



**UNIVERSITY OF
SAN FRANCISCO**

School of Education

**Department of Leadership Studies
Organization and Leadership
Master of Arts and Doctorate Degree Programs
Program Review Self-Study
2017 – 2018**



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A. Mission and Values

University of San Francisco Mission and Values

Vision

The University of San Francisco will be internationally recognized as a premier Jesuit Catholic, urban university with a global perspective that educates leaders who will fashion a more humane and just world.

Mission

The core mission of the university is to promote learning in the Jesuit Catholic tradition.

The university offers undergraduate, graduate, and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

The university will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The university will draw from the cultural, intellectual, and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

Core Values

The University's core values include a belief in and a commitment to advancing:

- the Jesuit Catholic tradition that views faith and reason as complementary resources in the search for truth and authentic human development, and that welcomes persons of all faiths or no religious beliefs as fully contributing partners to the University;
- the freedom and the responsibility to pursue truth and follow evidence to its conclusion;
- learning as a humanizing, social activity rather than a competitive exercise;
- a common good that transcends the interests of particular individuals or groups; and reasoned discourse rather than coercion as the norm for decision making;

- diversity of perspectives, experiences and traditions as essential components of a quality education in our global context;
- excellence as the standard for teaching, scholarship, creative expression and service to the University community;
- social responsibility in fulfilling the University's mission to create, communicate and apply knowledge to a world shared by all people and held in trust for future generations;
- the moral dimension of every significant human choice: taking seriously how and who we choose to be in the world;
- the full, integral development of each person and all persons, with the belief that no individual or group may rightfully prosper at the expense of others;
- a culture of service that respects and promotes the dignity of every person.

Strategic Initiatives

The following initiatives are key to the University's achieving the recognition as a premier Jesuit Catholic, urban university:

1. Recruit and retain a diverse faculty of outstanding teacher-scholars and a diverse, highly qualified, service-oriented staff, all committed to advancing the University's Vision, Mission and Values;
2. Enroll, support and graduate a diverse student body, which demonstrates high academic achievement, strong leadership capability, concern for others and a sense of responsibility for the weak and the vulnerable.
3. Provide an attractive campus environment and the resources to promote learning throughout the University:
 - Learning resources that enhance curriculum and support scholarship
 - Technology solutions to enhance learning and improve service
 - Facilities to support outstanding educational programs
4. Continue to strengthen the University's financial resources to support its educational mission.

School of Education Vision, Mission and Goals

The School of Education has undergone a significant shift in leadership and collective vision over the past 5 years, initiated structurally because of the change in leadership in the Dean's office. This leadership transition created the space in the School of Education to engage in a broader revisioning of the School of Education as whole, and our revised mission, vision and goals are products of that reflective process and the development of a strategic plan for the SOE.

The School of Education (SOE) mission is to act collectively and leverage our resources in ways that are driven by our Jesuit mission and responsive to our constituents' needs in order to have measurable impact in schools and communities, particularly for those most affected by injustice. [A.1, SOE Strategic Plan and Mission] The SOE provides initiatives in K-12 teacher credential and academic degree programs, community college and higher education personnel development, master's and doctoral programs, and cross-cultural and international education master's and doctoral programs. These initiatives complement additional opportunities for students to participate in school- and community-based service and applied research activities.

The SOE offers certificate, master's and doctoral programs in six major areas: Counseling Psychology, International and Multicultural Education, Learning and Instruction, Organization and Leadership, Catholic Educational Leadership, and Teacher Education. Many of the SOE's master's and credential programs are also offered at our Branch campuses. Currently the SOE has branch locations in Pleasanton, Sacramento, San Jose, and Santa Rosa. The SOE is committed to supporting academic and professional programs and applied research and community activities which seek to improve the quality of education and psychological and support services provided to children, youth, and adults.

All activities of the School seek to link instruction, research, and service in a manner which reflects the intellectual, ethical, and service traditions of a Jesuit institution: to honor education as an instrument for the full growth of individuals, and to commit to further standards of excellence in academic and service programs. The pervading philosophy implicit in the School's planning and developing efforts affirms

hope in the human effort to achieve a better society and demonstrate a commitment to ameliorate social conditions that are obstacles to justice for all.

The School is particularly committed to providing programs responsive to the needs of the diverse populations of the greater San Francisco Bay Area. The School prides itself on its commitment to address social inequities at the local and state levels, as well as those impacting the nation and international communities. This commitment is reflected in programs that prepare students to assume leadership roles in a variety of settings, including public, private and independent schools, colleges and universities, mental health and counseling centers, human services and government agencies, and even corporations. The School seeks to realize its mission through offering academic degree and credential programs at the graduate level, and through collaborative and dual degree programs with other colleges and schools of the University. Academic and professional programs are complemented by programs of research and service sponsored by centers and institutes of the School.

Departmental Mission & Program Learning Outcomes

In the 2016-2017 academic year, the MA and EdD programs in Organization and Leadership (O&L) decided to undergo a process of assessment and re-envisioning who we are as a program and how our programmatic identity is manifested in course offerings, programmatic priorities and student learning. This process was initiated internally to the program as a result largely of our changed faculty composition. Over the previous four years, the faculty in the program had changed dramatically, a dynamic that will be discussed more thoroughly in the section on faculty. Because the program had not truly been reassessed in light of these changes, we became acutely aware that the O&L programs specifically, and the department more broadly, did not accurately represent the expertise of the core faculty nor did it acknowledge the ways in which this transformation in faculty composition also had impacts on the kinds of students we were attracting to the program and the kinds of classes and curricular experiences those students were seeking out. We also engaged in this process as a way to ensure that our program was aligned with the School of Education's recently drafted strategic plan which includes departmental and programmatic goals. In order to bring the O&L

Program and the Department of Leadership Studies more in line with who we were becoming as a program in response to student need, we decided to engage in a year-long departmental “revisioning” process. This process was executed through regular meetings in which all O&L program staff was required to attend, facilitated by an outside facilitator (the former associate dean / current Dean Shabnam Koirala-Azad) so that all faculty members would have the ability to engage fully in the process without having to also navigate a dual identity as facilitator/shepherd of the process. We saw this process as a collective process of program stabilization, with the express goal to re-engage with, reassess, and redraft our departmental mission statement.

We are proud of the collective, year-long process which resulted in the drafting of our new mission statement for the Organization and Leadership MA and EdD programs:

The Organization and Leadership program is committed to providing students with knowledge, skills, and tools necessary to become leaders in educational settings and community contexts. We believe in leaders who are motivated to transform themselves, organizations and institutions by developing skills to a) understand and critique systems of power and b) reimagine, create, and lead organizations based on principles of justice, democratic participation, and service.

The departmental revisioning process yielded both a revised Mission Statement and Program Learning Outcomes, which we collectively feel not only more fully reflect who we are as a program and a department but also what we hope to accomplish in the coming period.

B. Contribution to the Strategic Plan

The USF School of Education unanimously adopted the 2014-2018 Strategic Plan in 2014 and has made major contributions to its implementation. It is important to note that many of the principles underlying the Strategic Plan – particularly the focus on social justice, diversity and inclusion – have been at the foundation of Organizational

Leadership department for many years. The following section identifies the particular Strategic Plan goals and activities to which O & L has contributed in a significant way.

GOAL 1. To provide our target student population with the highest quality academic experience and professional preparation that are in the service of social justice, particularly regarding student services and support.

Faculty develop individualized study plans and offer professional mentorship to students which includes but is not limited to taking students to conferences. This year we expanded the opportunities for students to widen their professional experiences by offering a \$300.00 stipend so students could apply for the stipend to cover related costs.

Advising and the process by which we advise our students continues to be a challenge across the School of Education, this year the deans have introduced new initiatives to engage faculty and students in the advising process. Because the SOE has maintained the program of advising where students connect with a faculty advisor, albeit it a time-consuming process, our students have the opportunity for one to one face time with the faculty. We continue to review our own practices - most faculty now offer online advising via a video conference as well as traditional in office hours. We engage in formal mentorship through directed studies, research projects, thesis papers, field projects and dissertation committees. On a teaching weekend when the students are here, you will find them with faculty early in the morning before class, during the lunch time and in the evening into the late hours. We support our students intellectually, emotionally, through advising them about scholarships and other issues of access.

Students have primarily received the highest quality academic experience in O&L because our faculty are highly qualified professionals. Our faculty are all actively engaged in their fields in practical ways, both within the University and beyond in their own communities. Our faculty serve as speakers, advisers, workshop leaders, and critical educators in all aspects of their work.

GOAL 2: To prepare professionals to work effectively with underserved groups

Throughout our courses there is a focus on working with underrepresented groups in our society - particularly those marginalized in educational settings. We are preparing critical leaders by studying social critical theories and engaging students in the work of understanding how power and privilege has impacted our educational system. A review of our course offerings and in more detail the syllabus for each class serves as evidence for this curriculum.

How do we know our work is effective? We are developing tools to engage our students beyond graduation. At this time most of this evidence is anecdotal, we hear from students who have graduated and stayed in touch with faculty - about their careers and work in the field.

We have been very intentional about partnering with OAO to reach underserved groups in our outreach and recruitment. A specific example of this is the outreach that faculty in the revised Admin Credential Program are doing - prior to the launch in Fall of 2018. Dr. Soto-Vigil Koon and Dr. Darrick Smith are reaching out to school districts and educators directly, visiting campuses. Engaging with potential candidates in their professional spaces and using methods that are far more inclusive than the traditional 'career fair' model.

GOAL 3: To collaborate and work in solidarity with partners to build a stronger movement for social justice in education

Org Theory class - engage projects. How are we bringing this into the curriculum? Our faculty are deeply involved in grassroots organizations as well as local and national movements in solidarity with partners. One example is through the Teachers 4 Social Justice organization, several faculty members participated in the annual workshop and attended with students. Recently the SOE hosted an event for students to attend and learn about supporting undocumented students in Catholic and non-Catholic schools. Many of our students attended as well as 3 of our faculty - Dr. Genevieve Negrón-Gonzales was the speaker and Dr. Ursula Aldana the moderator. In addition to inviting our students we reached out to local schools and had significant representation from the

SF community. Dr. Alejandro Covarrubias joined our department this year and has added a richness to our conversations about the student experience beyond the classrooms as advocates and activists.

Our faculty attend and speak at or lead campus and community wide events frequently. Over the past year alone we have had faculty partnering with other movements in social justice at the following events:

- Dialogue with Senator John Lewis (D-Ga) public forum
- Conversation with Rev. Jesse L. Jackson at The University Of San Francisco
- Sanctuary Schools; Promoting Justice in Catholic Schools
- Asian Pacific American Studies 2017 Day of Remembrance: “Remembering and Resisting: Practicing Solidarity During Immigration Raids.
- Ignatian Colleagues Series: Understanding Race in Jesuit Higher Education
- School of Business Management Panel on Transphobia and Trans Identities.
- University Ministry Panel: How to Be an Advocate for Undocumented Students
- Moving from Ally to Advocate with the LGBTQ+ Community
- School Discipline: Smoke Screens and Social Justice
- A Time to Break Silence: Resisting Islamophobia During the Trump Era
- Undocumented Law Student Panel
- Informing Solidarity: A Hands-on Teach-in
- Tran-Scripts: An artistic celebration based on the words and lived experiences of people from the transgender community
- CA-NAMES symposium

As participants, presenters, workshop leaders and panelists we evidence our commitment to partnership with other groups to advocate for social justice. This list is not exhaustive and does not include the multiple conferences our faculty attend annually, locally, nationally and internationally.

Curricularly, a number of O&L courses integrate engaged-projects conducted in partnership with university partners. During the SOE symposium on engaged scholarship in February O&L MA and EdD students presented from their courses in social and critical theory, organizational theory and application - The theme of the 6th Annual Symposium on Engaged Scholarship was Social Justice: Taking Collective Resistance Beyond Words. It seeks to open a space to discuss around how we can take our social justice mission and values to the next step of action. In O&L750 Organizational Theory: Applications and Implications, a required doctoral course, students take on semester-long projects with and for community partners to examine social justice issues in organizations they work in or with. Examples of projects have included examining intersections between race and homelessness within the Tenderloin Housing Clinic, a San Francisco-based housing project; representational diversity within the Bay Area Wilderness Training organization, an Oakland-based non-profit that supports engagement in nature by Oakland youth; and community responsiveness amidst policy change within the San Francisco a Public Health Department.

Goal IV: To function effectively and ethically both individually in and collectively as a School of Education.

As a department we hold ourselves accountable to the highest standards of ethical decision making. This is exemplified in our current practice for transparency. We are engaging in a process where we aim to be both effective and ethical. Our monthly meeting agendas are open, at the meetings we will /have discussed and will make decisions collectively on the following topics:

- Student admissions
- Budget
- Scheduling
- The hiring of adjuncts
- Topics for review with the deans and other departments at the SOE leadership team meeting.

We are fortunate to have Dr. Desiree Zerquera serving as the chair of the GEAC committee, in this role she engages our faculty directly in the development and teaching of Gen Ed courses. Our faculty serve on multiple school wide committees (a recent review of committee lists shows that there is a DLS member on every SOE committee) Additionally faculty chair or co-chair many of the committees that are significant in our strategic plan.

- General Education Advisory Committee - Chair Dr. Desiree Zerquera
 - Curriculum Committee Co-Chair - Dr. Darrick Smith
 - Professional Development Committee Co-Chair - Dr. Soto-Vigil Koon
 - EdD Redesign Steering Committee Co-chair Dr. Desiree Zerquera
- Add transparency around new process of professional development funds, move us from ethical to advocacy

We have also added a further layer of transparency through the new process of professional development funds. Students can apply for the available funds via an online form. The applications are reviewed at department meetings on a monthly basis.

C. History

Founding and Early History

In 1975, the first doctoral students were admitted to study for the newly approved Doctor of Education degree. During the first year, the O&L program enrolled 25 students. Dr. Tony Siedal served as the Director of the program. Other program directors to follow were Drs. Don Delay, Wayne Doyle and Bill Garner. The years from 1975 to 1980 represented a growth period during which the enrollment grew rapidly in our doctoral program and innovative master's degree and credential programs were offered off-campus at various sites throughout the state. The O&L MA program was approved in 1993 and the program enrolled its first students (11 students) in the fall semester of 1995. The O&L MA program has never offered courses in the branch

campuses. The administrative services credential did have off campus offerings in the branch campuses, but that was when teacher education housed the program.

Between 1980 and 1994 the program exhibited a high degree of stability in terms of quality, enrollment and number of full time faculty. During this time there were over 200 students pursuing their Doctoral degree and the department had 11 full time faculty members: Drs. Ellen Herda, Wayne Doyle, Bill Garner, William Swartz, Dan Muller, Allen Calvin, John Devine, Jim Counelis, Larry Bishop, Robert Lamp and William Van Burgess. Dr. Patricia Mitchell joined the O&L department in 1994 after leaving the Teacher Education Department. A number of full-time faculty retirements began in 1995, but the student enrollment did not decrease. Dr. Deborah Bloch joined the faculty in 1996 and Dr. Mary Abascal-Hidebrand in 1997. Dr. Betty Taylor, a former dean, joined the faculty in September 2003. The School of Education dean began to target lower enrollments as the full-time faculty decreased and were not replaced. The focus had shifted to serving the professional growth needs of mid-career working adults working not only in education, but business, government, healthcare and social agencies in domestic and international settings.

