

Graduate College
110 McFall Center
Bowling Green, Ohio 43403
419-372-2791

April 24, 2023

Memorandum

To: Dr. Joe B. Whitehead, Jr., Provost and Senior Vice President
Dr. Dawn Shinew, Dean of College of Education and Human Development
Dr. Allen Rogel, Chair of Faculty Senate

From: Jennifer J. Waldron, Ph.D. 
Vice Provost and Dean, Graduate and Professional Programs

RE: Proposal for Leadership Studies Program Degree Change, Ed.D. to Ph.D.

CC: Dr. Chris Willis, Dr. Louisa Ha, Dr. Pat Pauken, Dr. Maureen Wilson

A reading of the Leadership Studies program proposal to change their degree designation from Ed.D. to Ph.D. was held at the Graduate Curriculum Review subcommittee meeting on April 6, 2023. Rationale for the proposal was provided prior to the meeting and questions were solicited from members regarding the proposal. These questions were provided to Dr. Chris Willis (proposer) prior to the meeting. The rationale/evidence and the questions are attached to this memo. After the proposal was presented and discussed, the subcommittee voted 15 in favor of the proposal and 1 opposed to the proposal. There were no abstentions.

A reading of the Leadership Studies program proposal to change their degree designation from Ed.D. to Ph.D. was held at the full Graduate Council meeting held on April 20, 2023. Further rationale in response to questions from the discussion at the subcommittee were provided to members of council. Additional questions were solicited from all members of Graduate Council and provided to Dr. Chris Willis prior to the meeting. The questions and the Graduate Council Presentation are attached to this memo. After the proposal was presented and discussed, members voted electronically. The Graduate Council voted to approve the proposal of Leadership Studies degree change from Ed.D. to Ph.D: 32 In favor, 5 Opposed, 3 Abstained.

Evidence for Degree Designation Change for Leadership Studies Ed.D. to Ph.D.

Within our proposal for this program change we note that Leadership Studies has always required students to produce a traditional five-chapter dissertation. This is consistent with other research degrees (Ph.D.) in social science fields. It is also consistent with the Chancellor's Council on Graduate Studies definition of a research degree which states, "A **research graduate degree program** involves preparation to carry out significant research and to discover new knowledge, whether the particular field of learning is pure or applied. The recognized graduate degree titles that correspond with successful completion of a research graduate degree program include Master of Arts (M.A.), Master of Science (M.S.), and Doctor of Philosophy (Ph.D.)." In seeking this change, Leadership Studies is attempting to align the degree designation with the work that we have always asked our students to do. There are four areas of information that we feel further help support making this change: the programs historical context, the program's relation to the other doctoral program in the College of Education and Human Development, feedback from alumni, and examples of past student dissertations.

Historical Context

In the mid-1990s there was a decision made by the program faculty and the college to close one doctoral program and launch a new program. There were several reasons for this decision that are not important for this discussion. The program that was closed was a traditional Ph.D. in Educational Administration. This old program was narrowly focused on management and administration of PK-12 schools and districts. The new program that was created was the Leadership Studies program. This program is a multidisciplinary program that pursues the study of leadership as it exists in all organizational settings. To be clear in the approval process that this was truly a new program and not simply a rebranding of the previous educational administration program it was decided to have the new program have a different degree designation, the Ed.D. Twenty-seven years later this need is no longer present. Over these past two and a half decades the program has further enhanced its research focus. At the time of the program's inception research-focused coursework comprised 15% of the total required credit hours for the degree. With program modifications over the years and the additional coursework changes in the current modification, research-focused coursework will now account for over 23% of the required courses for the degree.

Research Sequence

A second area of evidence to consider in the request is how the Leadership Studies research sequence relates to the Higher Education Administration Ph.D. program's requirement. The two programs actually share the exact same research courses – EDFI 7510, EDFI 7520, and EDFI 7540. Each program has their own proposal development/dissertation seminar course, but research content is identical. The Leadership Studies Ed.D. students are required to take the same courses as their Ph.D. seeking peers in EDHD. This has been the case since the early years of Leadership Studies and expansion of the sequence has been driven by that faculty and not the Higher Education Administration faculty. The additional requirement and course modifications that accompany this program modification were also driven by a needs

assessment by the Leadership Studies faculty to position both programs' students even better for the rigors of independent research in the dissertation. Over the last handful of years students from the two programs have been in the same sections due to the levels of enrollment across the two programs. Finally, other doctoral programs in business and media communications have accessed these same research courses.

