



UNIVERSITY OF
SAN FRANCISCO

School of Education

**Catholic Educational Leadership
Master of Arts and Doctorate Programs
Program Review
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

The mission of the Catholic Educational Leadership Program is to prepare students to be leaders who can demonstrate excellence as an educational leader in three essential areas research and policy, formation of self and others with a lived commitment to social justice.

The program is supported by The McGrath Institute for Jesuit Catholic Education. The institute works collaboratively with the Catholic Educational Leadership, to prepare Catholic-school leaders, to increase public awareness of Catholic schools' impact on communities, to conduct and disseminate research in Catholic education, to strengthen Catholic Schools commitment to a faith that does justice, and to explore and develop innovative ways to support transformative Catholic education.

The mission and vision of the Catholic Educational Leadership Program is explained in detail in the program learning outcomes.

Program Learning Outcomes

The Catholic Educational Leadership Program Learning Outcomes

- Students will be able to communicate the vision, mission, and values of Catholic education to the various stakeholders of their schools.
- Students will engage self and others in spiritual discernment and the process of reflection and personal faith development
- Students will be able to develop and evaluate school wide improvement plans rooted in current research and best practices in Catholic education that reflect transformational leadership with a personal and professional commitment to liberation, equity and inclusion.
- Students will apply Gospel values with their school communities, demonstrate a knowledge of Catholic social teaching and the promotion of justice, and will integrate cura personalis (care for the person) in their relationships with stakeholders.
- As leaders in Catholic institutions students will be able to engage current political and social reality as a core text. Students will be able to demonstrate an understanding of strategies for acting in solidarity with communities locally and globally, especially historically marginalized groups.

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 become the bedrock of Catholic Educational Leadership program.

The following section identifies the particular Strategic Plan goals and activities to which CELL 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.

Students have primarily received the highest quality academic experience in CEL because our faculty are highly qualified professionals. Our faculty are both active 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. Because the SOE has maintained the program of advising where students connect with a faculty adviser - albeit it a time challenging process - our students have the opportunity for one to one face time with the faculty. In CEL this is divided by program. Dr. Bleasdale advises the Certificate and MA students, and Dr. Aldana is the adviser for the EdD students.

In terms of supporting our students we meet with them regularly and engage with the current students beyond the classroom. This year faculty members added availability to their students by making themselves available for appointments beyond the traditional office hour agreements. No one asked the faculty to do this, everyone offered up 'available at other times by appointment' and/or included evening office hours online.

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. We offer overt support by visiting schools and engaging our students in their professional work. Over the past year we have visited over 20 Catholic schools in the area- and engaged with our students on multiple levels. In October of 2017, when attending a conference in Phoenix, Arizona, Dr. Aldana and Dr. Bleasdale spent several hours on campus with two current CEL students. As well as engaging the student in conversation about their work the professors attend a committee meeting and met with school leadership to discuss their work of equity and inclusion.

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 minorities 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 evolved. 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. This included but is not limited to, visiting schools to meet with potential candidates for our program, targeting specific underserved populations for recruitment to our program, and excellent scholarship opportunities from the McGrath Institute for Jesuit Catholic Education. We engage 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

Our faculty are deeply involved in grassroots organizations as well as local and national movements in solidarity with partners. One example is through the Journal for Catholic Education. Dr. Aldana serves on the editorial board as well as being the chair of the SIG group for Catholic Educators in AREA. Both of these roles afford Dr. Aldana the opportunity to engage directly with leaders in Catholic education and support movements for more equitable Catholic education,

The faculty work closely with Dr. Duffy, the director of the McGrath Institute for Catholic Jesuit Education, and take lead roles in the bi annual roundtables arranged by the institute. Over the past year there have been two such roundtables: in Fall 2016 the

topic was 'What does it mean to be a Catholic Institution?' In Spring of 2017 the roundtable focused on the experience of students who are transgender in Catholic schools. Both were attended by national leaders in the from Catholic education, theologians and professionals from the field.

Additionally, 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:

- Conversation with Rev. Jesse L. Jackson At the University Of San Francisco
- Dialogue with Senator John Lewis (D-ga)
- Sanctuary Schools; Promoting Justice in Catholic Schools
- Asian Pacific American Studies 2017 Day of Remembrance: "Remembering and Resisting: Practicing Solidarity During Immigration Raids.
- 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

Most significantly and were asked by USF's Department of Diversity and Equity to lead a workshop series for faculty, staff and administration on Ignatian Colleagues Series: Racial Injustice in Jesuit Higher Education. (Spring 2017) and are currently participating in the Lane Centre for Catholic Social Thought Social Justice Fellowship Program led by William O'Neill SJ.

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,

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

As a department (the Department of Leadership Studies) we hold ourselves accountable to the highest standards of ethical decision making. This is exemplified in our current practice for transparency - in all of our decision making which is collective. We are engaging in a process where we aim to be both effective and ethical. Here are some examples:

- Our monthly meeting agendas are open, at the meetings we will /have discussed and will make decisions collectively on the following topics:
- Student admission
- Budget
- Scheduling
- The hiring of adjuncts
- Topics for review with the deans and other departments at the SOE leadership team meeting.
- Our faculty serve on multiple committees and engage colleagues in transparent ways. We are intentional, as a small program, about the committees we join and the reach of our work.
- Dr. Aldana serves on the committee for professional development and the doctoral revision committee.
- Dr. Bleasdale serves as department chair for leadership studies and on the Dean's administrative leadership committee.
- Within the department of leadership studies we work collaboratively with our colleagues from other programs in departmental wide planning.