2004 Program Review

During the last Academic Program Review, the O&L program had gone from a faculty of 11 full time faculty to only having 4 full-time faculty members (Drs. Deborah Bloch, Ellen Herda, Patricia Mitchell, and Betty Taylor). A downward enrollment spiral began in 1999. During that time, 96 students were enrolled in the Doctoral program and 33 in the Master's program. The focus continued to serve the professional growth needs of mid-career working adults in education and other organizational settings. The majority of students enrolled in the master's program were educators pursuing their administrative services credential.

Below is a chart of the recommendations from the external reviewers and the action taken by the faculty and the dean's office:

Recommendations	Actions Taken
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Provide an orientation for students.	Continuing orientation-beginning of each semester we have a student/faculty meeting.
Have printed guidelines for the doctoral program.	O&L doctoral handbook-listing requirements, electives, and sequencing.
Expand course syllabi to be more descriptive.	Course syllabi were revised and made available to all faculty for review.
Increase the enrollment on the masters' level.	Increased by 30% within the next two years.
Improve Student services and advising.	Advising students is an on-going semi-monthly activity.
Create a core course that provides a conceptual and moral basis for assessing theories and information.	We have two cores courses that go into O&L subject matter that provides in-depth study of Sociocultural Foundation of Organization & Policy, and Leadership Theories.
All O&L faculty should help design and teach this core course.	Different assets, different theoretical orientation toward learning and Sociocultural Organization and Policy calls for two separate classes. If one class, depth would be absent.
Faculty should work on resolving uses of cooperation, trust, and respect among themselves.	Faculty attended workshop on team building and negotiation and conflict resolution strategies

New faculty lines should be allocated to the department.	Dr. Chris Thomas was hired.
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Changes since 2004

In addition to the above-mentioned changes since the last review, the dean made a decision in 2006 to merge the Organization and Leadership Department with the Catholic Education Leadership Department into one department, which was named the Department of Leadership Studies.

Traditionally, the doctoral enrollment has always been robust and the master’s enrollment always struggling with small numbers. However, in 2012, this was the first time when the master’s enrollment outnumbered our doctoral enrollment. The gradual rise in MA numbers resulting in this change was due to the success of the Higher Education and Student Affairs program. In 2013 this program separated to become its own degree program.

Personnel Changes

In 2007, Dr. Chris Thomas joined the faculty and assumed coordination of both the Preliminary and Professional Administrative Services Credential. He later became the chair of the Department of Leadership Studies in 2009. The following year, Dr. Uma Jayakumar was hired to develop the Higher Education and Student Affairs Program. Dr. Thomas helped to co-develop the program which gained national recognition in such a short time and as a result has become our largest cohort group of master’s students entering our department.

In 2013, three new faculty members were hired. Both Dr. Genevieve Negrón-Gonzales and Dr. Desiree Zerquera would provide assistance with the Higher Education and Student Affairs Program and Dr. Darrick Smith would teach in the Administrative Services Credential and general Organization and Leadership programs. Also, during that same year, Dr. Walt Gmelch stepped down as dean of the School of Education and returned to a faculty line in the Department of Leadership Studies. Because of the need

for a faculty member with expertise in law and policy, Dr. Danfeng Soto-Vigil Koon was hired in 2016.

Curriculum Changes

The Department of Leadership Studies has experienced a great deal of faculty transition in the past several years. In the past five years, the Department of Leadership Studies has gained seven new faculty and lost five to retirement, administration, and other job prospects, leaving only two faculty who have been in the department for more than four years. Such a dramatic change in the faculty composition of the department has led to a great deal of instability, as well as potential. In response, during the 2015 - 2016 academic year, the program faculty in Organization & Leadership participated in a revisioning process to discuss the vision and philosophy of the program, the program learning outcomes, and ways to better align the curriculum. Many of the changes initiated in the re-visioning process are in the process of being institutionalized into requirements, course offerings, student handbooks, websites, etc. but the process is far from complete. During the 2017-2018 year, we welcomed in a new department chair, Dr. Jane Bleasdale, who is continuing to lead the department towards needed revisions and alignment.

D. CURRICULUM

Program Overview

The MA in Organization & Leadership and EdD in Organizational & Leadership are offered in the Department of Leadership Studies (DLS). The Department of Leadership Studies also currently offers three additional degree programs (MA in Higher Education Student Affairs, MA in Catholic Educational Leadership, and EdD in Catholic Educational Leadership) and will be reopening a fourth beginning in Summer 2018 (the Transformative School Leadership Program, which offers a Preliminary Administrative Services Credential and MA in Organization & Leadership). Currently MA and EdD students in the Organization & Leadership program do not take courses in the other

programs in the department. Once re-opened, the Transformative School Leadership Program courses will be open to O&L students.

As mentioned previously, the Department of Leadership Studies has experienced a great deal of faculty transition in the past several years. In the past five years, the Department of Leadership Studies has gained seven new faculty and lost five to retirement, administration, and other job prospects, leaving only two faculty who have been in the department for more than four years. Such a dramatic change in the faculty composition of the department has led to a great deal of uncertainty as well as potential. In response, during the 2015 - 2016 academic year, the program faculty in Organization & Leadership participated in a re-visioning process to discuss the vision and philosophy of the program, the program learning outcomes, and ways to better align the curriculum. Many of the changes initiated in the re-visioning process are in the process of being institutionalized into requirements, course offerings, student handbooks, websites, etc. but the process is not complete. During the 2017- 2018 year, we welcomed in a new department chair, Dr. Jane Bleasdale, who is continuing to lead the department towards needed revisions and alignment. In this section, we will attempt to provide an accurate snapshot of our current curriculum, the history of how we got here, and where we believe we are going.

Students are admitted either into the MA program or the EdD program. The MA program is a 30-unit program in which students can obtain a concentration in Organization & Leadership in Higher Education, Organization & Leadership in P-12 Leadership, or Organization & Leadership in Community Contexts. Students who choose to obtain a concentration take courses primarily in one area rather than taking courses across all different educational contexts. Previously, the Community Leadership concentration was a 21st Century Leadership concentration. Through the re-visioning process, the 21st Century Leadership concentration was changed into the Community Context concentration as a way to communicate a focus on preparing students for leadership in organizations committed to the common good, including but not limited to social service agencies, state and local government, non-profit organizations, and community groups. The EdD program is a 60-unit program in which students can

pursue a minor in other departments in the School of Education, including International Multicultural Education and Learning & Instruction.

Program Learning Outcomes

Through the 2015 - 2016 re-visioning process the faculty collectively determined new Program Learning Outcomes for the O&L programs.

The current Program Learning Outcomes for the MA in O&L are:

Students will...

- *Critique Systems of Power*
Identify ways institutions perpetuate and create opportunities to challenge injustice, inequality, and oppression.

- *Demonstrate Understanding of Organizational Complexities*
Identify, describe, and critique theories for analyzing organizations and institutions and their relationship to society.

- *Understand and Practice Reflective Leadership*
Identify, describe, and critique leadership theories and traditional approaches to leadership in educational settings and community contexts.
Articulate a leadership philosophy and develop practical approaches to function as agents of change.

The current Program Learning outcomes for the EdD in O&L are:

Students will...

- Develop a nuanced and integrative understanding of traditional leadership theories and critical perspectives.

- Develop an understanding of organizations as complex, social and bureaucratic systems within a larger political environment.

- Produce knowledge and interventions that build the capacity within schools, communities, and organizations to work towards justice.
- Develop competency as leaders by practicing reflexivity and self-awareness grounded in a social justice orientation.

While the development of new program learning outcomes represents significant progress for the program, the new mission and PLOs are yet to be consistently communicated in our outreach materials and at recruitment events. We hope to revise and align materials so they are in place for the 2018 - 2019 school year.

Distinguishing Features

Like many programs at USF's School of Education, the O&L programs are primarily geared towards serving working professionals. To this end we offer courses on the teaching weekend schedule which roughly equates to nine 4.5 hour courses per semester. A majority of courses are offered Friday night, Saturday morning, and Saturday afternoon. These courses occur every other week.

A unique feature of this program is that it offers three curricular strands or concentrations - one concentration focuses on higher education organization and leadership, a second on P-12 organization and leadership, and a third on community organization and leadership. Courses in this department provide MA and EdD students with a foundational knowledge of critical social theories, organizational theories, and leadership theories and practices. Subsequent course offerings are intended to build upon this foundation so that students learn to examine and intervene in one or more of the institutional contexts (P-12, higher education, or community context) that they are employed or hope to be employed in. These course offerings also allow students interested in the intersection of these institutions (i.e., pipelines from P-12 to higher education or the relationship between community organizations and P-12 education) to take courses that deepen their understanding of multiple institutions.

Our students have traditionally represented a breadth of professional experiences and interests. Particularly under the concentration formerly known as 21st Century Leadership, students in the O&L program have worked in a number of different professional fields including elite four-year universities, community colleges, pre-schools, public schools, and private schools, as well as, corporations, government agencies, and the military. This diversity of professional experience has led to both opportunities and challenges in the classroom. Students can learn a great deal from each other's experiences in different fields. However, some students have expressed frustration with what they perceive as curriculum that is too geared towards educational contexts or issues of social or educational inequity, while other students have expressed frustration with what they perceive as curriculum too focused on the practices of Fortune 500 companies. As faculty, we sometimes struggle with providing reading and discussions that relate to all students without losing a coherent curricular focus. We hope that the re-definition of the third concentration to focus on Organization and Leadership in Community Contexts will allow us to educate a diverse group of professionals but retain curricular focus and coherence.

Many courses in the O&L program are cross-listed, enrolling both master's and doctoral students. USF and the School of Education require that there is clear differentiation between MA and EdD requirements in all cross-listed courses. Faculty achieve this in a variety of ways. Some faculty require doctoral students to take on more leadership in class discussions, while others do not officially distinguish between master's and doctoral students within the classroom. Nearly all professors require more of doctoral students during assessments. Doctoral students are asked to engage in deeper analysis and submit lengthier papers to demonstrate their understanding.

Curriculum Map

The O&L program faculty are in the process of re-visioning and aligning the curricular content with the new Program Mission and Program Learning Outcomes. As a department in transition, we have and will continue to spend department meetings this year discussing curricular changes that are necessary, and aligning student handbooks, course catalogs, and student advising material for use in 2018 - 2019. In addition,

course offerings must be re-assessed and re-aligned to match the new Program Mission and Program Learning Outcomes.

Below, we will describe the curricular content for the MA and EdD in O&L as it currently stands and then discuss the changes that we intend to make in the coming year.

Masters of Arts Degree in Organization & Leadership

The Master's program is based on the theory that adults learn best when they select their study from their own experiences, reflections on their academic interests, and projections of their career path. Previously, the program required one foundational theory course; allowed students to pursue concentrations in one of three areas: higher education leadership, P-12 school leadership, or 21st century leadership; and required one Research Methods and one MA Thesis/Field Project course to support students towards completion of a Master's Thesis or Field Project.

During the re-visioning process, O&L faculty made three substantive changes. First, O&L faculty identified the need for a new foundations course, O&L 698 Social & Critical Theoretical Foundations. This course was designed to address faculty concerns that students lacked understanding of organizational and leadership theories within a broader theoretical tradition and struggled to identify theoretical frameworks to guide their empirical or practical work for their thesis or field project. Second, the O&L faculty determined that the three concentrations offered in O&L would be Higher Education, P-12 Schools, and Community Contexts. Third, the O&L faculty adopted new Program Learning Outcomes.

Thus, the current program of study requires two foundational theory courses that introduce students to social theory and then to organizational and leadership theories. Students then take 12 credits drawn from an array of O&L offerings, either to pursue a general master's degree in Organization and Leadership or pursue a master's degree in Organization and Leadership with a concentration in Higher Education, P-12 Schools, or Community Contexts. Concentrations allow students to focus their course taking in one

sector and ensures that the program provide courses that meet the needs of all of its students.

Six of the 30 credits are elective credits and may be taken in other School of Education departments or other departments in the University of San Francisco. Elective credits can be transferred in from other institutions under the same restrictions and conditions of the transfer of credits for the doctoral program (see the *Transfer Credit Policy* detailed in section G. Students). Through a partnership with UC Berkeley Extension, we admit a small cohort of students every year who have completed a Higher Education Certificate through UC Berkeley Extension and enroll in our department to complete a Master's in O&L with a Higher Education concentration. These students transfer in 12 credits from the UC Berkeley Extension program and then take 18 additional credits at USF.

Finally, all MA students must complete a Master's Thesis or Master's Field Project. To prepare students to complete a Master's Thesis or Field Project, students are required to take a research methods course, GEDU 603 Methodology of Educational Research, and a specific course, O&L 655. O&L 655 is designed to assist students to complete their project/thesis with the approval of their advisor. In addition, the Handbook for MA Field Project/Thesis provides guidance for writing the thesis/project. (D.1, Handbook for MA Field Project/Thesis)

MA Courses

Required Courses | 12 credits

- Foundation Course: O&L 698 Social & Critical Theoretical Foundations (3 credits)
- Foundation Course: O&L 614 Introduction to Organizations and Leadership (3 credits)
- Research Methods: GEDU 603 Methodology of Educational Research (3 credits)
- Masters Project/Thesis: O&L 655 Master's Thesis/Field Project (3 credits)

General or Concentration Course Offerings | 12 credits (or 4 courses)

- General Offerings

- O&L 618 Culture & Law (Law & Inequality)
- O&L 622 Education Law
- O&L 623 Small Group Dynamics
- O&L 637 Pressing Urban Issues
- O&L 651 Leadership Theories
- O&L 658 Foundations in Management
- O&L 659 Women in Management
- O&L 661 Policy Analysis in a Pluralistic Society
- O&L 670 Ethical Organization
- O&L 675 Negotiation and Conflict Resolution
- O&L 622 Leadership in an Urban Context
- O&L 698 Special Topics in Organization & Leadership

- Course Offerings for an Organization & Leadership in Higher Education Concentration
 - O&L 624 Human Resources in Educational Management
 - O&L 656 Student Development in College
 - O&L 641 American Institutions of Higher Education
 - O&L 662 Campus Environments and Culture
 - O&L 663 Race, Diversity & Higher Education

- Course Offerings for an Organization & Leadership in P-12 Education Concentration
 - O&L 615 Information Systems in Educational Management
 - O&L 624 Human Resources in Educational Management
 - O&L 630 Educational Leadership
 - O&L 654 Schools, Community & Society
 - (Note: these will significantly change beginning in Summer 2018 - see explanation below).