Alumni Feedback and Other Considerations

While the Leadership Studies faculty, past and present, is very proud of the work we and our students have done over the decades there has always been a question about the degree designation. For most of the program's history we were able to help students understand that "the letters" were not as important as the actual work they were being asked to do. But, in the last several years this has become more challenging for our graduates. While we have several alumni currently serving in tenure track and QRF faculty positions across the country, over the past several years we have had graduates report that institutions, including some colleges at BGSU, would not consider their Ed.D. as an equivalent degree for their open faculty positions. This is not an acceptable situation for us, and we feel it is important for us to better position our graduates for their desired career paths. This shift is likely a reflection of the current landscape of the educational doctorate degree. Around 2010 the Carnegie Foundation launched the Carnegie Project on the Educational Doctorate (CPED). This work was geared to reestablish the professional educational doctorate degree as separate and distinct from a research degree. In addition to the shift away from the traditional doctoral research CPED has also refocused the Ed.D. towards an education focus. Both facts further hamper the Leadership Studies program as a multidisciplinary and research focused program. The dissertations highlighted below are not only meant to showcase the original and independent research our students have conducted but also to demonstrate the range of contexts our students are studying.

Leadership Studies Dissertation Samples

These are a few brief summaries and OhioLink URLs for just a sample of Leadership Studies dissertations. These studies engaged in a range of methods and across a variety of fields.

Andrew Alt. 2020 (Higher Education) *Fostering Belonging: Improving Academic Outcomes Among First-Generation Students Through a Pre-Matriculation Intervention*

http://rave.ohiolink.edu/etdc/view?acc_num=bgsu1603729935803613

This dissertation used data from over 10,000 participants to understand the impact of various intervention programs on early career, first generation college students. The quantitative study used ANCOVA to analyze the impact of these different interventions. The study's abstract notes, "This study and the related findings are especially important given the opportunity for such interventions to address and reduce achievement gaps of underserved students, align university initiatives with state performance funding models, and foster an ethic of care among campus communities."

Bryce Blair. 2022 (Public Service/First Responders) *A Mixed-Methods Delphi Study of In-Extremis Decision-Making Characteristics: A Mixed-Methods Model*

http://rave.ohiolink.edu/etdc/view?acc_num=bgsu1665940903403302

This dissertation research was conducted by a Toledo firefighter and deputy chief. The goal of the study was to help understand the leadership decision making process when people's lives are in danger. As the title suggest the study employed mixed methods to help develop the study's findings.

Andrea Depinet. 2012 (Higher Education, Teaching) *Becoming Critical Thinkers: The Impact of Treatments on Student Reflective Practice in the College Classroom*

http://rave.ohiolink.edu/etdc/view?acc_num=bgsu1351524009

This quasi-experimental study used a pretest, posttest, control group design to better understand the reflective practice skills of entering college freshmen and if various treatments were effective in developing those skills. The study concluded that student enter with low levels of reflective practice skills, a variety of instructional practices are needed to improve those skills, and feedback is a critical component in the development of those skills.

Ann Light. 2016 (Public Service/Firefighter Education) *An Examination of the Ascension to and Experiences in the Metropolitan Chief Fire Officer Position: Implications for Leadership, Policy and Practice* http://rave.ohiolink.edu/etdc/view?acc_num=bgsu1478268574889246

The literature showed that there was little understanding about how firefighters ascended to the top positions in their departments. This qualitative phenomenological study looked to start to fill this void. Through use of in depth interviews the study identified the key areas of development needed to be successful in such an important role. The study's findings support the need for more clear development path as individuals rise through the various ranks of their departments.