C. History

The CEL program has undergone significant change in recent years. At the time of the 2006 program review the Catholic Educational Leadership program (CE) and the Institute for Catholic Educational Leadership (ICEL) were synonymous. The director of ICEL was the default department chair and the two operated as one, in isolation of other departments. There was a hallway with three offices where the two faculty and director

were located, adjacent to a small library. The door to the hallway was signed as Institute for Catholic Educational Leadership. CEL was a silo.

The previous dean of the school of education - Kevin Kumashiro (dean from 2013 - 2017) restructured the school of education physically and metaphorically. He saw that silos existed across the school and intentionally wanted to dismantle this by relocating offices and spaces. Although CEL was under the purview of the Department of Leadership Studies there was little to no engagement with the department overall. In 2013 the previous director of ICEL, Fr. Steven Katsouris, led a national search for a new faculty member. Dr. Ursula Aldana was hired to replace a faculty member that would retire that same year.

Fr. Katsouris left abruptly as the director of ICEL in 2013 and an interim director was appointed, Dr. Michael Duffy, director of the Lane Centre for Catholic Social Thought. The program continued to operate somewhat autonomously - with a term faculty member, Dr. Doreen Jones and Dr. Ursula Aldana who was a tenure track faculty member. After a national search was appointed director of ICEL in January 2015. Dean Kumashiro decided that the Institute and the CEL academic programs should be clearly separated and CEL should be more integrated with the other leadership programs in the department of leadership studies. This caused some consternation with the veteran faculty and students. With a forty year program history, many alums identity with ICEL and see themselves as graduates of the program. In 2015 Dr. Jones retired from USF at the end of the academic year and a national search was launched for her replacement. The search, chaired by Dr. Mitchell, chair of the Department of Leadership Studies, resulted in the hiring of Dr. Bleasdale in late spring 2016. Dr. Bleasdale began her time at USF in the fall semester of 2016.

During Fall 2016, the two CEL faculty members, and Dr. Bleasdale, worked closely with Dr. Duffy as an affiliated faculty member in the program. The three had bi-weekly meetings to review the work of the department, meet the needs of the changing demographics of students, actively recruit new students, and begin to revise the direction for both the Institute for Catholic Educational Leadership and the CEL academic programs.

In January of 2017 moved into the role of the associate dean and was no longer able to teach in the program or serve as a member of the department of leadership studies. Dr. Duffy did continue to support the CEL faculty and collaborate further on projects to promote the CEL program. During this time, he also secured a significant gift for the Institute (\$6 million) from Joan and Bob McGrath - the gift was timely for the work of CEL and much appreciated. ICEL was renamed as the McGrath Institute for Jesuit Catholic Education (MIJCE) and is commonly referred to as the McGrath Institute. A significant amount of the donation is earmarked for scholarships - so the CEL program has been able to intentionally recruit further from underrepresented groups and Catholic schools where faculty salaries are significantly lower. The generous gift from the McGraths and the new team in Catholic Educational Leadership has invigorated the program at USF.

In the academic year 2016 - 2017, Dr., Duffy and attended several national conferences affiliated with Catholic education to promote the work of the program and the institute. (National Catholic Education Association, Ignatian Solidarity Network, LA Religious Ed conference) Additionally the trio traveled to Hawaii to the International Education Conference and met with a cohort of teachers in Honolulu interested in the CEL EdD program. At the end of the academic year they also traveled to Cambodia to visit the first Jesuit school in the country - and are currently researching a partnership with the Jesuit K - 12 school.

CEL is now a program that acts and is treated as a program, independent of the institute, in the Department off Leadership Studies. The Department of Leadership studies is comprised of the following programs: Organization and Leadership EdD and MA programs (O&L), Higher Education and Student Affairs MA program (HESA), and the Transformative School Leadership Program Administrative Services Credential program. serves as chair and is committed to seeing that CEL participates and is perceived as an academic program within the SOE.

CEL does not serve as core curriculum for other courses but is offered as an elective - this is the first year we have been open to having students from other programs. So far only one O&L student has registered for CEL courses. Additionally,

CEL students are being actively encouraged to take electives in other departments. Five of our 30 students are currently registered in courses outside the department.

Recommendations from 2006 Program Review

A) We recommend that the ICEL/CEL program, in conjunction with its constituencies and necessary partners, engage in the development of a strategic plan that will provide guidance and direction for the issues related to recruitment, strategic expansion of programs, the programs' relationship to Organization & Leadership, and potential personnel decisions. It is clear that many of these issues are interrelated and it is equally clear that the resolution of these issues must not come from site-visitors, but from the program and university. However, it is equally clear that additional personnel and resources are needed to maintain and advance the work of this stellar program.

B) There is considerable agreement among students, faculty and administration that full-time recruitment and a comprehensive marketing plan are needed for CEL/ICEL. The self-study report targets this issue, noting the gradual decline in CEL graduates over the years.