- Course Offerings for an Organization & Leadership in Community Contexts Concentration
 - O&L 618 Culture & Law (Law & Inequality)

- O&L 637 Pressing Urban Issues
- O&L 654 Schools, Community & Society
- O&L 661 Policy Analysis in a Pluralistic Society
- O&L 722 Leadership in an Urban Context
- O&L 698 Special Topics in Organization & Leadership

Elective Course Offerings | 6 credits

- Organization & Leadership courses
- Special topics courses
- Directed Study courses
- Other School of Education Department courses
- Other University of San Francisco courses
- Accepted transfer courses

O&L MA Looking Forward

Beginning in Summer 2018, courses for the reactivated K-12 Preliminary Administrative Services Credential and MA in O&L (Transformative School Leadership Program), will be cross-listed with the O&L program, fleshing out and replacing most of the P-12 School Leadership Concentration courses. MA students in O&L who want a concentration in P-12 School Leadership will be able to choose from the following courses:

- O&L 630 Educational Leadership for Social Justice
- O&L 654 Schools, Community and Society
- O&L 602 Advocacy and Policy for Educational Leaders
- O&L 603 Organizational Systems
- O&L 604 School Climate, Discipline and Safety
- O&L 605 Instructional Leadership & Professional Development
- O&L 606 Coaching & Observation
- O&L 607 Impact & Assessment
- O&L 608 Human Resources, Law & Finance

These courses in the P-12 School Leadership concentration are aligned with our new Mission and PLOs.

We are in the process of aligning our curricular content and course offerings in the Higher Education and Community Contexts concentrations with the new Mission and Program Learning Outcomes. In particular, we need to make sure that our General O&L offerings can speak to organization and leadership in higher education, P-12 education, and community contexts. We have also begun to map out our course offerings based on even and odd years so that we offer courses on a regular two-year cycle. The next steps in this process include: 1) examining the general O&L course offerings to ensure that we are offering a breadth of courses that provide the content and skills that align with the new Mission and PLOs, 2) aligning all existing course syllabi to the new Mission and PLOs, and most importantly, 3) designing new courses or cross-listing courses with other departments that fulfill the Organization & Leadership in Community Contexts concentration. We recognize the course offerings for this concentration are currently thin and that while many of the general course offerings like policy analysis, culture & law, negotiations, and small group dynamics prepare professionals for leadership in community organizations and government agencies, there are many other content areas and skills that would strengthen this concentration including potentially courses in Fundraising & Development, Social Movements, and Non-Profits: History and Context. Once these changes are decided within the department, faculty will develop new courses and submit these courses to the School of Education Curriculum Committee for approval.

Additionally, we have identified that currently our courses that prepare students for completing a MA thesis or field project could be strengthened. Currently students are required to take GEDU 603 Methodology of Educational Research and O&L 655 Master's Thesis/Field Project. However, we noticed that many students entering the one-semester O&L MA Thesis/Field Project class were struggling to complete their Thesis/Field Project in one semester and/or finished projects that were not of the quality we would like to see from our students. The department is in the process of redesigning the GEDU 603 and O&L 655 course sequence so that 1) GEDU 603 is a prerequisite to

O&L 655; 2) GEDU 603 and O&L 655 are taught by the same professor as a two-semester course; 3) the two-semester course is taught by a full-time faculty member in the department; 4) enrolling students in a directed study course with the faculty member during the following semester if the student has not completed the project; and 5) developing a system for tracking and supporting students who do not complete the culminating project.

EdD in Organization & Leadership

The Organization and Leadership doctoral program requires the completion of at least 60 semester credit hours of coursework beyond the Master's degree. All students are required to complete the following requirements:

EdD Courses

Required General Education Courses | 6 credits

- GEDU 702: Foundations Course
- GEDU 708 Research Methods in Education
- One Advanced Research Methods Course
- GEDU 706 Applied Educational Statistics
- GEDU 712 Advanced Qualitative Methods

Required O&L Department Curriculum | 9 credits

- O&L 750 - Organizational Theory: Applications and Implications
- O&L 751 - Leadership Theories
- Choice of one of the following:
- O&L 754 - Schools, Community and Society
- O&L 763 - Race, Diversity and Higher Education
- O&L 766 - Ethical Organization

O&L Course Offerings | 24 Credits

- O&L 718 Culture & Law (Law & Inequality)
- O&L 722 Education Law
- O&L 723 Small Group Dynamics
- O&L 724 Human Resources in Educational Management
- O&L 737 Pressing Urban Issues
- O&L 741 American Institutions of Higher Education
- O&L 751 Leadership Theories
- O&L 756 Student Development in College
- O&L 758 Foundations in Management
- O&L 759 Women in Management
- O&L 761 Policy Analysis in a Pluralistic Society
- O&L 762 Campus Environments and Culture
- O&L 763 Race, Diversity & Higher Education
- O&L 770 Ethical Organization
- O&L 775 Negotiation and Conflict Resolution
- O&L 722 Leadership in an Urban Context
- O&L 798 Special Topics in Organization & Leadership

With the addition of the following in Summer 2018:

- O&L 730 Educational Leadership for Social Justice
- O&L 702 Advocacy and Policy for Educational Leaders
- O&L 703 Organizational Systems
- O&L 704 School Climate, Discipline and Safety
- O&L 705 Instructional Leadership & Professional Development
- O&L 706 Coaching & Observation
- O&L 707 Impact & Assessment
- O&L 708 Human Resources, Law & Finance

Electives | 12 Credits

- Twelve additional units are required. They may be drawn from the Organization and Leadership courses or other doctoral level courses in the School of Education. Students may petition to add a minor from other departments in the School of Education.

Dissertation | 9 Credits

- O&L 709 Dissertation Proposal Seminar
- O&L 790 Dissertation Proposal Development
- O&L 791 Dissertation Research & Writing

Doctoral Portfolio

Prior to the start of their first semester, newly admitted students are expected to attend the orientation session meet with their advisor and register for classes. Initial admission to the doctoral program is a conditional decision. Students develop a portfolio during their first year in order to demonstrate competence in research methodology and department specific content. During this period, students work closely with department faculty in preparation of their portfolios. Normally the portfolio is submitted to the Department Chair upon completion of 12-15 credits of coursework.

Completion of a portfolio requires the following:

- GPA of 3.0 or higher with no incompletes (I) or in progress (IP)
- General Education Course GEDU 708, Research Methods in Education
- Both of the following O&L doctoral courses:
 - O&L 750 Organizational Theory: Applications and Implications
 - O&L 751 Leadership Theories
- One of the following O&L doctoral courses:
 - O&L 763 Race, Diversity and Higher Education
 - O&L 754 Schools, Community & Society
 - O&L 770 Ethical Organization

The portfolio includes the following four items:

1. An unofficial copy of the student's transcript
2. A paper from the research methods course (GEDU 708 Research Methods)
3. Two best papers, one each from two different O&L courses
4. A doctoral study plan

It is our current policy that if the department faculty determine that the portfolio requirements have not been met, they will inform the Dean of the School of Education who will advise the student of the results and a student whose portfolio is not of passing quality may not continue to take coursework and is not eligible to apply to another department. While this has been our policy, the department is currently in the process of developing and fine-tuning assessment rubrics to assess student portfolios and developing a departmental process for identifying students that either need to be counseled out of the program or provided with more supports. (D.2, Doctoral Study Plan)

Doctoral Dissertation Phase

After successful submission of the portfolio and completion of a minimum of 45 units of coursework in the O&L major, the student may enroll in O&L 709, Dissertation Proposal Seminar which provides assistance in the preparation of a full draft of Chapter 1, a summary and initial annotated bibliography in Chapter 2, and an outline of Chapter 3. However, prior to enrollment in O&L 790 the student must file an application for appointment of a Doctoral Dissertation Committee on the determination of readiness made jointly with the student's advisor.

If continuation of O&L 709 is needed, O&L 729 (Proposal Development) provides additional support. Finally, in order to assist students toward the completion of their dissertation proposal, they register for O&L 790, Dissertation Proposal Development whereby students write and defend the dissertation proposal (complete written version of Chapters 1, 2 and 3).

The last class assists the students with the completion of their dissertations (O&L 791, Dissertation Research and Writing) whereby students carry out the proposed

research, completes the writing, and defends the dissertation. Students must continuously enroll in O&L 791 until the final dissertation has been defended, approved by the student's committee, and submitted. Ultimately only 3 credits of O&L 790 and O&L 791 may be counted toward the minimum 60-credit degree completion.

O&L EdD Looking Forward

Similar to the Master's program, we are in the process of aligning our curricular content and course offerings with the new Mission and Program Learning Outcomes of the EdD program. The next steps in this process include: 1) determining what General Education courses are required of O&L EdD candidates; 2) better aligning the general O&L course offerings to ensure that we are offering a breadth of courses that provide the content and skills that align with the new Mission and PLOs, and 3) designing new courses or cross-listing courses with other departments that provide more offerings related to Organization & Leadership in Community Contexts.

Additionally, across the School of Education there has been a decade-long process centered on strengthening the doctorate curriculum across all doctoral programs. The revisions to shared curricular courses in theoretical foundations and research methods are aimed towards strengthening alignment between the doctoral curriculum and the School of Education mission. At current, these course revisions are in the process of being finalized and implemented across the School of Education. The O&L program has begun implementing these requirements, namely by aligning with the required foundations course (GEDU 702 Social and Critical Theoretical Foundations of Education). Ongoing discussion is involved across the school around how these changes will be implemented.

Once these changes are decided within the department, faculty will develop new courses and submit these courses to the School of Education Curriculum Committee for approval.

Overall Academic Quality

We believe that the strength of our program comes from our ability to draw from a Department of Leadership Studies faculty that are experts in the diverse fields of

higher education, P-12 education, and community contexts, each with experience and active research agendas on leadership and organizations. We also believe that our strength is that as a program we have clearly defined our mission and program learning outcomes to meet the needs of our current historical and political context and are in the process of ensuring that our course content and assessments prepare professionals to take on leadership in our educational and community institutions.

As we have discussed throughout this self-study, the O&L Master's and EdD program have undergone rapid changes in the past five years and is currently immersed in the exciting process of institutionalizing changes set during the re-visioning process. One area of strength that we identified in our academic quality is our attention to reflection and the connection between theory and practice. This is a value that all of the faculty - full-time and adjunct - share. Most, if not all, of our faculty have significant professional experience in the field that they are teaching in and believe that theory must be connected to practice. Most, if not all, of our faculty also engage students in active learning - blending group work, projects, videos, lectures, discussions, and outside speakers regularly in their sessions.

Where we see a need for improvement is in the academic rigor demonstrated by our students in their MA thesis or field projects and the doctoral dissertation. The rigor and quality of these culminating projects can be quite inconsistent. While we understand that students will complete work at different levels according to their abilities and personal circumstances, we want to make sure that through our program students are being pushed and supported to do *their best work*. Since identifying this as an area of improvement, as a faculty, we have successfully included a required theoretical foundations course in both the MA and EdD program, which should improve the quality of students' theoretical frameworks; full-time faculty in the program are in the process of redesigning some of the courses directly tied to Thesis/Field Project and dissertation completion so that they better support students in producing rigorous studies and/or projects; faculty in the general education department have begun to revise general education research methods courses to improve the preparation of students to pursue rigorous research studies; and program faculty are in the process of redesigning how

doctoral portfolios are assessed so that we can put in place interventions for struggling students.

In addition, the faculty are planning to:

- Revise student handbooks and rubrics to communicate the rigor we would expect from a MA thesis/field project and doctoral dissertation.
- Redesign MA and EdD research methods courses so that they culminate in a research proposal that meets our expectations of rigor.
- Design orientations to the doctoral dissertation process that include expectations, prior student experience, and process tips.
- Discuss and integrate into courses ways to support students to identify and critique research designs and methodologies.
- Redesign process for assigning advisors so that students are better matched to advisors with expertise related to the students' research interests.
- Develop more explicit requirements and final assessments for courses that are typically taught by adjuncts so that they prepare students for successful completion of a rigorous study or field project.
- Recruit and on-board a strong adjunct instructor pool that meets the needs of the changing course offerings of the department.

E. Assessment

As a unit, the School of Education has struggled to sustain processes for direct assessment of program learning outcomes. A number of factors have contributed to this, such as turnover and lack of staff positions dedicated to assessment support. In January 2016, a Director of Assessment was hired to lead assessment processes across the school. Currently, all programs are in the process of editing or developing three key components of the assessment process: program learning outcomes, a curriculum map, and an assessment plan for direct assessment of each PLO. This work

is scheduled to be completed by the end of the spring 2018 semester. To be clear, all programs have had learning outcomes and curriculum maps in the past. This work is focused on ensuring these components are up-to-date and compliant with accepted best-practices in assessment.

As detailed in the curriculum section of this self-study, as part of this process the O&L programs have updated the PLOs for both the MA and the EdD programs. They have also developed rubrics, aligned with the new PLOs, for the MA Fieldwork/Thesis project and the EdD portfolio and EdD dissertation. These rubrics are still in draft form, but the department plans to use them for the first time this spring. (E.1 MA Field Project/Thesis Rubric, E.2 EdD portfolio rubric, E.3 EdD dissertation rubric)

This work is designed to augment the assessment processes that have long been in place within the department. O&L students are assessed with regards to their development and learning through a combination of key assignments across the curriculum and cumulative assignments towards the end of their program.

For the cumulative assignment, master's students prepare a final thesis or field project report. The master's thesis (see E.4, MA Handbook) requires students to conduct scholarly research on a topic of their choosing. They collect and analyze data in response to a well-developed research question that emerges from a rigorous review of the research literature. Alternatively, students may conduct a field research project, in which they design and/or implement a program within a community setting that is well developed based on engagement with literature and best practices from the field. These efforts are overseen by an instructor and supported by students' advisors. Quality is evaluated by the course instructor.

Doctoral students have several steps in their journey where they are evaluated:

Portfolio Review

First, all students are admitted under the conditions that their performance and progress will be reviewed following completion of the equivalent of one year of coursework. The portfolio review was recently revised for spring 2017 entering students and those entering after following department-wide conversation. The revisions reflect

alignment with O&L revised program outcomes. The process currently includes several requirements:

1. Completion of 12 units of coursework (as outlined below) with GPA of 3.0 or higher, no incompletes or in progress grades
 - a. One General Education course: GEDU708 Research Methods in Education
 - b. Two O&L Courses: O&L750 Org.Theory: Applications & Implications and O&L751 Leadership Theories
 - c. And one course from a designated list of core courses identified which reflect the different foci students have in O&L: (1) O&L754 Schools, Community & Society (for K-12 emphasis), (2) O&L763 Race, Diversity and Higher Education (for higher education emphasis), and (3) O&L770 Ethical Organization (for leadership in community contexts emphasis). Note: these emphases are implied but not required of students. This is an area for future focus for the department to formalize to better support students' development.
2. Submission of: (1) a form, (2) unofficial copy of transcript, (3) paper from research methods course, (4) two papers from two different O&L courses, and (5) a doctoral study plan.
 - a. The review of the proposal and determination as to whether or not students are fully admitted into the program has historically resided with the department chair. The department has developed the previously mentioned EdD portfolio rubric draft as a new way to evaluate the portfolio. The rubric is aligned with the new PLOs and was developed to ensure a more consistent and academically rigorous process.

Proposal Defense

Towards the end of coursework, students take O&L 709 Dissertation Proposal Development, where under faculty direction students develop an initial draft of their dissertation proposal, which they continue developing under the direction of their dissertation chair through O&L790. After the chair determines the proposal is ready, students are required to present their proposal to the designated committee for a discussion. Committee members then determine whether or not the proposal-- comprised of the first three chapters of a student's dissertation--is ready to go forward

with data collection. After revisions determined by the committee are completed, students submit their paperwork and may continue with their dissertation work.

