



A DOCTORAL PROGRAM FOR THE WORLD: GLOBAL TERTIARY EDUCATION AND LEADERSHIP

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The purpose of this paper is to share the findings of a highly generalizable investigative feasibility project, whose goal is to enhance the teaching ability of current higher education faculty members. The mission of the project was to introduce a new doctoral degree on Global Education and Leadership (GEL) geared toward a ubiquitous, broad approach to assist faculty members in their pursuit of improved teaching and learning. The methods used were to perform an online search identifying 18 different institutions, whose mission focused on both student-centered learning, as well as pursued an active scholarship of teaching and learning agenda; contact 52 key personnel for a visit to share our program; travel to each of eight countries to share the vision of the program in five weeks; and finally to collate results and examine trends and identify host institutions, accreditation steps and start dates. The major result of this experience was the unanimous agreement on the universal unsystematic process of providing tertiary faculty members with the essential andragogical methods to efficiently and effectively become exemplar teachers. Due to the overwhelming uniformity in affirmative response to the program, the key conclusion is to move forward with the doctoral program aggressively.

Key Words: faculty development, andragogy, blended learning, teaching ability, doctoral program, global education and leadership

INTRODUCTION

The Global Education and Leadership doctoral program began two year prior to the travels, through many discussions of administration, faculty and staff. During these discussions, geographical areas were targeted; curriculum suggested; and structure, process and alignment of university strategic goals were set. An intensive search was initiated, which identified 18 institutions, whose mission focused on both student-centered learning, as well as pursued an active scholarship of teaching and learning (SoTL) agenda. The combination of a focus on teaching/student-centric and an institutions belief that scholarly

research aligns with and supports good teaching is both a cornerstone of university philosophy and ideal attributes for identifying common ground amongst potential future stakeholders. Following several months of discussions, committees, consensus and approvals, the Director of the Teaching and Learning Center were asked to perform the research, contact the institutions, and develop travel plans and a budget. The plans included a five week travel period, visiting 18 institutions and 52 key personnel in eight different countries, including New Zealand, Australia, Singapore, India, United Arab Emirates, Kuwait, Saudi Arabia and Egypt to share the vision of the program and determine their interest and involvement in the program. Prior to this trip, additional trips were made by other faculty members to China, Malawi, Rwanda and Turkey.

The University's mission is to provide a superior, student-centered learning experience integrating liberal arts and professional education to prepare individuals for responsible leadership. In addition, one of the university goals is to pioneer distinctive ways to provide educational opportunities to students, faculty and staff, worldwide. The university strives to be pioneers in many ways, such as being the state's first chartered institution of higher education; the first independent co-educational campus in the state; the first to offer a three-year Bachelor's degree integrating living and learning community; the first to establish a Spanish-speaking college; first bilingual-bicultural college in the country; first to establish a School of International Studies in the state and now, pending approval, set the standard for global education by offering the first Global Education and Leadership doctoral program, which focuses on facilitating active learning in tertiary education.

While focusing on one profession could serve to create a model program, it will be more sustainable to fold it into one of a larger scale which will address faculty development needs in a broader array of professions, and include domestic and international beneficiaries from both developing and industrialized countries. This approach would enhance the experiences gained through the interactions of these diverse constituents. To help further the university's efforts regarding globalization while being cognizant of the risk of overextending, an intentional limitation of including only certain countries for the feasibility study, which we either had prior memorandums of understanding, or faculty/student contacts already in place.

Program clarity of purpose, and expectations are critical, and therefore, one of the first items was to develop Program Rationale; Program Objectives; Program Contents; Program Resources (human, financial, materials and the needed

technology); and Program Sequence/period (the amount and sequence of years needed to complete the program).

- Program Rationale: The rationale stems from Ernest Boyers (1990) *Scholarship Reconsidered*, where he operationally defined scholarship in four distinct areas:
 - *discovery* (traditional research)
 - *integration* (connections within/across disciplines amid larger intellectual pattern)
 - *application* (alleviate social problems)
 - systematic *reflection* on teaching & learning

The intent of this project is to address the final item, and assist faculty members in developing a systematic and documented reflection on teaching and learning.