C) Given the stated mission of the University, we recommend a depiction of the Department's budget reflective of the commitment of the University. We believe that the financial report of the ICEL/CEL program should reflect as income what was the Ignatian tuition grant but is now a flat grant by the University for the remission of tuition.

Response to the Recommendations

A) We recommend that the ICEL/CEL program, in conjunction with its constituencies and necessary partners, engage in the development of a strategic plan that will provide guidance and direction for the issues related to recruitment, strategic expansion of programs, the programs' relationship to Organization & Leadership, and potential personnel decisions.

Brother Ray Veryacusee was the director of ICEL and full time faculty member in ICEL from 2007 until 2011 During this time the program maintained a status quo. In 2011 Brother Ray returned to his Province to join the leadership team and was replaced by Father Steven Katsouros SJ. A press release about this transition can be found at [this link](#).

conducted a national study of needs for school leadership in Catholic schools and developed a strategic plan for ICEL. Fr. Katsouris used his time as director to analyze landscape of Catholic education and used that knowledge to identify and create new courses that meet those needs. Fr. Katsouris' research and practice focused on the work of Board of Trustees in Catholic Schools - in 2013 ICEL hosted a national conference for Board trustees. In 2014 was called to a positioning the Chicago province and the position of the director of ICE was once again in transition.

As discussed above, from 2014 to present there have been a number of significant transitions within the program. Due to transitions in University, school and department leadership CEL and ICEL have undergone a lot of change. As such, the current faculty, along with Dr. Duffy, have worked hard to address the strategic planning needs of the program.

B) There is considerable agreement among students, faculty and administration that full-time recruitment and a comprehensive marketing plan are needed for CEL/ICEL.

and are working closely with the office of outreach and communication in the School of Education and the office of marketing for the University to develop effective strategies for outreach. Beginning in the fall of 2017 CEL is focusing on three areas:

1. Recruitment of students in local Catholic schools including partnership with the diocese
2. Redirecting funds spent on national media campaigns to social media outreach
3. Presence at all national conferences - with current students as workshop participants and ambassadors for the CEL program

C) Given the stated mission of the University, we recommend a depiction of the Department's budget reflective of the commitment of the University.

Aldana and Bleasdale with the full support of the dean have redirected departmental funds from lavish social events to smaller opportunities for fellowship. Funds are being redirected into the scholarship program.

In 2017 ICEL received a significant donation (\$6 million). Information about the scholarship program this donation supports can be found [here](#). The institute was renamed to honor the donors Bob and Jim McGrath - and the tuition payment system

was restarted by the administration. The Catholic tuition rate remains at 50% of the regular tuition rate for USF, however this tuition reduction is no longer unfunded. The McGrath gift is being used to cover the costs to the University. In addition, students can apply for further scholarships (up to 6 credits per year). This assistance has had a significant positive impact on student enrollment, in addition to intentional outreach to local schools and the diocese.

Recent History

In 2016 and began working closely to refocus the work of CEL. They have worked collaboratively to design a program that is contemporary, mission oriented and steeped in best practices. The focus of CEL is envisioned in in the Program Learning Outcomes:

The Catholic Educational Leadership Program Learning Outcomes

- Students will be able to communicate the vision, mission, and values of Catholic education to the various stakeholders of their schools.
- Students will engage self and others in spiritual discernment and the process of reflection and personal faith development
- Students will be able to develop and evaluate school wide improvement plans rooted in current research and best practices in Catholic education that reflect transformational leadership with a personal and professional commitment to liberation, equity and inclusion.
- Students will apply Gospel values with their school communities, demonstrate a knowledge of Catholic social teaching and the promotion of justice, and will integrate cura personalis (care for the person) in their relationships with stakeholders.
- As leaders in Catholic institutions students will be able to engage current political and social reality as a core text. Students will be able to demonstrate an understanding of strategies for acting in solidarity with communities locally and globally, especially historically marginalized groups.

The morale and atmosphere within the program is exciting and invigorating at this time. The faculty have an elite professional relationship with each other and the students. 2016 - 2017 was challenging in terms of the new relationship because the

previous program coordinator had a different interpersonal style with students to meet the needs and demands of future Catholic Educational Leaders. The current faculty have developed the level of research and scholarly work required of students. The Institute along with the CEL program have also integrated a vision more in line with liberation theology and the openness demonstrated by Pope Francis. The previous institute directors and faculty often held expensive events for students that the current director and faculty have decided are not an appropriate use of our funds. We are currently working to build community in more professional academic ways with less of an emphasis on personal relationships and more of an emphasis on scholarly work that will be transformative. For students coming to the end of their program this has been a culture shift, and we have received some pushback. However, for the newer students this way of proceeding is meeting their needs.

New faculty members have heard from students that they 'miss the old way' however those same students have chosen to remain in our program and work with a renewed commitment and vision for the future of Catholic Education. In addition to providing close to \$100,000 in scholarships to CEL students this fall, the Institute hosts luncheons for CEL students during the first and last day of classes. Students are able to connect with each other professionally and personally and are re-building community through their academic experiences. Beginning in 2017 students have been invited to participate in national conferences for catholic education, sponsored by the McGrath Institute. In November 2017 four students traveled to Washington D.C. for the Ignatian Teach In for justice. One student also presented her research during a workshop. Current faculty believe this is an important step for current CEL students to develop their scholarly work and receive exposure to the national climate for Catholic education.