Dissertation Defense

Following direction of the chair, students engage in their data collection and analysis, and complete the remainder of their dissertation. Once determined ready for committee discussion, a similar proposal process is undergone, whereby students present their work to their dissertation committee. Committee members then determine whether or not the dissertation is complete. The evaluation is subjective and determined by faculty themselves through the collective conversation.

Guidelines surrounding how to determine readiness and quality of these culminating assignments is an area the department has identified as needing more support and development.

Indirect Assessment:

In terms of assessment regarding the student experience, this is a key area for focus and development for the programs. In the past, the program has implemented a combination of ad-hoc and reactive assessments to climate issues and other challenges requiring addressing by the department. The previous department chair led assessments of students via online surveys to the department that asked students about course preferences and satisfaction with their experience. These findings were disseminated to faculty in a department meeting and some space for discussion provided. Additionally, following climate issues amongst students within the classroom environment, the department chair held monthly roundtable discussions with students, sending an invite out to all students in the O&L programs and holding the discussions during the break between classes on teaching weekend Saturdays. Feedback from these discussions were held by the department chair and discussed with faculty as key issues arose.

Beginning in the fall of 2015, school-wide entry and exit surveys were implemented to streamline the student experience assessment process. When students matriculate they are sent the student Entry Survey. This survey includes information about the quality of the admissions process and the background of matriculating

students. When students graduate they are asked to complete the Exit Survey. This survey includes information about program effectiveness, student satisfaction, and learning outcomes. (E.5 O&L Exit Surveys, E.6 O&L Entry Surveys). Areas for improvement include in the assessment and evaluation design, the dissemination of findings from these assessments, and the ways information gleaned from these assessments are used to evaluate and inform practices and policies within the O&L programs. The O&L response rate to both the Entry and Exit Surveys are lower than the average response rate across the school. This is something that the Director of Assessment and the department need to work to address.

F. Admissions

Recruitment

The Office of Admission and Outreach (OAO) offers significant support to all programs at the School through targeted outreach, participating in graduate fairs, and tabling at relevant conferences. O&L Faculty also participate in recruitment efforts primarily through Open Houses, local graduate fairs, emailing prospective students and hosting them in their classes.

Intellectually the Organizational and Leadership program is best suited to serve students who want to develop knowledge and skills to critically analyze institutions and organizations from the critical lens of power, privilege and oppression; and who are committed to creating change. The program empowers students who want synthesize their lived experiences with theoretical foundations to create social change. The structure of the “Teaching Weekend” classes make both the MA and EdD programs accessible to students who are also full time professionals. Many of our students are pursuing their degree to move up in their current career or create new career opportunities.

The Organizational and Leadership program is not well positioned to support students who are not working full time and/or who struggle financially. The program is

currently not able to provide significant financial support to students, which is connected to the limited graduate students support services across the institution.

The Organizational and Leadership program focuses on fit with vision (evaluated through the personal statement and resume) and letters of recommendations to define quality in terms of admission. The faculty focus more on the applicant's writing sample to determine academic preparedness and quality rather than on grades and test scores. This is partly due to the limited support for writing development at the institution.

In 2017 - 2018 Dr. Smith and Dr. Koon have focused on outreach for the launch of the preliminary administrative credential program this has included visiting schools and central offices of school districts, connecting with potential students through social media and LinkedIn and creating a video for additional outreach. Dr. Bleasdale has also visited several school campuses, both public and private and spoken to faculty and administrators about the programs in the department. We have had at least one representative at every OAO event this year.

Admissions Process and Requirements

Students apply to the O&L Department through the normal University of San Francisco and School of Education (SOE) process for admission as referenced in the SOE website and University publications. Minimum admissions requirements are set by the School of Education policies, which stipulate that all master's students must have earned a bachelor's degree from a regionally-accredited institution and doctoral students an earned bachelor's and master's degree. GPA minimums as set by the SOE are set at and undergraduate GPA of 2.75 for master's applicants and 3.0 for graduate coursework for doctoral students. International students must demonstrate language competency in TOEFL scores. These requirements can be found on the [SOE website](#).

Additionally, the website stipulates, "They must provide a background of academic preparation and/or professional experience that demonstrates their ability to pursue graduate level programs." This subjectivity of determining demonstrated ability to pursue graduate work is evaluated by the department faculty along our admissions

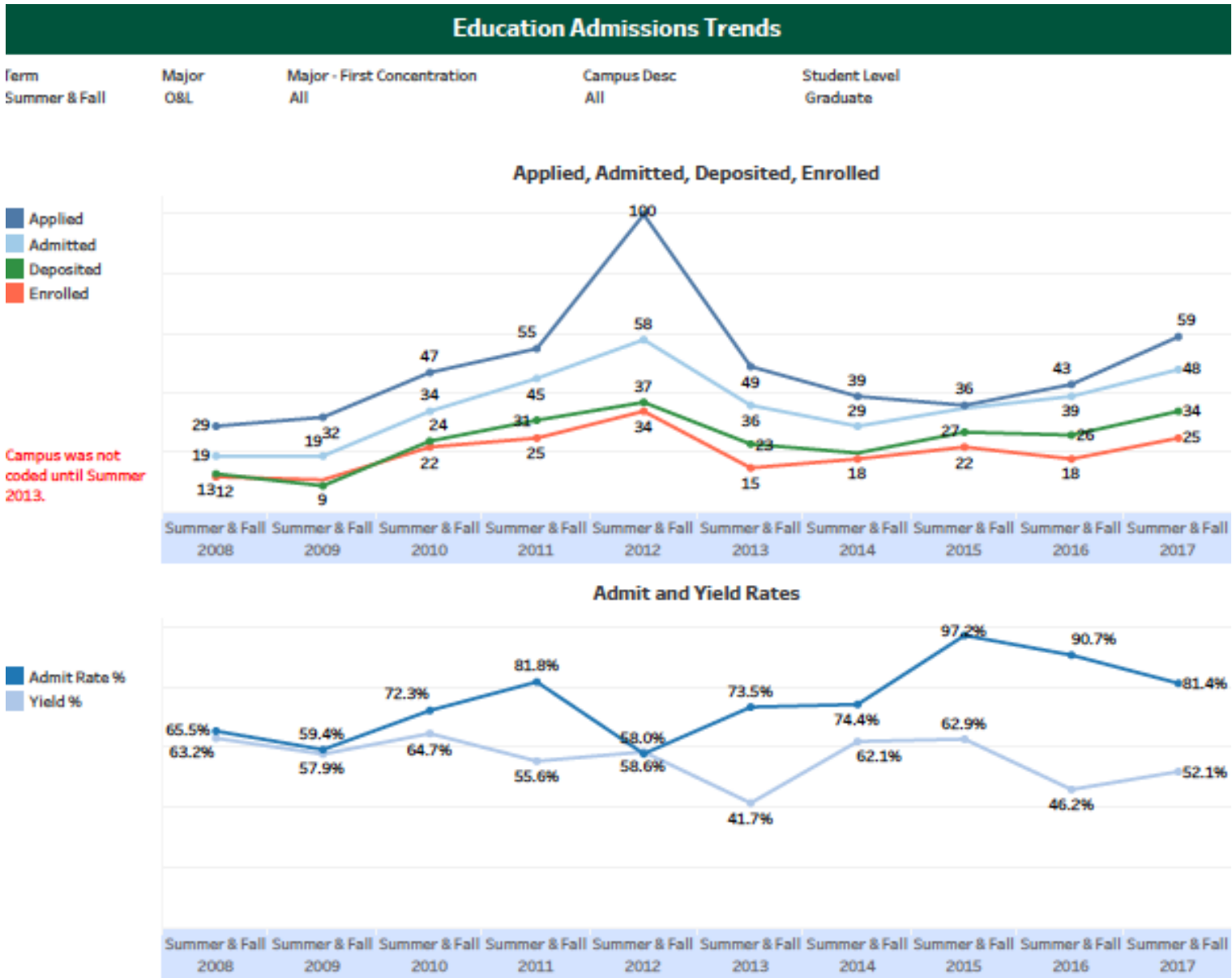
rubric, which determines admissibility based on academic and professional experience as well as student's overall fit of aspirations with program goals.

The applicants apply through an on-line system and their applications are reviewed electronically by the faculty in a timely manner so as to expedite the student's admission process. A new system, Slate, replaced the Hobson review process during the 2017-18 academic year. While generally the review process happens in isolation, with the department chair making the final decision based on faculty reviews, occasionally applicants are discussed at department meetings whenever there are concerns about a particular application and their admissibility. There have been concerns about this review process, primarily around how collaborative it is, how equitably distributed application reviews are, and how best to streamline the work to allow for discussion and fairness in evaluating applications.

Admit and Yield Trends

Overall the department is happy with our enrollment trends. O&L yield and admit rate are consistent with school-wide averages and targets identified by our admissions office. In general, projecting enrollments is a tricky process. We make efforts to revise our program in hopes that it will translate into better meeting the interests and needs of the populations we see ourselves working in solidarity with, with the hope that the marketability of the program will follow. The program changes currently underway are promising to yielding greater quality of students more aligned with our social justice mission and more strongly supported through greater intentionality in the curriculum.

Figure F.2 O&L MA Admissions Trends



As indicated in figure F.2, O&L MA enrollment trends, there was a large spike in enrollments in 2012, and then a return to historically normal numbers. The Higher Education and Student Affairs (HESA) program separated from the O&L MA in 2013, which is why there is a drop in O&L MA numbers for that year.

F.3 O&L EdD Admission Trends

Education Admissions Trends

Term
Summer & Fall

Major
O&L

Major - First Concentration
All

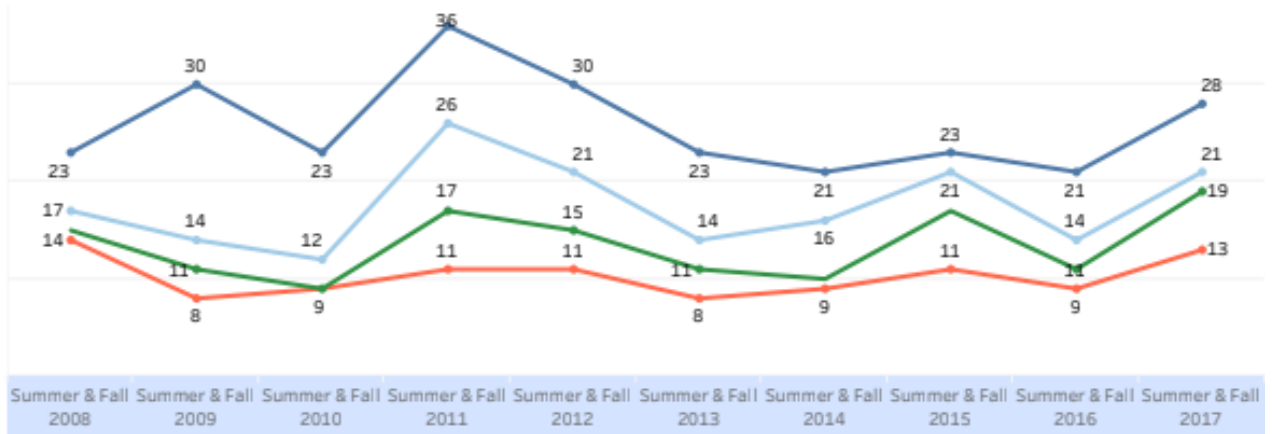
Campus Desc
All

Student Level
Doctoral

Applied, Admitted, Deposited, Enrolled

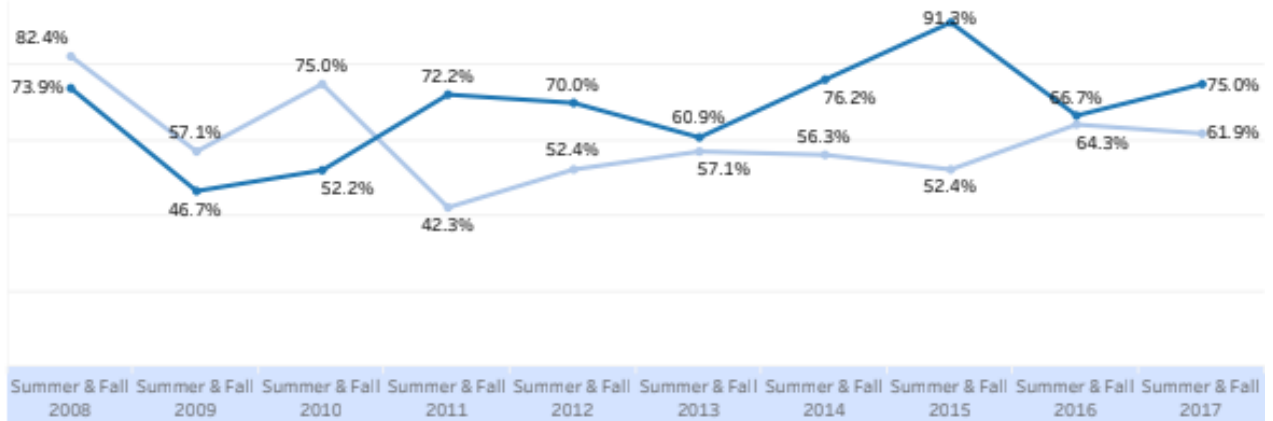
Applied
Admitted
Deposited
Enrolled

Campus was not coded until Summer 2013.



Admit and Yield Rates

Admit Rate %
Yield %



Based on data alone, doctoral applications have slightly decreased overall since 2012, from 30 to 28, with fluctuation in-between and a notable uptick in the past three years. Interestingly, enrollment rates have increased, however, perhaps demonstrating an overall shift in the intentions of our applicants and the impact of yield efforts by department faculty and the OAO office. Given this, and the enhanced focus of the program, we anticipate greater interest in the program by applicants who are aligned

with our vision of professionals in the field and who are determined to be a part of the O&L program.

Credit Transfer Policy

Based on a written petition signed by the advisor and Associate Dean, 12 semester graduate credits previously obtained at other accredited universities may be accepted in fulfillment of some requirements for the doctoral degree (see F.4 Doctoral Student Handbook, 2017-2018, p. 16). No more than 12 may be approved and General Education core requirements may not be satisfied by transfer credits. More specifically, as outlined in the *Doctoral Student Handbook* courses to be transferred must be:

- Post-master's courses with clear relevance to course of study and not already credited to a conferred degree;
- Taken at an accredited institution of higher learning within the last seven years;
- Credit earned in other than extension courses or continuing education courses;
- Conferred with a grade of B or better; and
- Not supervised fieldwork, field practice, or independent study.

Transfer credit to doctoral programs applicable to a Master's degree completed at USF is currently 12 units, but there is some discussion that this number will be raised to 15 units. This new policy reduces the overall financial burden on our students who wish to continue from a Master's in O&L to a Doctoral degree. MA students who want to continue to the EdD program are sometimes disincentivized to do so because they have to repeat courses at the doctoral level that they already took as master's students.

