.”
- “assesses the leadership needs of each participant. The focus should be on adult learners and the specific needs of the adult learners;”
- “focuses on character, ethics, and integrity as critical elements in any organization;”
- “examines the importance of organizational processes and quality tools (American Society for Quality, as example) and certifications (Baldrige, as example) that ensure continued effective operations and ongoing improvement of the system;” and
- “integrates servant leadership, sustainability, stakeholder outreach, and entrepreneurial thinking into the leadership development program.

Jim Watson, Director Cumberland County Improvement Authority and Member of the Board of Trustees for the Southern New Jersey Development Council, (personal communication, May 4, 2014 and May 28, 2014) stressed that the most significant leadership development gap was providing leaders with the skills and competencies necessary to lead people in the current environment. Watson mentioned the following competencies and understanding necessary to emphasize in the program: understanding the nature of and degree of change, building and sustaining culture, clear communication, developing a more participative leadership style, mentoring and coaching new leaders, and balancing the role of a leader with his/her personal life. Watson also placed considerable emphasis on the human side of leadership, specifically building and mending relationships. He also expressed the need to provide opportunities to connect

learning with the work place. “Program participants will need the opportunity to practice and reflect upon the leadership concepts they learn in class.”

Kim Ayers, retired Director of Planning in the City of Millville and currently Vice President and Director of Leadership Programs at Cumberland County College, (personal communication, April 22, 2014, April 23, 2014, and May 28, 2014) emphasized the need for a leadership development program that views leadership as a sustainable, long-term process and commitment; provides a direct and relevant connection to the workplace; requires participants to think innovatively and entrepreneurially; focuses on building and sustaining organizational culture; develops an understanding of the complexities of change; and places strong value on leadership ethics, character, and integrity. Ayers also offered the need to emphasize the human side of leadership and specifically the essential habits and mindsets stated in the ‘Academic Objectives’ section of this concept paper

Fred Abbate, formerly CEO/President of the New Jersey Utilities Association and Executive Director of Leadership New Jersey and currently Visiting Professor of Philosophy in the Pennoni Honors College at Drexel University (personal communication, May 2, 2014) reinforced many of the findings embedded in the research but over-emphasized one point clearly: “conceptually and critically integrate the ethical and moral dimensions of leadership throughout the total scope of the program.”

Lee Spitzer, Executive Minister and Senior Regional Pastor of the American Baptist Churches of New Jersey, (personal communication, May 21, 2014, and July 1, 2014) emphasized the need for a rigorous leadership development program that prepares members of the clergy to think more secularly, to view the connections between faith and the realities of the changing world. He also expressed the need for members of the clergy to be able to think strategically, inspire commitment, manage change, and focus on character, ethics, integrity, and service as critical elements in the organization. Spitzer also emphasized the need to provide opportunities that connect the program learnings to the work place.

Appendix C: Proposed Community Advisory Council (CAC)

As part of the ongoing evaluation and assessment of the efficacy of the doctoral program in organizational leadership, a Community Advisory Council (CAC) will serve to inform, review, and recommend policies and procedures related to the operational aspects of the program. The CAC will meet each semester to review program outcomes, curricular recommendations, internship opportunities, dissertation issues, and linkages with the needs of the local community served by the program.

Appointments to the Community Advisory Board will be made by the Dean of Graduate Studies based on recommendations from the Dean of Education (Deans from Business, Education, Health Sciences and Social and Behavioral Sciences will rotate terms every two years) and Program Faculty Director. Terms should be for two or three years, with staggered appointments so that at least one half of the membership remains each year. The Dean of Graduate and Continuing Studies will serve as the Convenor of the Community Advisory Council. Appointments to the Council should run from July 1 through June 30th. Nominations should be made no later than April 30th of each year.

The Community Advisory Board will be comprised of twelve members with the following constituency distribution:

Full time faculty teaching in the program	3
Dean of Graduate and Continuing Studies (or designee)	1
School Dean of Education	1
Business Community	1
Health Care Community	1
Higher Education Community	1
P – 12 Education Community	1
Social Services/Non-profit Community	1
At large representative	1
Doctoral student enrolled in the program (recommended by the program director)	1