D. Curriculum

Program Overview

The MA in Catholic Educational Leadership and EdD in Catholic Education Leadership are offered by the Catholic Education Leadership Program 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 Organization & Leadership and EdD in Organizational & Leadership) and will be re-opening 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 Catholic Education Leadership program are encouraged to take courses in the other programs and departments as electives. Once re-opened, the Transformative School Leadership Program (TSLP) courses will be open to CEL students. For those students enrolled in the O&L MA (including students in the TSLP program) there is an option to receive a certificate in Catholic Education Leadership with the completion of three core courses (9 units).

The CEL program also collaborates with the Teacher Education Department in offering a MA in Teaching with a concentration in Catholic Education coursework. Students are expected to complete 15 units in CEL coursework.

The Department of Leadership Studies (DLS) has experienced a great deal of faculty transition in the past several years. In the past five years, DLS 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. During this period, the DLS also absorbed the programs that were formerly housed in the Institute of Catholic Education Leadership (ICEL) department. Such a dramatic change in department/program structure as well as faculty composition of the department has led to a great deal of instability as well as potential. As a result, the program faculty in Catholic Education Leadership are engaged in a revisioning process to discuss the vision and philosophy of the program, the program learning outcomes, and ways to better align the curriculum to meet the needs of Catholic schools and institutions. This process is still underway and changes will be noted throughout the document.

A graduate of the Catholic Educational Leadership Program at USF will have expertise and commitment to four areas:

- Mission and Catholic Identity
- Excellence and Equity

- Development and operational vitality
- Social context of the world, nation and local community.

The graduate of the Catholic Educational Leadership Program will be able to demonstrate excellence as an educational leader in three essential areas:

- research and policy
- formation of self and others
- community engagement.

Students are admitted either into the CEL MA program or the CEL EdD program. The MA program is a 30-unit program in which students pursue a core set of courses and electives. 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.

The curriculum is guided by the Catholic Educational Leadership Program Learning outcomes:

- Students will be able to communicate the vision, mission, and values of Catholic education to the various stakeholders of their schools.
- Students will engage self and others in spiritual discernment and the process of reflection and personal faith development
- Students will be able to develop and evaluate school wide improvement plans rooted in current research and best practices in Catholic education that reflect transformational leadership with a personal and professional commitment to liberation, equity and inclusion.
- Students will apply Gospel values with their school communities, demonstrate a knowledge of Catholic social teaching and the promotion of justice, and will integrate *cura personalis* (care for the person) in their relationships with stakeholders.
- As leaders in Catholic institutions students will be able to engage current political and social reality as a core text. Students will be able to demonstrate an

understanding of strategies for acting in solidarity with communities locally and globally, especially historically marginalized groups.

Distinguishing Features

Like many programs at USF's School of Education, the CEL program is 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. CEL students can also take accelerated 1-week courses during CEL's Summer West program. More information about the Summer West program can be found on [the website here](#).

The CEL program is nationally and internationally known as a center of study on Catholic educational praxis and research. The program distinctly enrolls students from across local, national and international contexts. Students in the CEL program range in their professional experience spanning schools, universities, Catholic organizations, which means our students bring a diversity of experience. This diversity of professional experience leads to both opportunities and challenges in the classroom. Courses are a blend of theory and practice and encourage students to bring the current issues in their Catholic education context to the classroom. Students learn a great deal from each other's experiences in different fields. CEL faculty engage in a critical pedagogy where students are required to develop projects of inquiry rooted in their experiences in Catholic schools and contexts. Our faculty's diverse set of experience with Catholic education (local, national and global) is well positioned to support our students who work in Catholic institutions globally and the faculty continues to integrate these viewpoints and considerations in the curriculum.

Most CEL courses carry both 600 course numbers, indicating Master's level coursework, and 700 course numbers, designating Doctoral coursework. This means most courses in the CEL program are cross-listed, enrolling both master's and doctoral students. Cross-listed courses are common at the School of Education, and faculty have historically tended not to differentiate a great deal pedagogically between these two groups of students. However, due to WSCUC and USF policy there recently has

been an effort to ensure that every cross-listed class clearly differentiates between MA and EdD students in requirements and expectations. Faculty may assign lengthier research papers, class discussions or presentations to doctoral students. Faculty are urged to adjust course expectations for Doctoral students by requiring more in-depth research and analysis that is in line with their research. Doctoral students can also apply to work with CEL faculty through Graduate Assistantships on an agreed mentoring research project.

Credit Transfer Policy

In March 2018 the Doctoral Policy Committee approved a new credit transfer policy. Up to 15 USF semester graduate credits previously obtained at USF or up to 12 non-USF semester units previously obtained at other accredited universities may be accepted in partial fulfillment of some requirements for the doctoral degree. The petition must contain specific reasons justifying the acceptance of each course as part of the doctoral program. No more than 12 non-USF/ 15 USF semester credits may be approved, and such acceptance cannot be used to reduce the residency requirement. In addition, General Education core requirements may not be satisfied by non-USF transfer of credit.