In terms of alternative credit-bearing experiences, there is flexibility through the directed study option for enrolled students to take on an alternative learning experience under the direction of a faculty member. Sometimes students engage in teaching or project-based experiences for these directed study credits, and the evaluation is based on criteria set by the guiding faculty. Given the great number of doctoral and master students who are careered professionals, activists, and educators, revisiting how to

account for their prior experiences is worth consideration as an incentive for recruiting students and aligning with the social justice mission of our school.

G. Advising and Retention

Advising

The main purpose of graduate advising is to lend support and expertise to students' development as professionals and engaged scholars. Some of the functions of the O&L department faculty in advising students include the following areas:

- Assist students with the application process by providing them with access to materials and accurate interpretation of information concerning the programs in a timely manner;
- Orient the students with the programs of study;
- Provide academic, intellectual, and professional guidance;
- Meet with students to address any program or classroom issues;
- Develop an advisor-advisee relationship that may result in a mentoring process; and
- Advise and refer students to university support services as needed.

Upon admission each student is assigned an academic advisor from among the full-time faculty members of our program. In making this assignment, every effort is made to find common areas of interest and expertise. The advisor contributes each student's academic career by assigning him or her to:

- Understand USF's vision and mission as an urban university with a global perspective and social justice foundation that educates its students to learn and work in a more humane, caring world;
- Understand USF's core values, standards, policies and procedures, and resources that support a learning, action-oriented community;
- Meet the challenge of being a University student by establishing a clear relationship between the University programs and the individual student's needs;

- Understand and appreciate his or her abilities, strengths, and interests;
- Help the student plan a program of study that complements his or her background and career interests. Students may petition to change advisors if they have a change of goals. A form is available in the Dean's office or from the department program assistant.

At times there has been widely disparate advising loads among faculty and numerous O&L faculty also have advising loads in other DLS programs. The department chair has worked to reassign advising loads to ensure consistency across the department but this process is still ongoing.

For the Doctoral students, an academic advisor need not be a student's dissertation committee chairperson. When forming a dissertation committee, the chairperson should be among the full-time faculty in the Organization and Leadership Department. Once the chair has been assigned, s/he becomes the student's advisor. (G.1 O&L EdD Advising Forms)

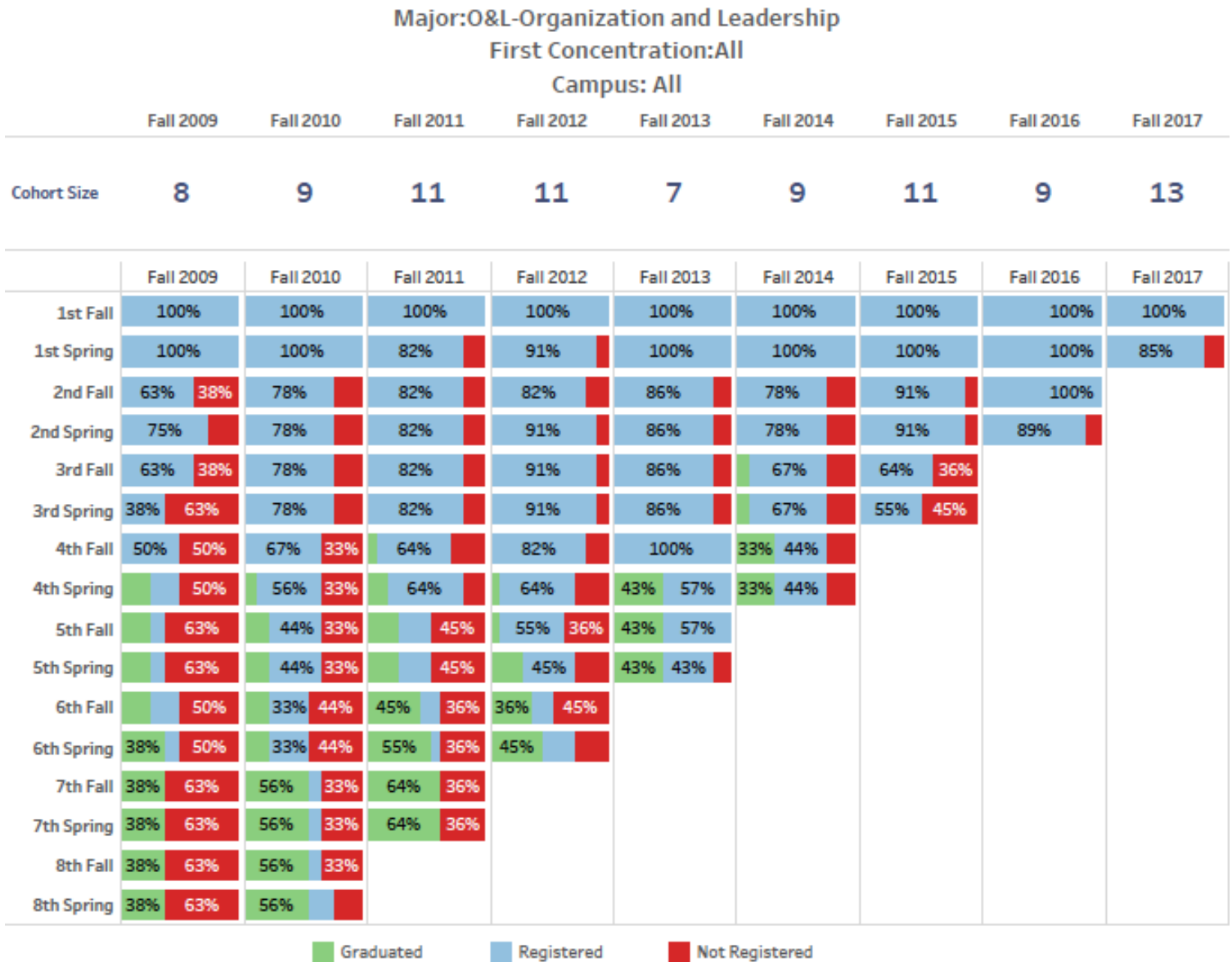
Since many students now register on-line, it is important for them to schedule at least one meeting per semester with their advisor. In general, it is best to schedule a meeting either in person, phone or skype during a faculty member's office hours or at a mutually convenient time. Often working students prefer follow-up advising by email. Overall, technology has assisted faculty and student with advising sessions and interaction.

As a unit, the School of Education has identified a need to provide more effective academic advising. In an effort to support students and improve upon their success, the Dean's office is piloting an advising week in the academic year 2017/2018. The goal is for all students to meet with their advisor each semester. An advising protocol has been drafted for faculty use. (G.2, SOE Advising Protocol) This semester the School of Education will launch a school-wide Spring Advising Week from March 19-24, 2018 when all the students and faculty will be expected to be on campus for advising and community events.

In summary, the O&L Department is currently reviewing its current advising activities and will continually assess ways to improve the critical role of academic advising.

Retention and Graduation

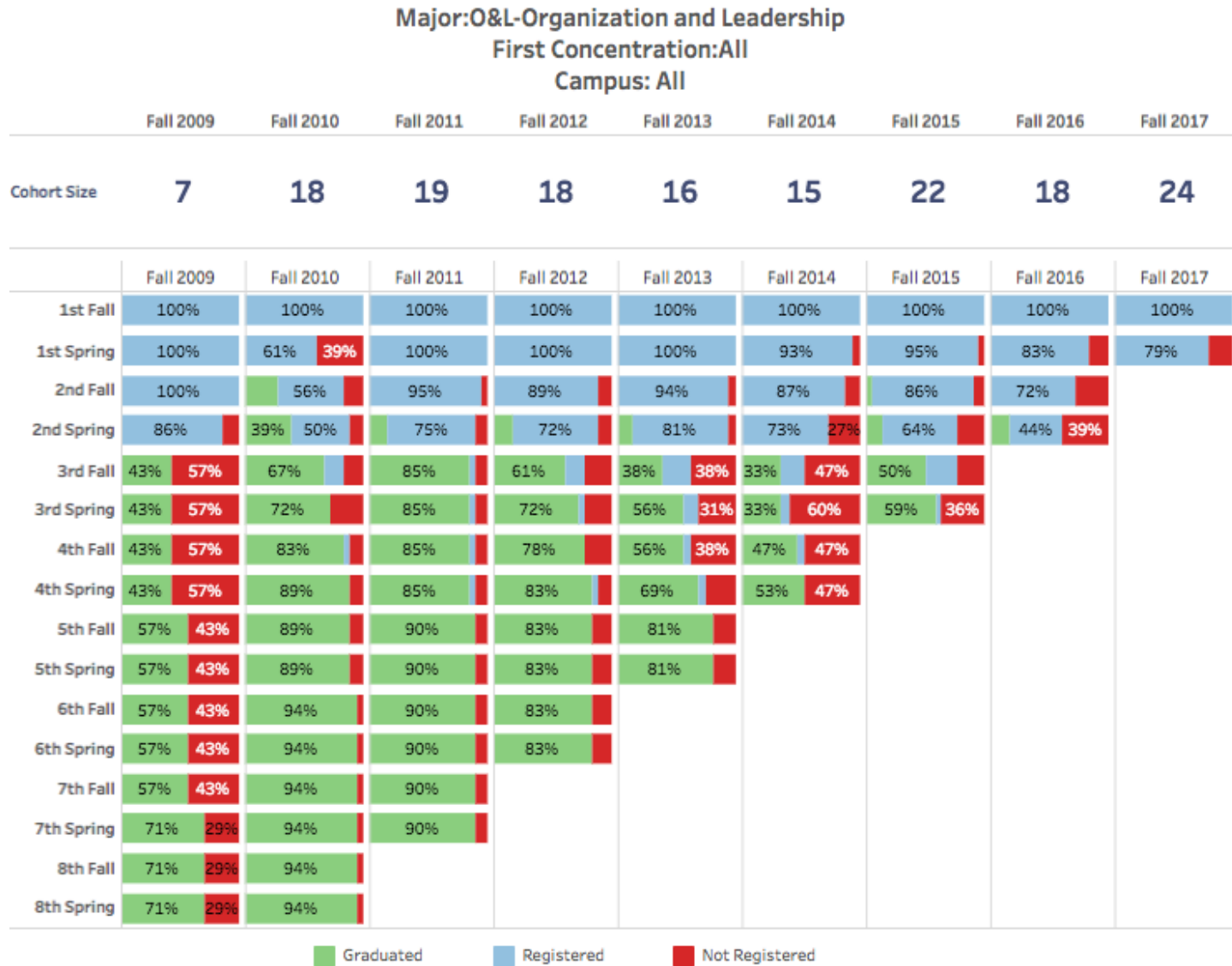
G.3 O&L EdD Graduation and Retention



As Figure G.2 Indicates, our EdD completion rates are similar to the national trends. Our degrees awarded trends indicate more clearly the health of our EdD program:

Term	Edd Degrees Awarded
Fall 2017	1
Spring 2017	4
Fall 2016	10
Spring 2016	8
Fall 2015	3
Spring 2015	2

Figure G.4 O&L MA Graduation and Retention Rates



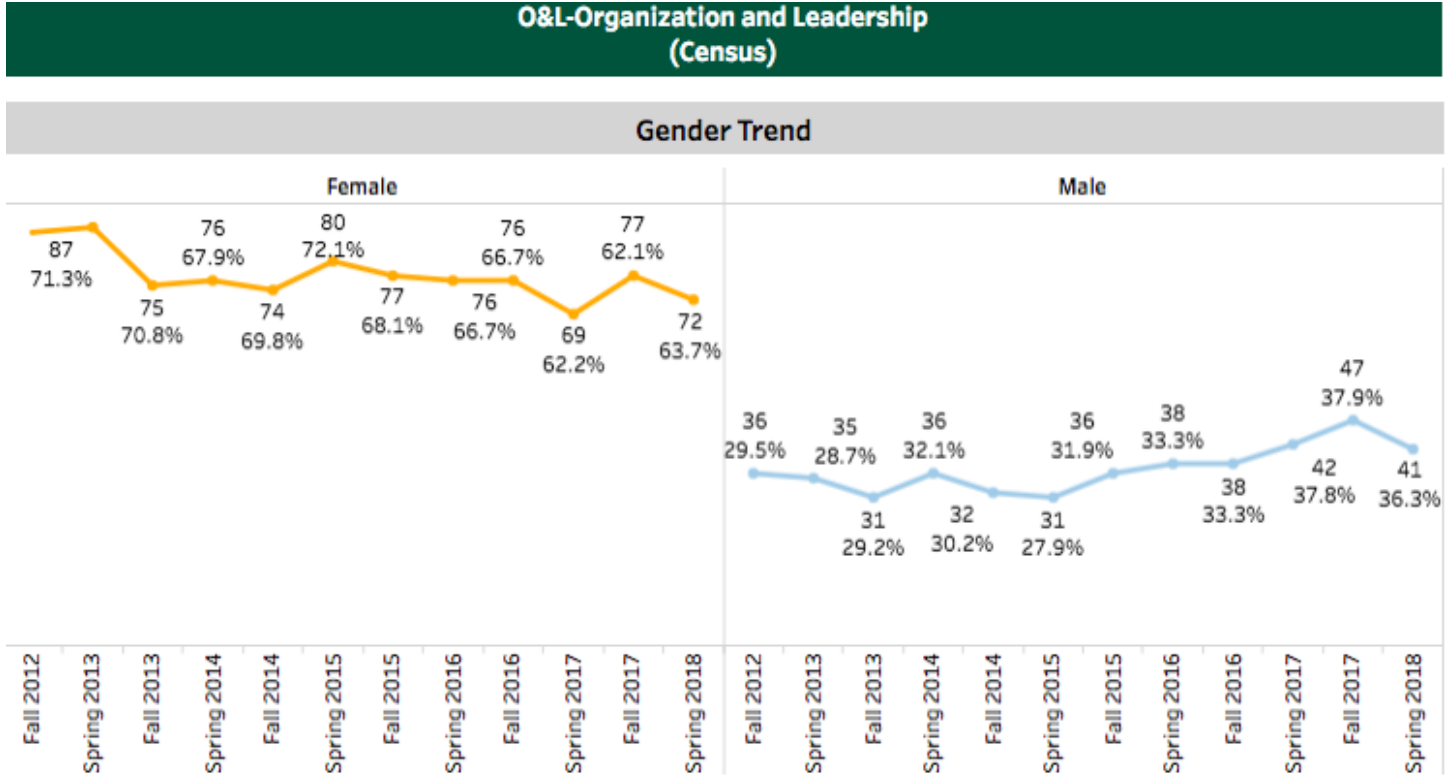
Term	MA Degrees Awarded
Fall 2017	10
Spring 2017	12
Fall 2016	9
Spring 2016	9
Fall 2015	7
Spring 2015	12

The O&L MA graduation and retention data is less than ideal. The program is designed to be completed in two years, but the two year graduation rate for the Fall 2015 cohort was only 50%, for the Fall 2014 cohort it was 33%, and for the Fall 2013 cohort it was 38%. While students enter at the same time and are initially identified as a cohort, unlike HESA, O&L does not have a cohort model and the department has not tracked closely the number of students who are unable to graduate. We have recently begun to discuss ways we can reach out to those students. Although we do not have quantifiable data on reasons for the completion rate being low the department chair has reached out to recent graduates for feedback on their experiences. One of the concerns MA students have shared is that they do not always feel connected to the program, or their peers, advisor, or the SOE community. The department will have a HESA intern beginning academic year 2018 and part of the intern's responsibility will be to focus on the student experience beyond the classroom; as a student affair professional we are hopeful that this person will create opportunities for student connection that will improve student retention.