Josh Maxwell. 2022 (Higher Education, Student Affairs) *Discovering the Aspects of Crises, the Environment, and Self That Inform Entry-Level Residence Life Crisis Managers*

http://rave.ohiolink.edu/etdc/view?acc_num=bgsu1647116260150136

University residence halls are often the location for various forms of crisis and the lead responders to those crises are some of the least experienced staff. This mixed method study worked to try and understand the types of decision-making processes used by these crisis managers and then with the use of an expert panel distill those responses to help better shape both in-service and preservice training for resident life professionals.

Michael O'Shea. 2006 (PK-12 Education) *Student Perceptions of Teacher Support: Effect on Student Achievement* http://rave.ohiolink.edu/etdc/view?acc_num=bgsu1143054461

This qualitative collective case study explored the perceptions of high and low performing students in relation to how teachers did or did not provide support. Additionally, the study examined how teachers viewed their levels of support to students. The study shown a light on the need for mutual and meaningful connections in classrooms at a time when so much focus is placed on standardized testing.

Brenda Oyer. 2011 (PK-12 Education) *The Relationship Between Principals' Confidence, Humility, and Effectiveness: A Study of Teacher Perceptions*

http://rave.ohiolink.edu/etdc/view?acc_num=bgsu1300109097

This quantitative study used survey responses from teachers to examine principal behaviors. The study indicated an importance for leader humility as an indicator of effectiveness. The study impacts not only current leaders but shapes how educational leaders are prepared.

Margaret Vostal. 2020 (PK-12 Education) *Collegial Trust for School Improvement: A Case Study of K-12 General and Special Education Teachers*

http://rave.ohiolink.edu/etdc/view?acc_num=bgsu1605004493242711

Having trust between teaching colleagues and school leaders is known to be critical for school success. Yet, accountability policies and practices can erode trust. This qualitative case study explores the role trust plays in effective collaboration and the ways those trusting relationships are strained by the current accountability system. The findings indicate key leader behaviors to facilitate trust building and teacher behaviors to enhance both collaboration and trust.

From: [Jennifer Jo Waldron](#)
To: [Dr. Chris Willis](#); [Patrick David Pauken](#)
Cc: [Kei Nomaguchi](#); [Heidi L. Bouza](#); [Maureen E. Wilson](#)
Subject: Questions prior to GCR meeting: Curriculum
Date: Tuesday, April 4, 2023 2:58:25 PM
Attachments: [image001.png](#)

Chris and Pat,

I asked the GCR to review the 'rationale to move the EdD to a PhD' and provide questions prior to our GCR meeting. Hopefully this gives you some time to prepare. Do know that committee members will ask you other questions during the committee meeting – the questions are not limited to this list.

Distinction from other programs

1. Has the DODC program been consulted and are they satisfied with the Leadership Studies program dropping *education* in the degree/program title?
2. The program description states, "leadership roles in educational settings, faculty positions in colleges or universities, or leadership positions in businesses, human resource institutions, and other organizations."
 - a. How many program faculty have terminal degrees outside the field of education?
 - b. Do faculty members publish in journals outside of educational leadership?
 - c. Do BGSU Leadership Studies students present their research at conferences outside of the field of education?
 - d. If the program is accredited through Council for the Accreditation of Educator Preparation (per program website), how does this accreditation support the other organizations that students may pursue?
3. The distinction between the Leadership Studies EdD and the DODC have an overlap in student populations. It seems like the distinction between the two programs becomes less clear if the EdD becomes a PhD.
 - a. The programs will now be delivered similarly.
4. Has HIED been consulted? Is there a distinction between the two?

Change without a change

1. I appreciated the shared document about the rationale for the change from a PhD to an EdD. I still struggle with how a degree type can change without changing the curriculum.
2. What are the new learning outcomes for the program? How can the degree type change without new program outcomes?
3. Beyond the research sequence of classes, how are research and scholarship woven into the

program experience, both within classes and with mentoring of students?

4. How will dissertations change if the program moves to a PhD? Will students be directed to ask different questions? Use a different methodology? Analyze data differently? Present in different places? Publish in different places?