- Program Objective: The primary vision of the Global Education and Leadership (GEL) doctoral program is to prepare current professional educators and practitioners from various world regions through distinctive brand educational opportunities in order to advance best professional practices in a global society.
- Program Resources: A budget was developed which included a three year forecast, addressing human resources, financial seed funds, materials/books, and technology including laptop computers and university licensed Course Management System and 24 hour online support.
- Program Contents/Sequence/Period (the amount and sequence of years needed to complete the program): Global Education and Leadership (GEL) Doctoral Program Doctor Degree Basic Policies

The main focus for this doctoral degree is to provide faculty with specific, relevant curriculum and experiences which align with teaching and learning in higher education. The degree is designed to ensure that each graduate possesses a deep understanding of foundational issues; key theories related to the learner's academic focus; historic and emerging research related to academic focus; critical issues of research, policy, and practice; moral dimensions of research, policy, and practice; leadership challenges and opportunities; and methods and limitations of research. The degree is also designed to ensure that the candidate can identify key issues and problems and engaged in focused and systematic research into problems and related questions.

Requirements for the Doctor Degree - People seeking doctoral degrees will take the following core courses:

EADM 352 Applied Inquiry I - 3 units; EADM 354 Applied Inquiry II - 6 units; EADM 356 Applied Inquiry III -3 units; EADM 358 Applied Inquiry IV - 3 units

Candidates must also complete a doctoral dissertation and register for 6 units of EADM 399. An acceptable dissertation must be based on an original investigation. It must present either a contribution to knowledge and/or understanding, or an application of existing knowledge to the candidate's special field of study.

<i>Term</i>	<i>Course</i>	<i>Theme</i>	<i>Activities and Products</i>	<i>Units</i>
Year 1: Summer 1a In-Country 2- Courses taken in 4 weeks	EADM 383: Administering Curriculum, Pedagogy and Assessment in Higher Education	I. Teaching and the Assessment of Learning	Theories of Andragogy, Pedagogy; Exploring Instructional Models and Research; Case Study and an Action Research Plan	3
	EADM 360: Trends/ Issues & the Dynamics of Change	II. Education in the Context of the Professions	Overview of History and Critical Issues; Past/present/future issues; Policy Analysis	3
<i>Units to date</i>				<i>6</i>
Year 1: Summer 1b In-Country 2- Courses taken in 4 weeks	CURR 352: Applied Inquiry I	X. Scholarship and Research	Overview of Seminal Scholarship; 3 Select an Issue and begin to explore/synthesize conceptual frameworks and literature.	3
	CURR 318: Research in Classroom Context	III. ocumenting Educational Outcomes	Implement Action Research Plan; 3 Explore Methodology in Classrooms	3
<i>Units to date</i>				<i>12</i>
Year 1: Fall I Online	CURR 320: Advanced Curriculum Studies	I. Teaching and the Assessment of Learning	Critical analysis of curriculum issues relative to areas of doctoral scholarship	3
	CURR 393: Writing for Publication for Scholarship of Teaching and Learning (SoTL)	II. Education in the Context of the Professions X.Scholarship/R esearch	Scholarship of Teaching and Learning (SoTL); Environmental Analysis: Emerging Issues	3
<i>Units to date</i>				<i>18</i>
Year 1: Spring 1 Online	EADM 354: Applied Inquiry II	X. Scholarship and Research	Next steps in connecting course conceptual frameworks; finalizing literature reviews and determining appropriate research methods.	6
<i>Units to date</i>				<i>24</i>
Year 2: Summer 2a In-Country	EADM 382: Leadership in Higher Education	IV. Leadership in Professional Education	Attitudes and skills to analyse leadership theories, challenges and strategies in higher education	3

2- Courses taken in 4 weeks		XII. Financial Management and Legal Ethical Issues		
	EADM 368: Administering Complex Educational Organizations	IV. Leadership in Professional Education XII. Financial Management and Legal Ethical Issues	In-depth examination of the theories, issues, trends, and challenges of administering complex educational organizations	3
<i>Units to date</i>				<i>30</i>
Year 2: Summer 2b In-Country	EADM 362: Administration of Instructional Programs	IV. Leadership in Professional Education	Curriculum and instruction, including formative and summative assessment plans	3
2- Courses taken in 4 weeks	EADM 393b: Writing for Publication – Leadership	X. Scholarship and Research	Reviewing teaching and learning literature, and drafting conceptual frameworks	3
<i>Units to date</i>				<i>36</i>
Year 2: Fall 2 Online	EPSY 395C: Quantitative Research	VI. Organizational Change	Experimental designs, statistical package for social science software	3
	EADM 393c: Research Methods	X. Scholarship and Research	Quantitative and Qualitative Research Methods	3
<i>Units to date</i>				<i>42</i>
Year 2: Spring 2 Online	EADM 367: Cultural Diversity in Educational Admin	VIII. Student Welfare	Techniques for working with culturally diverse student, community and faculty populations	3
	EADM 356: Applied Inquiry III		Work collaboratively and independently to ensure that each student develops a refined problem statement and literature review	3
<i>Units to date</i>				<i>48</i>
Year 3: Summer 3a In-Country	EADM xxx: Educational Technology	V. Information and Communication Technologies	Relevant, Meaningful exploration and application of educational Web 2.0 learning tools, such as podcasts, blogs, wikis and virtual worlds.	3
2- Courses taken in 4 weeks		VI. Organizational Change		
	EADM 358: Applied Inquiry IV	X. Scholarship and Research	Professional learning communities with colleagues and a faculty leader to ensure that each student develops defence ready dissertation proposal	3
<i>Units to date</i>				<i>54</i>