H. Students

Student Demographics

Figure H.1 O&L Gender Trends



As Figure H.1 shows, the gender demographics of the graduate program has remained fairly consistent from Fall 2012 to Spring 2018, with female students making up roughly 65% of the program. Our enrollment reflects the field of education and as a program we can do more to recruit male students. In addition, it would be beneficial for the institution to expand their definition of gender beyond the binary so we can better support our trans and gender nonconforming students.

Figure H.2 O&L EdD Ethnicity Trend

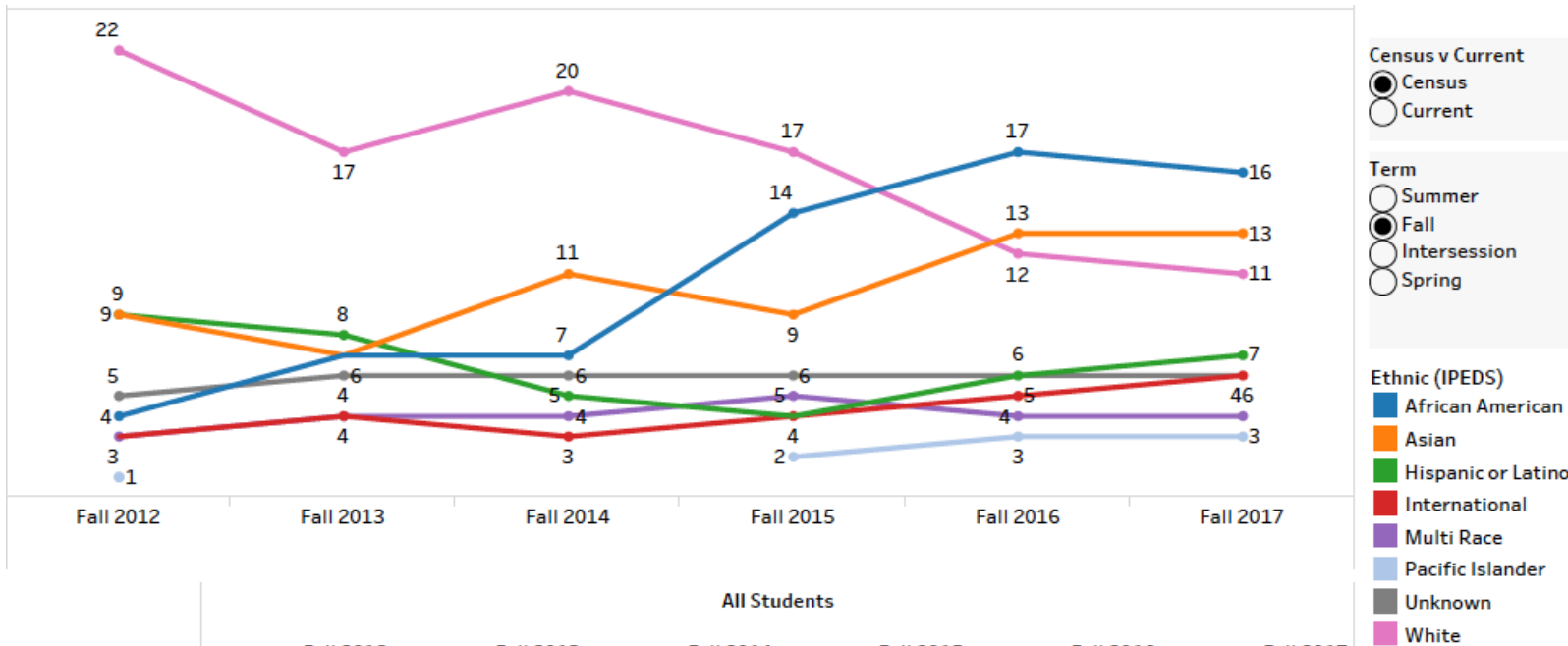
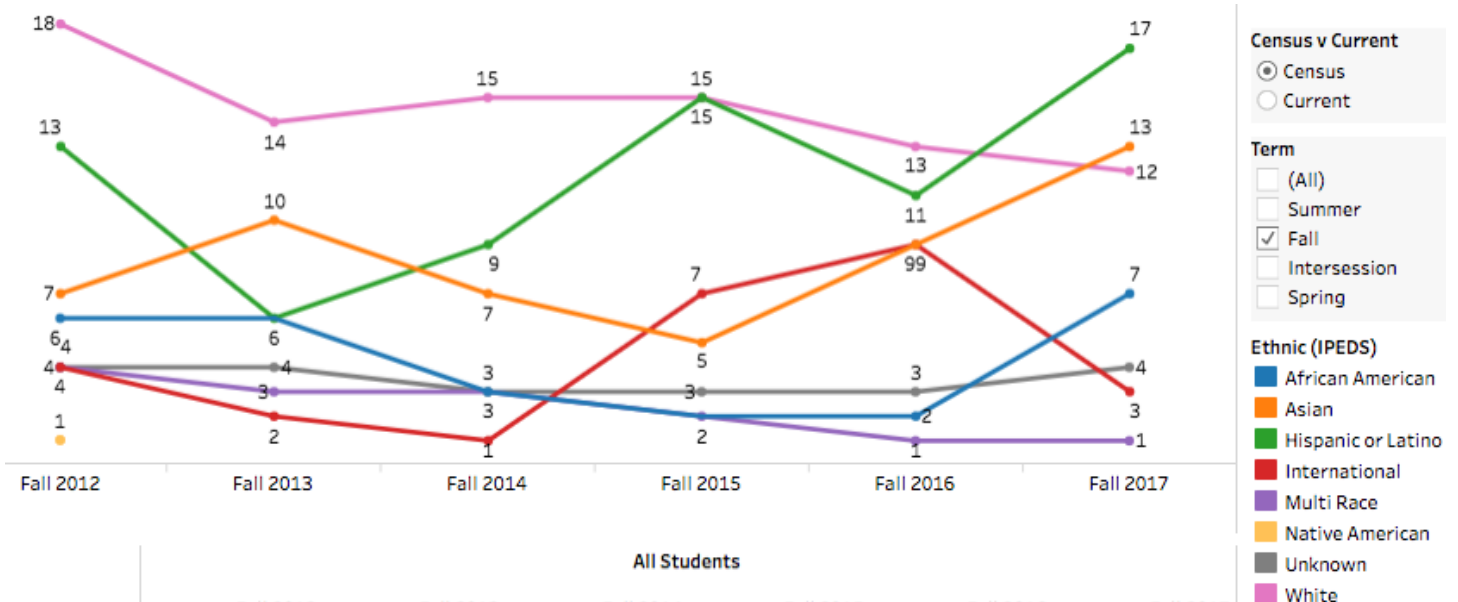


Figure H.2 shows the racial demographics of both the doctoral program. The doctoral program has experienced a steady increase of African-American students since 2012, and a slight increase in Asian-American students during that same period.

Figure H.3 O&L MA Ethnicity Trend



In the MA program there has been an increase in Hispanic or Latinx students, a smaller increase in Asian-American students. Overall the program has succeeded in diversifying its student body and hopes to continue this trend.

I. Faculty

The opening of the 2013 2014 academic year saw an increase in the number of our full-time faculty. Following the departure of our highly esteemed veteran colleagues, the department welcomed in three new assistant professors to address issues in higher education student affairs and K-12 leadership- Dr. Genevieve Negrón Gonzales, Dr. Desiree Zerquera, and Dr. Darrick Smith. Professors Negrón Gonzales and Zerquera would work with Dr. Uma Jayakumar to further develop the higher education student affairs program. Dr. Smith was hired to work alongside Dr. Christopher Thomas in the administrative services credential program for school leaders. Between the 2014 fall and the spring of 2000 16 we would lose both Dr. Jayakumar and Dr. Thomas in addition to our Catholic Educational Leadership colleague Professor Doreen Jones. During the 2015 2016 year doctors Ursula Aldana and Danfeng Soto-Vigil Koon came to work in the Catholic educational leadership and K-12 school leadership areas respectively. Following these wonderful additions to our department would be the arrival of Dr. Jane Bleasdale in the Fall of 2016 to also work in the Catholic educational leadership area of our department and Dr. Alejandro Covarrubias (Fall 2017) to assist with our Higher Education Student Affairs (HESA) program.

Diversity

All full-time faculty members hold doctorate degrees in their respective fields. Our faculty is ethnically/racially diverse with representation from various communities: African American (Mitchell & Smith), Chicana/Latina/Latino/Chicano/ Latinx/ Chicanx (Aldana, Covarrubias Negrón- Gonzales, & Zerquera,), Asian (Soto-Vigil Koon), and White/ European American (Bleasdale & Gmelch). There are six female and three male faculty, with one current faculty member that identifies as LGBTQ. Our adjunct pool

currently lists 65 adjunct instructors from various professional backgrounds. This list has not been edited to exclude adjuncts that have not taught in the last five years.

Teaching

When assessing the interests and skills that each professor in our department bring to the table, it cannot be denied that the strength of the Department of Leadership Studies has been sustained and perhaps improved due to this current composition of scholars.

While Dr. Patricia Mitchell has been a member of the School of Education faculty since 1977, she joined the Organization and Leadership Department in 1993. Dr. Mitchell developed the focus area on 21st Century Leadership. Students are given an opportunity to explore selected aspects of management as they relate to leadership positions in non-profit and profit organizations. Courses are offered to help students actively investigate the complexity of leadership roles in both large and small organizations. Dr. Mitchell has published six books related to organization and leadership issues facing 21st century leaders.

Walter H. Gmelch joined the faculty of the Department of Leadership Studies after having served as the School of Education Dean for nine years. Before coming to USF, he was Dean of the College of Education at Iowa State University. He also served in the roles of dean, associate dean, department chair and professor at Washington State University. As educator, management consultant, university administrator, and former business executive, Dr. Gmelch has conducted research and written extensively on topics of leadership, team development, conflict, and stress and time management. He has published over 100 articles, 20 books, and 200 scholarly papers in national and international journals.

Dr. Danfeng Soto-Vigil Koon has a wealth of knowledge and experience as a scholar and practitioner in the areas educational law and policy. Her emphasis on issues of social justice and the ways in which issues of legality and policy intersect with issues of equity on the educational landscape makes her a crucial addition to the department and provides us with a sound expert to teach classes involving issues of advocacy, Policy analysis, And educational law.

Dr. Genevieve Negrón Gonzales brings with her from her experience as a researcher, organizer, and professor in the CSU system and contributes a wealth of knowledge regarding the challenges that undocumented students face in both the historic and contemporary contexts of American education. Her interests in exploring the educational experiences and epistemological legacy of Latino/Chicano experiences in education engages the department in filling a much needed research area with a genuinely invested social justice mind. Doctor Desiree Zerquera approaches her research of Latin American students in higher education with an equally impressive sincerity and attention to detail, particularly in the areas of assessment, matriculation, resource allocation, policy, and student success.

Desiree Zerquera approaches her research of Latin American students in higher education with an equally impressive sincerity and attention to detail, particularly in the areas of assessment, matriculation, resource allocation, policy, and student success. Dr. Zerquera emphasis on how policies and educational structures are serving or hindering students makes her an indispensable asset to our department.

Dr. Darrick Smith focuses much of his attention on issues of equity at the secondary and post-secondary levels regarding issues of school discipline, campus safety, critical pedagogies, and issues of leadership preparation and transformative practice. As a native to the Bay Area, a former school leader, and a policy analyst at the community college level his contributions are essential to the continuation and development of our equity agenda.

Dr. Aldana's research focuses on K-12 teaching and leadership with regard to issues of equity and access for racially/ethnically and linguistically diverse students. She has conducted a range of studies focusing on language policy and practice; innovations in Catholic schools (elementary and high school); and the sociocultural competencies of teachers and students. Motivated by her values of social justice, Ursula aims to improve policy and practice in education by investigating reforms that create equitable educational opportunities for historically underserved students.

Dr. Bleasdale joined the department after a 25 year career in K - 12 education in three different countries. Her extensive experience as a high school administrator and

organizational leader supports her teaching in the academy. Jane's research focuses on critical leadership for creating inclusive communities.

Dr. Covarrubias' research uses critical qualitative methodologies to examine the practice of student affairs leadership within the context higher education. Specifically, he explores the experiences of men of color, students and professionals, on college campuses from an intersectional lens. He brings ten years of experience as a student affairs practitioner and eight years as social justice trainer and educator for colleges and universities across the country.

USF uses a teaching effectiveness survey called Blue, which is distributed in every class every semester. The Department consistently receives higher scores than the average of the School of Education, and the entire University. For the purposes of this report, we are including the most recent Department report from Fall 2017. [I.1 BLUE O&L Dept. Report FA 17]

In terms of teaching assignments, the Chair consults with the faculty about their teaching preferences as well as School and Department needs and discusses their interests in the light of the program's needs. In addition, course enrollment is another factor that is taken into consideration. When a course is under enrolled it may be cancelled. The department plans in a collaborative way - sharing the course schedule for the following academic year and planning for the needs of the students.

The following is a list of courses each full-time faculty member has taught over the past three years:

Ursula Aldana

- History and Principles of Catholic Education
- Curriculum and Instructional Leadership in Catholic Schools
- Building Culturally Responsive Catholic Schools
- Schools, Community and Society
- Leadership in Urban Contexts
- Culminating Project

Jane Bleasdale

- Schools, Community, and Society
- Organizational Theory and Application
-

Alejandro Covarrubias

- Student Development in College
- Practicum I in Higher Education and Student Affairs

Walter Gmelch

- Negotiations and Conflict Resolution
- Leadership and Becoming a Global Citizen
- Educational Leadership of Social Justice
- MA Thesis/Field Project
- Dr. Gmelch is also the director of the E.A.R.C.O.S. program

Danfeng Soto-Vigil Koon

- Organizational Systems
- Social & Cultural Theoretical Foundations
- Data-Based Decision-Making
- Education Law Policy Analysis
- Introduction to Organization & Leadership
- Law & Education
- Organization & Leadership Master's Thesis
- Pressing Urban Issues
- Culture and Law

Patricia Mitchell

- Leadership Theories
- Leadership in Urban Context

- Ethical Leadership
- Effective Communication for Leaders
- Small Group Dynamics
- Women in Management
- Principles of Organizational Change
- Faculty and Program Development
- Negotiation and Conflict Resolution
- Writing for Publication

Genevieve Negron-Gonzalez

- Social and Cultural Theoretical Foundations of Higher Education
- Higher Education, Institutional Inequality & Social Change
- Skills for Scholarly Writing
- Higher Education and the Global Environment
- Practicum I in Higher Education and Student Affairs
- Practicum II in Higher Education and Student Affairs
- Practicum III in Higher Education and Student Affairs
- HESA Capstone: Analytical & Reflective Writing for Aspiring Higher Education Professionals
- Undocumented Students & Higher Education

Darrick Smith

- Introduction to Organization and Leadership (includes HESA course)
- Leadership in Urban Contexts
- Schools, Community, and Society
- Educational Leadership
- School Discipline, Climate, and Trauma
- Data based Decision-Making [EARCOS]
- Legitimation of Power in Organizations & Society
- Race & Diversity in Higher Education

- Introduction to Public Scholarship and Community Engaged Learning

Desiree Zerquera

- Student Development in College
- Assessment and Evaluation in Higher Education
- American Institutions of Higher Education
- Organizational Theory: Applications and Implications

Service

The faculty is deeply involved in the life of the university. An examination of the faculty curriculum vitae show that the O&L department contributes to the formal structure of department, School, and University committees, often taking leadership roles. In addition, O&L faculty are often in the forefront of University initiatives. The following pages provide details of some the activities of our faculty that are undertaken in service to the university community.