Thanks,

Jen



Jennifer J. Waldron, PhD

Vice Provost and Dean, Graduate and Professional Programs

110 McFall Center

Bowling Green, OH 43403

Office: 419.372.2791

**Response to Curriculum Subcommittee Questions
Leadership Studies EdD to PhD**

Leadership Studies History and Curricular Development

One of the lines of questions about the current proposal was that Leadership Studies was seeking this degree designation change without also making substantial curricular changes. The best way to respond to this question is provide the historical background of the program and to examine the curricular evolution of the program over its 26-year history.

Before Leadership Studies existed, the department/school had a PhD program in K-12 Education Administration. This traditional school administrator degree was aligned with university policy for a research degree. Due to several external factors, the PhD program faculty decided they needed to create a different degree program. This new program was the Leadership Studies program. In looking back through files on the old PhD program and the emerging Leadership Studies EdD program, the research requirements were the same. Additionally, the program expectations, faculty thinking, and culminating experiences were always that Leadership Studies was a research-focused degree. The faculty and students of the program have always had this orientation toward the degree. So, for those of us inside the program, this degree designation change is more about aligning the designation to the program than changing the program to align to the designation. With that said, the program’s curriculum has evolved in ways that further align it with the PhD degree designation.

Leadership Studies is a 60-credit hour post-masters doctoral degree. This means that students must complete 44 credit hours that are not dissertation hours. Those 44 credit hours they can be broken down into three categories: Leadership Core, Research Sequence, and Electives. The table below shows how the program curriculum has evolved over time as shown as a percentage of credit hours required in each of these three areas.

Original Program	2012 Modification	2017 Modification	Current Proposal
Leadership Core: 59%	Leadership Core: 59%	Leadership Core: 52.3%	Leadership Core: 50%
Research: 20.5%	Research: 27.3%	Research: 27.3%	Research: 29.5%
Electives: 20.5%	Electives: 14.7%	Elective: 20.5%	Electives: 20.5%

With the current proposal, the program curriculum is completing its shift toward a greater level of research coursework and the expectation that our students will be better prepared to engage in independent research that further expands the knowledge of the field.

The difference between and PhD and an EdD in 2023

In the discussion with the curriculum subcommittee the question of “What is the difference?” was raised. It is a fair question and one that has a long history. In the late 1800s and early 1900s the fields of education, law, and medicine were looking to transform from having new professionals prepared via the apprentice/master arrangement that had traditionally been used and move toward a more academic and intellectually rigorous model. For law and medicine this gave rise to the JD and MD degrees. Education had a less smooth transition. In 1920 Harvard developed the first EdD program. But even in these earliest stages, the lines between an EdD in education and a PhD in education were blurry. From my reading it seems the clearest distinction was that capstone experience in the EdD was set in a practical

context and the PhD was more theoretical. However, this distinction was not the clearest. The use of the EdD and PhD in education continued to be blurry based on how programs developed. As noted above, the Leadership Studies program was modeled after and behaved as a research degree since its inception. And for most of the program's history the degree designation was not a problem. In 2010, the Carnegie Project for the Educational Doctorate (CPED) was launched and changed the landscape. The goal of CPED was to reestablish the practitioner roots of the EdD. Today nearly 130 institutions are a part of CPED. This project has worked to draw a strong line between the EdD and the PhD. The key feature of the CPED work is to have the culminating experience – in some places still a dissertation – be a study of practice in the student's context. Regardless of the actual work that students in CPED programs are doing, the rise of the project's work has established a collective mindset about what an EdD is that is distinct and different from the PhD's knowledge creation in the field of study. This shift and the reach of CPED has increased the urgency for Leadership Studies to make this degree designation change so that our work and the work of our students is better aligned with the degree. The other consequence of CPED is that it naturally puts the degree more squarely in the PK-12 setting and the Leadership Studies program has and continues to draw a broad range of students from different backgrounds. The oldest Leadership Studies program at the University of San Diego (founded in 1979) made the switch from EdD to PhD more than twenty years ago for this same reason. The universal nature of the PhD designation better fits a multidisciplinary degree/field like Leadership Studies.