Year 3: Fall 3 Pacific	EADM 399: Dissertation	X. Scholarship and Research	Developing on-going scholarship culminating in action research manuscripts	6
	EADM 392: Externship and Advanced Field Experiences	X. Scholarship and Research	Hands on, contextual work with professionals in the discipline	6
<i>Total Units</i>				<i>66</i>

The GEL doctoral Program begins with summer sessions I and II offered on host campuses in four world regions and taught by faculty experts in teaching, learning assessment, technology and leadership. The second year includes summer sessions I and II, and the third year includes summer session I. All summer sessions are offered on host campuses in four world regions – Africa, Asia, Oceanic and the Middle East. The fall and spring semesters of years one and two consist of courses taught using technologies available in the world regions of our participants. In order to accomplish this, the faculty and technical support team are well prepared to offer high quality educational experiences via the worldwide web, using interactive web 2.0 teaching technologies. To ensure these qualifications, the Center for Teaching and Learning has offered certificate programs for faculty on teaching on-line as well as on-going support and collaborative action research projects. One of the most unique aspects of the GEL doctoral program is its final fall term where participants in the program will attend classes on one of our three campuses in the western portion of the United States. Participants will engage in hands-on, experiential learning opportunities with university faculty as their advisors and mentors while completing and defending their dissertations.

Our School of Education has a program policy that include the procedure for program, and student assessment, which includes admission criteria and specific policy for completing the program. These assessment practices were developed for an EdD program, which we currently offer in Shanghai, China. The assessment practices are embedded in the program and courses, as per our accrediting bodies. Also, our program will be processed through standardized approval channels at our university which include review by the department, School, university committee of faculty members, Provost, President and Board of Regents approval.

Literature Review

Many faculty members' possess an ability to self-regulate learning, be metacognitive and typically maintain a high level of self-efficacy, both on their content and delivery. However, even those who exhibit these abilities, and are passionate life-long learners frequently are not able to capitalize on these

abilities due to the rigorous time constraints, work load and human nature of the tyranny of the urgent. Self-regulated learning is a dualistic construct with properties of an aptitude (Snow & Lohman, 1984) and an event (Winne, 1997; Winne & Hadwin, 1997). Self-regulated learners are people whose academic learning abilities and self-discipline make learning easier so motivation is maintained, which is most likely why most faculty selected their particular disciplines to pursue. Zimmerman (1989) defines self-regulated learning strategies as actions and processes directed at acquiring information or skill that involve agency, purpose, and instrumentality perceptions by learners. Strategies include self evaluation, organizing and transforming, goal-setting and planning, seeking information, keeping records and monitoring, environmental structuring, self consequating, rehearsing and memorizing, seeking social assistance, and reviewing records. Self-regulated learning is not a mental ability, such as intelligence, or an academic skill, such as reading proficiency; rather, it is the self-directive process through which learners transform their mental abilities into academic skills (Schunk & Zimmerman, 1998). Possessing these self-regulatory skills can permit faculty to further improve their performances in their discipline as well as possible other tangent activities, such as teaching their discipline. Self-efficacy is a critical component of self-regulated learning theory. Self-efficacy is a person's belief about personal competence in a particular situation. If an individual believes they are capable of learning the concept or regulating their own acquisition of the knowledge, then their ability to learn will increase. Again, most faculty most likely selected their specialty because they held a high self efficacy in that area and most likely at an early age of development. Schunk and Zimmerman (1998) indicate that this factor provides a bridge between the cognitive and the contextual forces, such as informal settings, by way of increasing self-regulatory learning. Zimmerman, Bandura, and Martinez-Pons (1992) used path analysis to demonstrate that academic self-efficacy mediated the influence of self-efficacy for self-regulated learning on academic achievement. Schunk's (1990) definition of self-regulated learning includes the beliefs that learners hold with respect to their capabilities for learning. It is Schunk's view that self-efficacy, as a predictor of motivation and skill acquisition, can help explain students' self-regulated learning efforts (Schunk, 1988). Finally, the ability to be metacognitive about these processes, as well as one's discipline enables the higher level cognitive abilities, such as seen in many professional educators. Metacognition is about awareness and control individuals have over their cognitive process, which create self-regulation. Simply put, it is "thinking about thinking" (Yussen, 1985), or ones knowledge concerning one's own cognitive processes (Flavell, 1987). So, in addition to knowing one's discipline, to become the holistic experts, which most faculty pursue, they will need to