Jane Bleasdale

- 2017 - present Senior Resident Minister, University Ministry
- 2017 - present Joint University Committee on Library Development
- 2017 - present Department Chair
- 2016 - present CEL program coordinator
- 2017 - present member LGBTQ Caucus planning committee
- November 2017 - Author and co-director Transcripts -examination of the experience of the trans community in K - 12 education. (sponsored by CRASE)

Walter Gmelch

- 2013 Dean of the USF School of Education (from 2004)
- Current Co- Director of USF/ WSU International School Leadership Program in collaboration with the East Asia Regional Council of Overseas Schools (EARCOS).

Danfeng Soto-Vigil Koon

- 2017-Present Member, University Council on Jesuit Mission
- 2016-Present Co-Director, Transformative School Leadership Program
- 2016-Present Program Redesign, Transformative School Leadership Program
- 2016-Present Member, Professional Development Committee

- 2016-Present Interim Treasurer, SOE Faculty Association

Patricia Mitchell

- 2015- Present Chair, 40th Year Celebration of SOE Doctoral Programs
- 2015- Recipient, USF Ignatian Service Award
- Advisor- USF Chapter of Phi Delta Kappa
- Member, USF Black Community Council
- Member, School of Education Doctoral Policy Committee
- 2014 Member, Inauguration Task Force for Father Fitzgerald
- 2014 - Present Member, School of Education Doctoral Policy Committee
- 2014, Chair, Organization and Leadership Program Search Committee
- 2014- Proposal Reviewer, USF Research and Pedagogy Symposium
- 2014 –2017, Chair, Department of Leadership Studies
- 2013 – 2014 Advisor, SOE Graduate Student Association
- 2013- Member, Catholic Educational Leadership Program Search Committee

Genevieve Negrón-Gonzales

- 2016-2017 Program Coordinator, Higher Education and Student Affairs Program
- 2014-2017 Member, SOE Faculty of Color Retreat Planning Committee
- Fall 2014 Member, Organization & Leadership Department Search Committee
- 2014 Member, Counseling Psychology Department Search Committee
- 2013-present Practicum Placement Coordinator, Higher Education and Student Affairs Program
- 2013-present Co-Chair, SOE Professional Development Committee
- 2013-2015 Secretary, USF School of Education Faculty Association
- 2013 Proposal Reviewer, USF Research and Pedagogy Symposium
- University-Wide Service and Committees, University of San Francisco
- 2017 Member, Islamophobia Teach-In Coordinating Committee
- 2017 Facilitator, CRASE Workshop: Developing a 5-Year Plan for Faculty
- 2016-2017 Member, Latinas in Leadership Coordinating Committee
- 2015-present Member, MA in Migration Studies Advisory Board
- 2014- present Member, USF Master's Program in Public Affairs Advisory Board
- 2014-present Member, USF Chicano / Latino Studies Program Advisory Board
- 2013-present Chair, University Task Force on Needs of Undocumented Students

Darrick Smith

- 2014- Co-Author for Commission on Teacher Credentialing Submission for USF Administrative Credential Program.
- 2014-Office of Diversity Engagement and Community Outreach Stakeholder Community Forum. Facilitator.
- 2014-2016 USF Vizuri Kabisa/Black Graduation Celebration Keynote
- 2015 USF Speak Out and Listen In: A Teach-In on Building Community Power-Panelist
- 2016-Co-Chair, School of Education Curriculum Committee

- 2016 -Present Co-Director, Transformative Leadership Administrative Credential Program
- 2015 Trainer/ Facilitator for the USF Staff Diversity Professional Development Intensive hosted by the Office for Diversity and Inclusion.
- 2014- Member of the USF Black Community Council.
- 2017-Trainer for the USF Counseling and Psychological Services Office- *Counseling Across Racial Lines*.
- 2017 USF Distinguished Scholar Award Committee- member

Desiree Zerquera

- 2017 Search Committee Member, Position: Assistant Vice Provost for Student Engagement, Division of Student Life
- Faculty Advisor, PACT Program: Developing and Executing Your Plan Event
- 2016-Present Group Member, Campus Climate Working Group
- 2016-Present Advisory Board Member, Center for Research Artistic and Scholarly Excellence
- 2016-2017 Planning Member, Latinas in Leadership Conference
- 2016 Consultant/advisor for Assessment, Living Learning Communities Student Housing and Residential Education
- 2015 Member, Gender-Justice Awards Committee, Presidential Advisory Council on the Status of Women
- 2014 – Present Bilingual/Multilingual Staff Resource, Office of Diversity Engagement and Community Outreach
- 2014-2016 Consultant/Advisor, Assessment Plan Implementation Committee, Student Housing and Residential Education
- 2013-2016 Member, Presidential Advisory Council on the Status of Women

Research

The number of full-time faculty has grown from four to nine full-time faculty members since the last self-study of 2004. Collectively they have contributed the following to the field in the last five years:

- 71 published articles or book chapters
- 7 state or national reports
- 6 published Books
- and 141 Conference presentations or keynote addresses

Below is a sample list of Publications in the last five years by our faculty.

<p>Ursula Aldana</p>	<p>Aldana, U.S. and Mayer, A. (2014). The International Baccalaureate: A college-preparatory pathway for heritage language speakers and immigrant youth. In R. Callahan & P. Gándara (Eds.), <u>The Bilingual Advantage: Language, Literacy and the US Labor Market?</u> Multilingual Matters.</p> <p>Aldana, U. S. (2015). Lost Classroom, Lost Community: Catholic Schools' Importance in Urban America (Book Review). <i>Journal of Catholic Education</i>, 18 (2).</p> <p>Aldana, U.S. (2013). "Gender Inequality: High School Dropout Rates" in J. Ainsworth and J.G. Golson (Eds.) <u>Sociology of Education: An A to Z Guide</u>, Sage Publications.</p> <p>Aldana, U.S. (2013). "Mexican Americans" in J. Ainsworth and J.G. Golson (Eds.) <u>Sociology of Education: An A to Z Guide</u>, Sage Publications.</p> <p>Aldana, U.S. (2013). "Student Work and Educational Effects" in J. Ainsworth and J.G. Golson (Eds.) <u>Sociology of</u></p>
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	<p><u>Education: An A to Z Guide</u>, Sage Publications.</p>
Jane Bleasdale	<p>Bleasdale, J. E. (2014). <i>Moving from tolerance to inclusion in Jesuit high schools: A matter of justice</i> (PhD Thesis). Fordham University.</p>
Alejandro Covarrubias	<p>Zerquera, D., Covarrubias, A.F., & Gourneau, M. (2017, September). Remembering instead of forgetting: Considering alternative ways of addressing historical artifacts of oppression. <i>Commission for Social Justice Education Blog: A Blog from the ACPA Commission for Social Justice Educators</i>. Available at https://acpacsje.wordpress.com/.</p>
Walt Gmelch	<p>Gmelch, W.H., Roberts, D., Ward, K. & Hirsch, S. (2017). A retrospective view of department chairs: Lessons learned. <i>The Department Chair</i>, 27(1), 1-4.</p> <p>Gmelch, W.H. and Buller, J.L. (2016). Skill development for academic leaders. <i>The Department Chair</i>, 26(4), 25-27.</p>

	<p>Gmelch, W.H. (2016). Why chairs serve, what they do, and how they lead. <i>The Department Chair</i>, 26(3), 8-9.</p> <p>Gmelch, W.H. (2015). Building strategic chairs. <i>The Department Chair</i>, 26(1), 3-6.</p> <p>Gmelch, W.H. and Buller, J.L. (2015). <i>Building Academic Leadership Capacity: A Guide to Best Practices</i>. San Francisco: Jossey-Bass</p> <p>Gmelch, W. H. (2015). <i>The Call for Leadership: Why Chairs Serve, What They Do, and How Long Should They Serve</i>. Monograph for American Kinesiology Association (www.americankineiology.org/monograph-series).</p>
Danfeng Soto-Vigil Koon	<p>Fuller, B., & Koon, D. (2015). Chapter 2: How Decentralized Organizations Work – Early Lessons from Early Pioneers. <i>Organizing Locally: How the New Decentralists Improve Education, Health Care, and Trade</i>. Chicago, IL: University of Chicago Press.</p> <p>Koon, D. (2013). Exclusionary School Discipline: An Issue Brief and Review of</p>

	<p>the Literature. Chief Justice Earl Warren Institute on Law and Social Policy, Berkeley Law.</p> <p>Fuller, B., & Koon, D. (2013). Beyond Hierarchies and Markets: Are Decentralized Schools Lifting Poor Children? <i>Annals of the American Academy of Political and Social Sciences</i>, 647(1), 144-165.</p> <p>Koon, D. (2010). Cal. Gov't Code §111135: A Challenge to Contemporary State-funded Discrimination. <i>Stanford Journal of Civil Rights & Civil Liberties</i>, 7(2): 239-263.</p>
<p>Patricia Mitchell</p>	<p>Mitchell, P. (2017). <i>African American males in higher education leadership: Challenges and opportunities</i>. New York: Peter Lang Publishers.</p> <p>Mitchell, P. and Ramirez, S. (2016). <i>Lessons in Leadership: Tips for an emerging P-20 leader in the 21st century</i>. Fremont: Roberston Publishing.</p> <p>Mitchell, P. (2013). <i>Cracking the wall twenty years later: Women in higher education leadership</i>. Knoxville: CUPA-hr Publishing.</p>

	<p>Mitchell, P. (2017). <i>Overcoming resistance: Embracing change in higher education</i>. 15th Annual Hawaii International Conference on Education, Honolulu, January 2017.</p> <p>Mitchell, P. (2017). <i>Maximizing capacity building by understanding and managing a multi-generational workforce</i>. 15h Annual Hawaii International Conference on Education, Honolulu, January 2017.</p> <p>Mitchell, P. (2016). <i>Walking the tightrope of academe with no net</i>. In book: Marina, B and Ross, S. <i>Beyond retention: Cultivating spaces of equity, justice and fairness for women of color in higher education</i>. Charlotte: Information Age Publishing Inc. 8</p>
Genevieve Negrón-Gonzales	<p>Negrón-Gonzales, G., Abrego, L., & Coll, K. (Eds.) (2016). Special Issue: <i>Complicating the politics of deservingness: A critical look at Latina/o undocumented migrant youth</i>. Association of Mexican American Educators Journal, 9(3).</p> <p>Negrón-Gonzales, G. (2017). <i>Political possibilities: Lessons from the</i></p>

undocumented youth Movement for resistance to the Trump Administration. *Anthropology and Education Quarterly*. In press.

Negrón-Gonzales, G. (2017). Constrained inclusion: Access and persistence among undocumented community college students in California's Central Valley. *Journal of Hispanic Higher Education*, 16(2), 105-122.

Negrón-Gonzales, G., Abrego, L., & Coll, K. (2016). Immigrant Latina/o youth and illegality: Challenging the politics of deservingness. *Association of Mexican American Educators Journal*, 9(3). 7-10.

Negrón-Gonzales, G. (2015). Lift every voice: Institutional climate and the experiences of undocumented students at Jesuit Universities. *Jesuit Higher Education*, 4(1). 48-60.

Negrón-Gonzales, G. (2015). Undocumented youth activism as counter-spectacle: Civil disobedience and testimonio in the battle around immigration reform. *Aztlan: A Journal of Chicano Studies*, 40(1), 87-112.

<p>Darrick Smith</p>	<p>Yeh, C., Smith, D., & Borrero, N. (2014). Into the Field: Anti-colonial and Indigenous Perspectives and Strategies for Counseling Interventions. <i>Handbook of Multicultural Counseling (4th ed.)</i>. Sage Publications.</p> <p>Smith, D. (2015). Disciplinary Third Spaces: A Case Study of a School for Social Justice. <i>The International Journal of Pedagogy, Innovation and New Technologies</i></p> <p>Smith, D. (2016). A Humanizing Approach to Improving School Disciplinary Culture. <i>Bank Street Occasional Papers Series</i>.</p> <p>Smith, D. (2017). "A Critical Perspective on the use of the Trauma Narrative in American Education." <i>Symbolic Violence in Socio-Educational Contexts: A Post-Colonial Critique</i>.</p> <p>Smith, D. (2017). "Thoughts on Equity and The California Community Colleges". <i>Handbook of Multicultural Education in the 21st Century</i>.</p>
<p>Desiree Zerquera</p>	<p>Zerquera, D. & Gross, J.P.K. (2017). Context matters: A critical consideration of Latino student success outcomes within</p>

different institutional contexts. *Journal of Hispanic Higher Education*, 16(3), 209-231. DOI: 10.1177/1538192715612915.

Zerquera, D., Berumen, J.G., & Pender, J. Assessment for social justice: Employing Participatory Action Research (PAR) as a framework for assessment and evaluation (2017). *The Journal of College and University Student Housing*, 43(3), 14-27.

Zerquera, D., & Doran, E. (2017). Charting ahead: Navigating threats and challenges to the Urban-Serving Research University mission. *Metropolitan University Journal*, 28(2). DOI: 10.18060/21516

Cole, E.R., McGowan, B., & Zerquera, D. (2017). Groomed together: Narratives from faculty of color about their first year. *Equity & Excellence in Education*, 50(1), 1-12.

Zerquera, D. (2016). Urban-Serving Research Universities: Institutions for the public good. *Higher Learning Research Communications*, 6(2), DOI: 10.18870/hlrc.v6i2.320.

	<p>Zerquera, D., McGowan, B.L., & Ferguson, T. (2016). Yes, no, maybe so: College students' attitudes regarding debt. <i>Journal of College Student Development</i>, 57(5), 609-613.</p>
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Areas of Concern

As a collective, the faculty are not yet on the same page when defining the department's identity. The outward definition of who we are depends on who's telling the story. How do we push forward who we say we are? There is a sense that there is only a tacit level of agreement and that the core issues that emerge when discussing the department's vision have not been adequately confronted. Also, all parties are not present for visioning discussions and for this and other reasons, we have not done well enough to bridge this issue in communication. Faculty members currently view this issue of vision and mission as the biggest divide in the department and it manifests as a "management vs management/ leadership for social justice" dynamic. Also, this possible lack of cohesion can lead to students misjudging the intentions of their professors as they find themselves either a) pushed to examine social issues that they were more comfortable avoiding; or b) encouraged to focus their gaze on management content that may not include the social issues they were hoping to explore.

Faculty also communicated concerns that the teaching evaluations are not designed to take into account the uncomfortable nature of critical pedagogies and could lead to students reflecting their discomfort in a way that confuses challenging instruction with poor instruction. For this reason, faculty recommend that there be a possible redesign of the evaluation process and/or a more critical, nuanced interpretation of teaching evaluations that would include the context of the class setting and materials.