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 applicable to a Master's degree is limited to six credits with the same criteria as stipulated in the conditions aforementioned. (D. 1, Doctoral Student Handbook and D.2, MA Student Handbook).

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 CEL 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. Two CEL faculty divide the advising loads by program* (MA or EdD students) and help students 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.

On the average CEL faculty advise approximately 22 Master's students and 15 Doctoral students. At times there has been widely disparate advising loads among

faculty and CEL faculty also have advising loads in other DLS programs. The department chair works with the CEL faculty to ensure consistency across the department.

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 Zoom during a faculty member's office hours or at a mutually convenient time. Often working students prefer follow-up advising by email. Overall, technology (shared study plans via google docs) have assisted faculty and student with advising sessions and interaction.

As part of the School of Education's effort to support students and improve upon their success, the Dean's office will be piloting an advising week in Spring 2018 during the ninth and tenth weeks of the semester. An advising protocol has been drafted for faculty use. All the students and faculty will be expected to be on campus for advising and community events. (D.3 SOE Advising Protocol) Student exit surveys show that the majority CEL MA students are actively benefiting from meeting with advisors. In the Spring 2017 exit survey 80% of graduating CEL MA students replied "true" or "very true" to the statement: "My advisor was helpful." The survey also indicated that 80% of MA students were meeting with their advisor at least once a semester. This is higher than the overall SOE average. (D.4 CEL MA Exit Surveys)

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 affiliated with the CEL program. Once the chair has been assigned, s/he becomes the student's advisor.

Additionally, the CEL program benefits from the unique support of the McGrath Institute for Jesuit Catholic Education (MIJCE). With the support of the MIJCE, the CEL faculty have been able to provide multiple ways for students and faculty to interact more informally. Faculty hold semester CEL lunches with the support of the MIJCE to share new developments with the Institute and program/course reminders. The MIJCE provides scholarships to CEL students as well as any student working in Catholic schools and has begun to support students through travel grants to conferences

centered on Catholic education. For the past few years, students and faculty have attended the Religious Education Conference in Southern California where receptions allowed for CEL alumni also attending the conference could interact with students and faculty. Recently, the MIJCE sent students and faculty to the Ignatian Solidarity Network Teach-In in Washington, DC to attend and present workshops. Groups of students and faculty organize informal social events to celebrate the end of courses or to send off students traveling back to other states or countries. In summary, the CEL Department continues to review its current advising activities and will continually assess ways to improve the critical role of academic advising.

Curriculum Map

The CEL program faculty are in the process of re-visioning and aligning the curricular content with the new Program Mission and Program Learning Outcomes. CEL course offerings must be re-assessed and re-aligned to match the new Program Mission and Program Learning Outcomes. As a program in transition, we have and will continue to spend program meetings this year discussing curricular changes that are necessary, and aligning student handbooks, course descriptions, and student advising material for use in 2018 - 2019.

Below, we describe the curricular content for the MA and EdD in CEL as it currently stands and then discuss the changes that we intend to make in the coming year. For a full description of all current courses, please see the online USF Catalog at [this link](#). Also, please reference D.5 CEL Syllabi.

Master of Arts Degree in Catholic Educational Leadership

The M.A. in Catholic Educational Leadership consists of 30 units. At present, the program requires eight core CEL courses (24 units) including one Culminating Project course to support students towards completion of a MA thesis/field project. In addition, the CEL *Handbook for MA Culminating Project* provides guidance for writing the thesis/project. (See D.6 Handbook for MA Culminating Project)

The following represent the core CEL requirements | 24 units:

- 640 History & Principles of Catholic Education (3 Units)
- 641 Private School Law (3 Units)
- 642 Moral Development (3 Units)
- 644 Curriculum and Instruction Leadership in Schools (3 Units)
- 650 Catholic Leadership and Educational Administration (3 Units)
- 651 Business and Finance for Catholic Schools (3 Units)
- 653 Personnel Leadership in Schools (3 Units)
- 690 M.A. Culminating Project (3 units)

MA students can take up to 6 units to satisfy their elective requirements and these may be taken in other School of Education departments at 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 aforementioned *Transfer Credit Policy*). The following represent samples of elective courses in CEL:

- 648 Spirituality of The Educator (3 Units)
- 659 Building Culturally Responsive Catholic schools (3 units)
- 698 Ignatian Pedagogy (3 units)

Proposed Changes to the MA in Catholic Education Leadership

The CEL program has started a re-visioning process and implemented some changes based on student experience and feedback. One significant change will be a reduction in core CEL courses (from 24 to 18 units) to enable MA students in CEL more opportunity to select their course of study. The decision to make the change is based on learning theories that indicate adults learn best when they select their study from their own experiences, reflections on their academic interests, and projections of their career path.

Additionally, MA students in CEL will be required to take GEDU 603 Methodology of Educational Research as a preparation for CEL 690 Culminating Project. All MA CEL students must complete a Master's Thesis or Master's Field Project and this course

change better prepares students to design a Master's Thesis or Field Project. A number of CEL students struggled to complete the MA culminating project even though CEL 690 was developed to assist students to complete their project/thesis with the approval of their advisor.