understand and integrate these basic learning theories into their teaching and learning.

Historically little about learning theories has been offered to graduate students preparing for a position in the academe, and even less for the professoriate. Currently, there are approximately 70 universities offering programs for Graduate Teaching Assistant Certificates (Grasgren, 2010). Some of these universities include the University of Central Florida (<http://www.fctl.ucf.edu/Events/GTAPPrograms>); University of Canterbury (http://www.canterbury.ac.nz/courses/grad_postgrad/education/pgcerttertchg.shtml); University of Otago (<http://www.otago.ac.nz/courses/qualifications/pgcertchg.html>); Massachusetts Institute of Technology (<http://web.mit.edu/tll/programs-services/ta-certificate/index-ta-certificate.html>); Duquesne University (<http://www.duq.edu/cte/academic-careers/certificate.cfm>); University of California at Berkeley (<http://gsi.berkeley.edu/>); University of the Pacific (<http://www.faculty-center.org/userfiles/file/Higher%20Ed%20syllabus%20012310.pdf>); Brown University (http://brown.edu/Administration/Sheridan_Center/certificateprograms); Temple University (<http://www.temple.edu/tlc/events/thec/thec.htm>); University of Michigan (<http://www.crlt.umich.edu/gsis/pff.php>); and the University of Calgary (<http://commons.ucalgary.ca/teaching/programs/utc>). Additionally, there are specific programs designed to assist faculty teach their discipline, such as the one at Duke University for teaching biology (<http://www.biology.duke.edu/teachcert>); and one at the University of Iowa for anatomy (<http://www.anatomy.uiowa.edu/teachingcert.shtml>).

Universities offering doctoral degrees specifically for teaching in higher education are rare. There are a few programs, that now offer PhD's for teaching in higher education, which include the University of North Dakota (<http://www.und.edu/dept/tl/html/Doctoral/index.html>); the University of Oregon (<http://www2.lcb.uoregon.edu/app.aspx/phd.aspx>); and the University of Denver (<http://www.du.edu/education/programs/hed/PHD/>). However, these programs are traditional, western-based education systems, which do not address a global client, or create the rich connections between professionals and beyond disciplines and cultures, such as is the focus of GEL program. After an extensive search of programs, which might offer similar courses and degrees to the GEL doctoral degree, in several databases, none could be found. Possibly explanations are the perceived lack of clients; lack of initial exploratory and/or start-up funds; and insufficient faculty and staff support to operate a specific doctoral program in higher education teaching and learning.

RESULTS

Over a five week travel period, eight countries, eighteen institutions and fifty two individuals were met, including Presidents, Provosts, Chancellors and Associate Provosts/Vice Chancellors, Vice Presidents, Deans and Vice Deans, Directors, Deputy Directors and Managers, Development Officers, Learning Advisors, Team Coordinators, Lecturer/Assistant/Associate Professors, Professors and Chairpersons, Head of Research Units, Information Technology Directors, Administrative Assistants, Research Officers, Consultants, Board of Trustees Member, and Secretary General. An attempt to access stakeholders at every level was made, and open conversations prompted each person to share their honest responses in an effort to both gauge the interest and potential success of the project, as well as to identify the needs and ultimately shape the project.