Faculty express satisfaction with the collaborative nature of the department and generally enjoy what they are teaching but feel a sense of constraint due to the lack of course options that align with faculty interests. Faculty members feel that classes need to be restructured and reimagined in efforts to be more aligned with the current vision and mission of the department. Regarding the teaching of classes, it is clear that

flexibility is allowed, but it is unclear as to the boundaries for such flexibility. A culture of adjustment and personalization based on the assigned faculty member is the norm but the parameters and context for such flexibility is yet to be developed.

Moving forward, faculty have expressed the need for another full-time professor that specializes in higher education to address the professional goals of our students and add to the wealth of knowledge currently in our department. An equally pressing concern is the potential retirements of two of our faculty members within the next 3-5 years. The potential retirements of these two individuals cause concern in the areas of course coverage, program knowledge, institutional memory, and valuable expertise in the areas of educational leadership and management.

For the full CVs of all full-time faculty, please see attachment I.2 Faculty CVs

J. Staff

The Department of Leadership Studies has one full-time Program Assistant, Thanh Ly, who serves the O&L Doctoral, Master's and HESA Master's programs and CEL. Thanh Ly staffs the department 12 months a year, and has been in this position since 2007, thereby contributing 10 years of service to the department. The department has benefited greatly from Thanh's leadership and dedication. Serving as the sole staff member is not an easy load, and Thanh consistently approached that work with enthusiasm, experience, and a desire to ensure that our students have the best experience possible.

Over the past year, the CEL Program has been able to benefit from some minimal additional staff support in the form of a student assistant. There was no formal process around this - the student who worked with her spent time supporting the work of the program coordinator. This staffing support is not regular nor is it consistent; the department is able to have student assistants when the budget allows and/or when a student assistant who is deployed in some other area of the SOE (like the Dean's office) has extra time. Ideally, because of the amount of work that falls to the Program Assistant, we would have a more regular and consistent student assistant allotment -

ideally a student who could work 10-15 hours per week for the entirety of the academic year. A student worker would be able to take up student support work, administrative functions of the department, support the planning of student-related events and activities, and support alumni relations work. Beginning Summer 2018 CEL and DLS will be supported by a HESA intern. (J.1 DLS Intern Job Description).

An additional area that needs to be accounted for in a different manner than it is currently is in the way that Program Assistants are currently responsible for doing a complete APA revision of all student dissertations in the department. The amount of time required to do this sort of work, along with the fact that it is a specialized skill set, makes it a mismatch as a responsibility for Program Assistants to take up. We believe the students, the Program Assistant, and the department as a whole would benefit from this task being placed elsewhere.

Professional development for staff members is not generally an area that has fallen to the departments, but rather is something that is coordinated and facilitated for all staff at a school-wide level. While staff members are provided with a small yearly stipend (\$250) to devote to professional development activities, Thanh often finds that the demands of the work mean that it is difficult for her to take time away and take advantage of professional development opportunities, even when they are affordable. Thus, though there is technically the space to prioritize professional development activities, there is a gap in staff members' ability to take advantage of this.

In short, the Department of Leadership Studies is fortunate to have a reliable, experienced Program Assistant as our sole staff member, yet as a department we are very stretched in terms of personnel.

K. Governance

School of Education Governance

The School of Education leadership team is comprised of the Dean and two Associate Deans:

Dean of Education: Since 2017, Dr. Shabnam Koirala-Azad is the Dean of the School of Education. She has been a faculty member within the School of Education for twelve years and served in the Associate Dean role for the last three and a half years and then as interim Dean for 6 months before stepping into her role as Dean. As faculty, she introduced a comparative framework to educational research and scholarship in the School of Education, she served as the department Chair of the Department of International and Multicultural Education, and co-founded the first graduate program in Human Rights Education in the United States. As Associate Dean, she oversaw academic affairs, fiscal operations, admission, external relations, and other strategic initiatives. Dr. Koirala-Azad also contributed to development initiatives by securing one of the school's largest gifts for student scholarships. Dr. Koirala-Azad brings with her a strong record of commitment to the advancement of the School of Education and a deep understanding of its mission and operations. Dr. Koirala-Azad's research explores social and educational (in)equities through a transnational lens. Through ethnography and participatory research, her work critically examines the experiences of South Asian students and families in schools and society, as they experience shifting identities and navigate through structural inequities in various geographic, social and political spaces. By examining their realities in both home and host country contexts, she offers new ideas for transnational social action and highlights methodologies that directly address concerns with power and representation. As a mother-scholar, she is also interested in scholarship with an asset-based understanding of how mothering enriches careers in academia.

Associate Dean for Academic & Administrative Affairs and Director of McGrath Institute for Jesuit Catholic Education: Dr. Mike Duffy is an Associate Dean and Director of the McGrath Institute for Jesuit Catholic Education. His research areas include; Catholic social thought, Mission and Identity in Jesuit Higher Education, Catholic Identity, Justice programming in Catholic Schools, Social analysis through international immersion programs and service learning activities.

Associate Dean for Academic Affairs and School Partnerships: Dr. Cheryl Jones-Walker is an Associate Dean and Associate Professor in the Teacher Education Department. She began her professional career as a fourth grade teacher in the Bronx,

NY, and she continued teaching in a Boston area independent school and then internationally in Gabon, Central Africa. Prior to doctoral work at the University of Pennsylvania Graduate School of Education, she worked at the Center for Collaborative Education in Boston, a non-profit organization committed to improving urban K-12 education. Cheryl is on leave from Swarthmore College where she has an appointment as an associate professor in the Educational Studies and Black Studies.

Departmental Governance

For more information about the structure of the School of Education, please see attachment L.1 SOE Department Organization Chart and L.2 SOE Staff Organization Chart.

O&L Governance

O&L is housed in the Department of Leadership Studies (DLS), which also includes Catholic Educational Leadership, Higher Education and Student Affairs, and East Asia Regional Council Overseas. Within the department there are 8 full-time faculty. For the past three years Dr. Patricia Mitchell served as the department chair, she has also served as the program coordinator for O&L. The defaulting of department chair to “signature” department program coordination is a practice in the School of Education that has been received with some contention within the department, and is an area for further discussion. Dr. Mitchell delayed her approved sabbatical for three years to meet this departmental need and was appointed into this role by then Dean Kumashiro starting the 2014-2015 academic year after the previous chair, Dr. Chris Thomas, was appointed to an assistant dean role. The end of Dr. Mitchell’s term coincided with the beginning of her sabbatical (AY 2017 - 2018), which had been delayed.

Prior to Dr. Mitchell completing her term, she was asked to lead the departmental process for a new chair according to the University CBA. This was a time of unsteadiness for the SOE - the previous dean announced his resignation in November of 2016 to be effective at the end of the semester. There was a prolonged process for the appointment of an interim dean. Dr. Koirala-Azad served as the interim dean , with two brand new assistant deans and participated in the search for the new dean . In

terms of process it was not a stable time for our school and department. There were several attempts by the outgoing chair to have department wide conversations about the role and the election process as well as possible candidacy. For reasons that are unclear, we were unable to have a time when all department members were present to discuss. Ultimately the interim dean intervened and asked the department chair to hold an online ballot. Two people had expressed an interest in the process, one withdrew their name and one remained. The vote was held with only Dr. Bleasdale as our candidate and she received 6 votes for and 2 against. With a simple majority required Dr. Bleasdale was appointed department chair in DLS in May. As per the CBA agreement DLS will follow this process in the future.

This model of shared governance, peer accountability, and engagement reflects the critical educators who make up this department . As part of our process around appointing a new department chair we scheduled the next 10 years in DLS, including details such as who was hoping to take sabbatical when, who would be eligible for tenure and when was it a good time to be the department chair. We did discuss how being a chair is rarely a role people sought - some see it as a required service and others do not. Being department chair may not be fulfilling or compatible with an individual skill set or ideal in the timing of a faculty member's career, and we had some very honest conversations around that. Ultimately, the department developed a spreadsheet that took into account individual timing and career plans. That the faculty were predominantly untenured faculty (two tenured faculty included Dr. Patricia Mitchell, whose term was completing, and former Dean Walt Gmelch). Dr. Bleasdale was the newest faculty member and for some was not an ideal choice. However, both Dr. Bleasdale and the dean believed that her extensive years as an administrator in K - 12 education had prepared Dr. Bleasdale for the role. Dr. Bleasdale began the role on July 1 and has engaged the department in a collaborative way of shared leadership.

The department has begun, and will continue to make decisions collectively particularly in the following areas:

- Admissions
- Adjunct recruitment and hiring
- Student recruitment and engagement

- Finance/departmental budgets
- Advising/advisee loads

The department members collaborated on the following topics

- Setting the department agenda for the year
- Setting the agenda for every meeting
- Times and dates of department meeting

We have revised three departmental practices for further collaboration

- Admissions - decisions about admits will be made at the department meeting monthly
- Budget - funds for student professional development allocations - students have to apply by an online form and decisions will be made at the departmental meeting
- Adjuncts- department members will create a new process for the hiring of adjuncts.

Within the O&L program there are two faculty who work exclusively in O&L, Dr. Mitchell and Dr. Soto-Vigil Koon. Dr. Gmelch teaches in the ERCOS program as well, whereas Dr. Smith, Dr. Negrón-Gonzales, Dr. Zequera and Dr. Covarrubias also teach in the HESA program, and Dr. Aldana and Dr. Bleasdale also teach in the Catholic Educational Leadership program. Additionally, faculty teach in the General Education curriculum.

O&L is the one program that brings the department of leadership studies together and is the bedrock of our work - it is also the program where we all collaborate. As we began the process of program review the department members decided to work collectively to do the review and discussions around our work in full day work sessions. This speaks to the collaborative nature of the program and the work we do. Department members chose which area of the review they would take the lead on and we spent two full days discussing our work. The third meeting will include a day when we review the drafts and offer feedback and the fourth day a time when we meet to go over our final submission.

In the SOE the department chair is not the faculty supervisor, rather, the department chair and faculty are all supervised by the dean. The chair is not responsible for evaluating faculty and their contractual commitments (i.e. office hours). Students are encouraged to engage directly with faculty and advisers, they can bring concerns to the department chair but again the department chair is not the faculty supervisor and can work with students and faculty but not direct faculty around contractual issues. Such concerns are generally handled by the dean's office. The chair oversees scheduling, recruitment, the budget and serves on the dean's administrative team. Dr. Bleasdale , in partnership with the dean and assistant dean is sharing the oversight of all these areas with department members. For example - Dr. Smith and Dr. Soto-Vigil Koon are leading the recruitment for the credential program. Everyone is asked to attend one of the open houses for O&L students and at least one of the other recruitment events during the year - a departmental calendar was created and faculty asked to sign up for times that are convenient for them.

There are currently only two senior members in the department, the other six are all junior. Junior faculty have been encouraged to take on roles within the school of education - and as stated above each person has an administrative role within the department. There is a genuine desire for shared leadership - and a wealth of talent and knowledge among our faculty. We encourage each other in our school wide commitments as well as individual programs. Faculty are encouraged to work with mentors to develop their professional roles within the University

Facilities

O&L is able to take advantage of Departmental and College resources, as well as those available throughout USF, one of the premier Jesuit, Catholic universities in the United States. The department has a separate space where the staff and faculty offices are situated close to one another. All faculty have individual offices that provide sufficient private space for academic and advising activities.

The SOE houses the Center for Instructional Technology (CIT), and just down the hallway faculty and students are able to take classes and use classrooms and a full

range of digital hardware and software for research, teaching, and community service. High-speed wireless internet access is available throughout the building, and classrooms are equipped for computer and DVD use. Most courses are held in classrooms within the SOE building. Some classrooms are sufficient for course class sizes and the lecture format. A few classrooms are larger and provide more room for small group and dyadic activities with students.

Club Ed, a small cafeteria, provides some food selections for lunch and dinner, as well as space with small tables and chairs for eating and socializing. Club Ed is not available during semester breaks or summer session. The School houses a Curriculum Resource Center that has specialized materials such as reference books, videos, and periodicals based on faculty requests and specific curriculum needs.

Resources

The Department's budget is allocated annually and is determined by the dean and the director of Budget and Operations of SOE in mid-July after the previous fiscal year has closed. Each program's budget is calculated by averaging the previous 3 years' fiscal year end totals in the following expenses: office & instructional supplies, duplicating, printing, copier base charge, postage, technology, water service, facilities, guest speakers, events/activities and is distributed to the department chair in August to relay to their faculty and staff at the beginning of the academic year. The department chair oversees the program's budget and approves the spending and receives a monthly budget report to review its program's expenses. Mrs. Ramona D. Valencia, director of budget and operations and Mrs. Kim Nguy, office assistant, both from the School of Education, oversee the budget in the Dean's office and process and approve expenditures. Salaries and benefits for full-time and adjunct faculty are included in the SOE budget, but only the DLS operating budget is sent to the department.

Technology

Faculty members are provided with high-speed/high-capacity computers every three years on a rotating basis, and a full-time technology specialist is employed by the School to assist with hardware and software installation and use. Students and faculty

regularly make use of online platforms, including the University's course platform, Canvas. Class discussions, extracurricular events, professional meetings, social events, traineeships and internships and other information are regularly posted on the Canvas site and distributed via email. In addition, the School employs a web manager to ensure that department and program websites are updated with current information.

Library

The library has an expansive collection of in-print and online resources. The University has a first-class print and digital library, which is free to all faculty and students on campus and online. Full-text databases are accessible at all times for research. Inter-library loans of books and periodicals can be affected within a few days, and relevant periodicals are updated regularly for use in the library.

L. Conclusion

From the self-study we have identified the following areas of growth for the Organization and Leadership MA and EdD programs. Significant attention will be focused on:

- Strengthening our systems - advising, curriculum review, and assessments
- Institutionalizing the changes that have already been agreed upon - adjunct faculty, course offerings, requirements
- Sharing department work - rotation of courses, responsibility of MA advising, sharing of EdD load
- Supporting junior faculty in the department through the tenure process - we are still a junior faculty heavy department.

In addition to the above improvements, we have identified a need to strengthen our advising processes. Part of this work involves continuing to better balance advising loads amongst the faculty. We can also devise procedures that ensure that every

student meets with their advisor each semester. Also, we do not currently have a central system that allows us to keep and track advising notes. This is a pain point across the school of education, and we hope to work with our colleagues to identify a solution.

Finally, we also have identified the need to identify adjunct faculty members who have the skill sets to match our new curriculum, particularly Organization and Leadership in Community Context.

As we have highlighted earlier in this document, we believe that the strength of our program comes from our ability to draw from a Department of Leadership Studies faculty that are experts in the diverse fields of higher education, P-12 education, and community contexts, each with experience and active research agendas on leadership and organizations. We also believe that our strength is that as a program we have clearly defined our mission and program learning outcomes to meet the needs of our current historical and political context and are in the process of ensuring that our course content and assessments prepare professionals to take on leadership in our educational and community institutions. Overall, the department hopes to continue to build on these strengths as we implement the changes we have identified through our re-visioning process and our continuous work as a department.