Required Courses | 18 units

- CEL 740 History and Principles of Catholic Education (3 units)
- CEL 742 Student Centered Schooling (3 units) [previously Moral Development]
- CEL 744 Curriculum and Learning: Teaching as Leadership in Catholic school (3 units)
[previously Curriculum and Instruction Leadership in Catholic Schools]
- CEL 750 Social Justice Leadership (3 units) [previously Catholic Leadership and Educational Administration]
- Research Methods: GEDU 603 Methodology of Educational Research (3 credits)
- Masters Project/Thesis: CEL 690 Culminating Project (3 credits)

Thus, the new program of study requires four core courses that reflect four key areas of focus on Catholic education:

- Mission and Catholic Identity
- Excellence and Equity
- Development and operational vitality
- Social context of the world, nation and local community

Students then take 12 credits drawn from an array of CEL offerings or other courses from other departments in the School of Education at USF.

Elective Course Offerings | 12 credits

- CEL courses
- Special topics courses
- Directed Study courses
- Other School of Education Department courses

- Other University of San Francisco courses
- Accepted transfer courses

EdD In Catholic Educational Leadership

The major specialization curriculum for the Catholic Educational Leadership program has not changed since its inception over 40 years ago. We describe the curricular program below and in the next section describe the proposed changes.

The Catholic Educational Leadership doctoral program consists of 60 units. All students are required to complete the following: 12 units of which are in the general education core (GEDU), 18 units of core CEL courses and 6 units of CEL electives, 12 in SOE electives, and 12 in dissertation development, research, and writing.

General Education Core | 12 units

Doctoral students develop their research methodological expertise through coursework in the General Education classes. The courses are designed to build doctoral students' understanding of various research approaches and methodologies.

- 706 Applied Educational Statistics (3 Units)
- 708 Research Methods in Education (3 Units)
- One foundational course from the following General Education 0704 series: 700-705 or 730. (See [University Catalog](#) for descriptions.)
- One advanced research methods course from the General Education 0704 series: 710-718.

CEL Major Specialization | 24 units

Students take 8 CEL courses in the major specialization in Catholic Educational Leadership. The major specialization develops students' understanding of the integral role of leadership in Catholic education. Of these 24 units, students are required to take the following 7 CEL courses (18 units):

- 740 History and Principles of Catholic Education (3 units)
- 741 Private School Law (3 units)
- 742 Moral Development (3 units)
- 744 Curriculum and Instruction Leadership in Catholic Schools
- 750 Catholic Leadership and Educational Administration (3 units)
- 751 Business and Finance in Catholic Schools (3 Units)
- 753 Personnel Leadership in Catholic Schools (3 units)

Electives | 12 units

Four electives may be taken from CEL courses, any other graduate program in the School of Education, or Theology/Religious Studies.

Doctoral Dissertation | 12 units

The 12 units associated with the development, research, and writing of a doctoral dissertation are 0704-709, 0707-700, 0707-790 and 0707-791.

- 700 Introduction to Catholic Doctoral Research (3 Units)
- 709 Dissertation Proposal Seminar (3 Units)
- 790 Dissertation Research (3 Units)
- 791 Dissertation Writing (3 Units)

Doctoral Portfolio

Initial admission to the CEL doctoral program is a conditional one. To receive permanent status in CEL's doctoral program, students must complete CEL's four required portfolio courses, and submit CEL's four-part portfolio requirements to their doctoral advisor. The four required portfolio classes are to be the first 12 units students take in their CEL program.

Students' portfolios will then be reviewed and evaluated by the CEL Portfolio Committee, who will then make its recommendation to the Dean concerning the students' future status in the program. After reviewing the recommendation of the committee, the Dean will send students a letter informing them of his decision, which

could be that permanent status has been granted, permanent status is granted with conditions, or that permanent status has been denied. Students whose portfolios are not of passing quality may not continue to take course work and are not eligible to apply to another department.

The four requirements for the CEL portfolio are as follows:

- A current study plan
- A transcript showing the final grades received for the four portfolio courses
- A three to five page literature review pertinent to the student's doctoral topic or topic of choice
- An essay relative to: 1) student's reasons for pursuing a doctorate, and 2) the perceived contribution(s) the study would make to Catholic educational research.

Portfolio due dates will be after the completion of the first four courses and prior to subsequent class registration. Portfolios are to be submitted in hard copy to the Doctoral Advisor. Portfolios will not be returned to students.

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.

Doctoral Dissertation Phase

After successful submission of the portfolio and completion of a minimum of 45 units of coursework in the CEL major, the student may enroll in CEL 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 CEL 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 CEL 709 is needed, CEL 729 (Proposal Development) provides additional support. Finally, in order to assist students toward the completion of their dissertation proposal, they register for CEL 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 (CEL 791, Dissertation Research and Writing) whereby students carry out the proposed research, completes the writing, and defends the dissertation. Students must continuously enroll in CEL 791 until the final dissertation has been defended, approved by the student's committee, and submitted. Ultimately only 3 credits of CEL 790 and CEL 791 may be counted toward the minimum 60-credit degree completion.