The major result of this investigative experience was the unanimous agreement on the universal process of insufficient support for providing tertiary faculty members with the essential andragogical methods to efficiently and effectively become exemplar teachers. One hundred percent of the people met, as well as many other faculty and administrators within and outside of the university agreed that although most faculty members are experts in their discipline, very few enter the academe with sufficient experience in higher education andragogy. Most other professions require a professional certification as a prerequisite for hire, although to teach in a university classroom, an individual does not need a credential in teaching, such as seen in all other levels of teaching (primary and secondary).

With regard to the type of academic degree, 96% of the people representing 18 institutions perceived the PhD to be of greater value than a specialist degree in education. The primary reason provided was their perception that Schools of Education are associated with primary and secondary education. Sixty seven percent of the people had a strong interest in a master's degree program, which was perceived as more focused and could fit into their schedules, either part time, or possibly during an extended sabbatical. Due to the strong expression of the need for a master's degree, one outcome of the study was to add a master's option to the original doctoral only offering.

There was a wide discrepancy in perceptions of cost, all of the people agreed the program had value, and 72% of the institutions indicated they had the funds and process to justify the distribution of funds due mainly to their commitment to quality faculty development. There were several people who asked if they

could pay from their own personal accounts and were ready to make a payment at that time.

Another data point collected concerned technology accessibility, as some countries simply did not have the bandwidth access to facilitate dynamic web 2.0 teaching tools, including as video simulations, wikis, blogs, podcasts, and possibly even virtual worlds, such as Second Life. However, 50% of the institutions currently possess more than adequate infrastructure to support these technologies. In addition, the institutions with sufficient technology were also the ones who indicated they had funds and interest to enroll faculty in the doctoral program. The overlap of this data suggests strong evidence for moving forward with this degree program, at least for the countries that have sufficient infrastructure, interest and funding. Ideally, once the first and second cohort has begun, sufficient infrastructure may have been developed in the countries that expressed an interest, but currently did not possess the ability to run the courses.

Finally, several specific qualitative data points were exact quotes from the academic professions themselves. The following were statements made from people after they learned of the GEL program:

- “So, this would be similar to an MBA, specifically for teaching in higher education.”
- “Every School should have at least one faculty who has gone through this program.”
- “I would hire one of your graduates now.”
- “The price of this program is nothing compared to the how we could change the way we teach.”

“This program would assist in our Institutional Effectiveness and accreditation program.”

DISCUSSION

Thanks to the pioneering truly student-centric philosophy of our university, this type of far-reaching initiative was possible. Each institution contains specific strengths and when they align their resources on those, in a transparent, intentional way, stakeholders and recipients of those offerings are well served. The unique ability for our institution to undertake an in-depth, personal data gathering event has resulted in empirical data from which we can now pursue sharing our expertise in teaching and learning with other tertiary faculty members from around the world.

The doctoral program described in this paper addresses the needs which were gathered from practitioners across the world. One clarification of this program, which was expressed during the meetings with individuals' is the intention is not to engage every faculty member in this program, but only a few faculty from each institution, so they can become internal andragogical experts and share the resources with their colleagues. This approach capitalizes on professional networking between our university and people across the four targeted world regions, as well and especially across disciplines. Many teaching methods are easily translated across cultural, language and discipline-specific boundaries.

Some institutions indicated the current venue for enhancing teaching was their Center for Teaching and Learning. While this is an excellent resource, everyone agreed that it requires more than a few workshops to create exemplar teachers. Others indicate that some of their new faculty members have taken a one semester course on teaching, which covers the basics of syllabus construction, service, and possibly teaching strategies or some assessment techniques, but mostly these are simply survival skills. Just as in each of our disciplines, of which we worked for six to ten years to master before we began to teach, learning to teach, in itself requires a significant commitment. Hence, the rationale for this three year degree program, with multiple opportunities to integrate the topics into each faculty members' classroom, collect data, and determine the methods effectiveness relative to their specific outcomes. A critical component of this doctoral program, which adds to its distinctiveness, is the deployment method of the curricula and efficiency for which a faculty member can immediately use course content into their classroom, determine its effectiveness and subsequently prepare a Scholarship of Teaching and Learning (SoTL) manuscript ready for submission to a peer-reviewed international journal.

Due to the overwhelming uniformity in affirmative response to the program, the key conclusion is to move forward with the doctoral program aggressively. The data collected will easily allow for an enrollment of four faculty members from each of the four world regions, constituting an initial cohort of sixteen members. The next steps will be to request formal approval of the program internally, and hire a director, who will shepherd the program through the accreditation process, as well as continue the conversations with the university personnel.

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