Leadership Studies and DODC

The curriculum subcommittee had questions about how the Leadership Studies modification would potentially impact the DODC program. The two programs do currently have some overlaps in students, but we would not consider ourselves in competition with each other. In addition, it is important to note that currently both programs are healthy and doing well. The format change for Leadership Studies is not an effort to undermine the DODC's program or to target their student base. A key distinction between the Leadership Studies proposed format change is the use of synchronous online class sessions. This will widen the pool of potential student applicants but not attempt to include the national reach that DODC has worked to base itself upon. Secondly, one of the largest recruiting targets for the Leadership Studies format change is the reestablish ourselves with PK-12 leaders in the area. Over the last several years we have seen our work with this audience decrease, especially with current PK-12 building and district leaders. Many of our current students who are educators are classroom teachers. This is a population we welcome, but we have seen a diminishing level of enrollment of current principals, assistant superintendents, and superintendents. We believe the format change will help us retarget these groups and will not be a threat to the DODC student base.

From: [Jennifer Jo Waldron](#)
To: [Dr Chris Willis](#); [Maureen E. Wilson](#); [Patrick David Pauken](#)
Cc: [Heidi L Bouza](#); [Kei Nomaguchi](#)
Subject: Questions from Grad Council
Date: Tuesday, April 18, 2023 4:26:12 PM
Attachments: [image001.png](#)

All,

Please look at the summary of the questions I received from Grad Council members in preparation for Thursday. I will send these questions to the full Grad Council with the run of show/agenda. I will provide you all 10-15 minutes to speak and 25 minutes for discussion. We will send a Qualtrics vote after the fact.

There are a couple of things to be aware of in preparation:

1. There is concern from other units in EDHD.
2. It is possible that Grad Council recommends formal consultation before voting

Thank you,
Jen

Questions for LS proposal

1. Is 9 credit hours + dissertation proposal class sufficient duration and rigor to move to a PhD?
2. The proposers checked 'no' this proposal does not influence other programs on the curriculum forms. I wonder if this change does impact other programs and whether formal discussions with those programs should happen.
 - a. Do formal consultations need to occur?
3. Similar programs already exist. Are there ways to establish greater coordination and possible collaboration?
4. Did this change take convincing of some faculty to make happen now versus maintaining the status quo?



Jennifer J. Waldron, PhD
Vice Provost and Dean, Graduate and Professional Programs
110 McFall Center
Bowling Green, OH 43403
Office: 419.372.2791

Leadership Studies

EdD to PhD

Graduate Council

April 20, 2023

Leadership Studies History

- 1978 marked the start of Leadership Studies as an academic field
 - James McGregor Burns is considered the father of the field. His background was in history and political science.
 - His book *Leadership* (1978) introduced the ideas of transactional and transformational leadership
- 1979 First Leadership Studies doctoral program opens at University of San Diego
 - Key early faculty Joseph C. Rost and William Foster were education scholars
 - Program opened as an EdD and switched to the PhD in the early 2000s. Discussions with faculty there indicate similar reasons.

Leadership Studies at BGSU

- Before Leadership Studies the dept/school had a PhD in Educational Administration
- A determination was made to end that program and launch the Leadership Studies program in 1996
- Leadership Studies opened with the exact same research sequence as the previous PhD program

Research Degree

- Always a research degree approach
- Modifications have been made to enhance that focus
- Additional methods courses available as electives

Original Program Leadership Core: 59% Research: 20.5% Electives: 20.5%	2012 Modification Leadership Core: 59% Research: 27.3% Electives: 14.7%	2017 Modification Leadership Core: 52.3% Research: 27.3% Elective: 20.5%	Current Proposal Leadership Core: 50% Research: 29.5% Electives: 20.5%
---	--	---	---

Why now?

- Alumni stating the EdD is becoming a barrier
- The Carnegie Project for the Educational Doctorate (CPED) is a big driver
 - Attempting to fully establish the EdD as distinct
 - Dissertations of Practice – more aligned to action research vs new knowledge generation
- Leadership Studies has and continues to align with the PhD.

Relationship to Other Programs

- Seeking to have designation align with our work
- Research courses have students from multiple programs – this does not change
- Impact of the format change
 - Regional not national recruiting
 - Focus on PK-12 leader recruitment
 - Stepping away from face-to-face can help drive some students toward other programs

Discussion

Thank you