Proposed Changes to the EdD in Catholic Education Leadership

Faculty of the CEL program have recently begun to develop and propose changes to the curriculum. These changes are in response to student experience and feedback as well as the changing landscape of Catholic education and the social reality of the world today. We outline specific curricular and policy changes as well as provide the rationale for these developments.

Proposed changes to CEL Portfolio

Proposed changes to the CEL portfolio developed as a way to assess student development towards their doctoral journey. The portfolio will now require 3 course papers (from research methods and CEL core courses). The new portfolio requirements will allow CEL program faculty and DLS faculty more broadly, to assess and demonstrate that CEL doctoral students have gained the skills to successfully continue and complete their doctoral studies. The papers will also allow faculty to discuss the areas of support the doctoral student might require and how we might better support the student on their doctoral journey.

Proposed Process for Completion of the Portfolio: GPA of 3.0 or higher with no incompletes (I) or in progress (IP) 12 units of coursework, including the following:

One Foundation General Education course:

- GEDU-708 Research Methods in Education

Two of the following CEL core doctoral courses:

- 700 Introduction to Catholic Educational Research
- 740 History and Principles of Catholic Education (3 units)
- 742 Student Centered Schooling (3 units) [previously Moral Development]
- 744 Curriculum and Learning: Teaching as Leadership in Catholic school (3 units)
[previously Curriculum and Instruction Leadership in Catholic Schools]
- 750 Social Justice Leadership (3 units) [previously Catholic Leadership and Educational Administration]
- 751 Mission, Development (Philanthropy) and Inequality (3 units) [Business and Finance in Catholic Schools]
- 753 Faculty Formation/Development (3 units) [previously Personnel in Catholic schools]
- 759 Building Culturally Responsive Catholic Schools (3 units)
-

A portfolio would include the following 5 items:

- This completed form
- An unofficial copy of your transcript (you can get from MyUSF account)
- A final paper from the research methods course (GEDU 708)
- Two best papers from two CEL doctoral courses (700, 740, 742, 744, 750, 751, 753, 759)
- A doctoral study plan

The CEL faculty are continuing to work on the CEL doctoral portfolio's process to ensure it is a valuable experience for both student and faculty. To this end, the faculty are developing rubrics that would outline assessment criteria for the academic papers for CEL courses and research methods course. The faculty are also in collaboration with the DLS department faculty that works on the O&L doctoral program to identify tools and processes that might work across both programs.

Proposed changes to GEDU courses (15 units)

Currently there are changes proposed to the doctoral program in CEL based on changes being made to the general education core curriculum in the School of Education. Based on student feedback, there was a need to provide students more orientation towards research design and methodologies. The purpose of introducing these new courses are to build doctoral students' methodological knowledge and skills in the context and pursuit of social justice in education. The three courses will serve as a core set introductory methods courses for all EdD students.

The core introductory methods courses (15 units):

- Critical Inquiry (3 units)
- Qualitative Research for Social Change (3 units)
- Critical Quantitative Research for Social Change (3 units)
- Students must also take one advanced methods course

Additionally, these courses are theoretically aligned with, and connected to:

- Critical Theoretical Foundations (3 units)

Critical Theoretical Foundations is also responsive to students' needs for enhancing methodological rigor and engaged-scholarship orientation through the research methods courses, a core goal of the strategic plan. The three methods courses being proposed will provide a foundational understanding of methods for engaged scholarship and praxis, also aligned with the strategic goal. Another aspect of these courses is to build community among students across different departments as they can deepen relationships with one another and faculty from the start of their degree program. Lastly, the course being proposed is connected across other core curriculum

(i.e., general education) coursework to develop a strong foundation for students theoretically and methodologically to be critical and engaged scholars.

Proposed CEL courses as part of the major specialization | 24 units

In order for student to gain a current understanding of Catholic Educational Leadership, CEL core courses needed to be redesigned to respond to the current realities across local, national and global Catholic education contexts. To this end, CEL faculty have interviewed formers students, researched similar programs in Catholic education nationally, and have centered on critical issues affecting Catholic education.

Of the 21 CEL units students are required to take the following 4 CEL courses (21 units).

- 740: History and Principles of Catholic Education (3 units)
- **742: Student Centered Schooling (3 units) [previously Moral Development]**
- **744: Curriculum and Learning: Teaching as Leadership in Catholic school (3 units) [previously Curriculum and Instruction Leadership in Catholic Schools]**
- **750: Social Justice Leadership (3 units) [previously Catholic Leadership and Educational Administration]**
- **751: Mission, Development (Philanthropy) and Inequality (3 units) [Previously Business and Finance in Catholic Schools]**
- **753: Faculty Formation/Development (3 units) [previously Personnel in Catholic schools]**
- 759: Building Culturally Responsive Catholic Schools (3 units)

The **core courses in bold** are currently being redeveloped, including syllabi. As with the MA in CEL, 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. Our next steps are as follows:

1. submit new syllabi to Curriculum Committee

2. propose changes to the Doctoral Portfolio to the Doctoral Policy Committee
3. propose changes to EdD requirements to the Doctoral Policy Committee

Preliminary Administrative Services Credential

CEL collaborates with the O&L program to provide a Preliminary Administrative Services Credential (Tier 1) to those students who possess a Certified State Teaching Credential and who are working toward their M.A. or Ed.D. in Catholic School Leadership. The Transformative School Leadership program is designed to prepare principals for careers in multicultural, urban schools.

Ten non-CEL courses (offered through the O&L program) that pertain to specific domains of content and competence are:

- Educational Leadership for Social Justice (3 Units)
- Schools, Community & Society (3 Units)
- Advocacy & Policy (3 units)
- Organizational Systems — Schools and Districts (3 units)
- School Climate, Discipline and Safety (3 units)
- Instructional Leadership and Professional Development (3 units)
- Impact and Assessment (3 units)
- Coaching and Observation (3 units)
- Human Resources, Law, and Finance (3 units)
- Field Experience and Capstone (3 units over the course of 2 semesters)

Candidates for the Preliminary Administrative Services Credential can take a core set of classes to fulfill a certificate in Catholic Educational Leadership. The courses are as follows (9 units):

- 640/740 History & Principles of Catholic Education (3 Units)
- 650/750 Catholic Leadership and Educational Administration (3 Units)
- 659/759 Building Culturally Responsive Catholic schools (3 units)

Next Steps for CEL Programs

To summarize, the CEL Faculty are in the process of redesigning the CEL programs to meet the needs of students amidst a rapidly changing Catholic educational context. Our first steps towards the redevelopment of a new CEL program were to align our new vision with one of the greater SOE and the department.

Overall Academic Quality

The CEL faculty ranges in expertise and experience giving the program a distinctive approach to Catholic education. All of the faculty members have been hired in the last four years and were tasked with reimagining how the first Catholic educational leadership program (USF Institute of Catholic Educational Leadership) established over 40 years ago, would respond to the current state of Catholic education. Our core faculty has a diverse set of research agendas and sites of praxis in Catholic education (K-12, university) while specialized adjunct faculty from across the university and Catholic educational leaders in the local community add to the richness of diversity and experience of the CEL faculty. In terms of strengths, the CEL faculty is connected to multiple networks of Catholic universities and similar programs. For example, a faculty member is the Chair of the Special Interest Group on Catholic Education of the American Educational Research Association (AERA) and serves on the Governing Board of the Journal of Catholic Education. CEL faculty are also members of the Catholic Higher Education Supporting Catholic Schools (CHESCS) which puts us in direct conversations with other faculty supporting and directing similar Catholic education focused programs across the country.

Based on our research, praxis and professional collaborations with other faculty interested in Catholic education, we as a faculty are well poised to provide new directions for research in Catholic education. Faculty in the USF CEL program are uniquely researching new areas of research in Catholic education with a general focus on equity and inclusion on as a matter of social justice. Catholic educators from across the country and globe are increasingly interested in a Catholic education program with critical perspectives particularly with questions of race, class, gender and sexual orientation. Based on CEL faculty research and experiences with sites of praxis, the CEL faculty have developed new program mission and goals that respond to the social

realities of Catholic schools that span local, national and global contexts. One way in which the program specifically attempts to respond quickly to the current realities of today is through its “Special Topics” elective courses, identified by a course number of 0707-698/798, allows for the offering of courses that are particularly timely and relevant to our students. In the last few years, “Special Topics” courses have included “Building Culturally Responsive Catholic schools” and “Catholic Identity” which would eventually become CEL courses.

Our CEL faculty are consistently engaged with issues of equity and access and have worked to make CEL courses available to local Catholic education from nearby Diocese who may not be able to enroll in a degree program. Non-matriculated students, that is, Catholic school teachers and administrators in the field who are not matriculated M.A. or Ed.D. students but who have a need to satisfy professional development requirements and/or update themselves in particular areas of Catholic education, are encouraged to enroll in elective offerings on a reduced tuition basis. This exception is not applicable to core course offerings, but only to elective offerings. Clusters of teachers are encouraged to take courses in this manner to encourage the work begun in the course can be extended to their school/site of praxis.

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, in 2016 - 2017 the current CEL faculty and, with input from, the director of the McGrath institute, worked on revisions for the PLO's of the CEL program.

There were three areas that the faculty believed to be essential to a current Catholic Educational Leadership program.

1. Engaging social experiences as a core text
2. A radical commitment to justice through critical pedagogy
3. Catholic social thought and identity infused into all of the CEL courses.

The PLO's are as follows:

- Students will be able to communicate the vision, mission, and values of Catholic education to the various stakeholders of their schools.
- Students will engage self and others in spiritual discernment and the process of reflection and personal faith development
- Students will be able to develop and evaluate school wide improvement plans rooted in current research and best practices in Catholic education that reflect transformational leadership with a personal and professional commitment to liberation, equity and inclusion.
- Students will apply Gospel values with their school communities, demonstrate a knowledge of Catholic social teaching and the promotion of justice, and will integrate *cura personalis* (care for the person) in their relationships with stakeholders.
- As leaders in Catholic institutions students will be able to engage current political and social reality as a core text. Students will be able to demonstrate an understanding of strategies for acting in solidarity with communities locally and globally, especially historically marginalized groups.

Beginning in the spring of 2018 these goals will be assessed in the MA program using the students MA thesis and the rubric. (E.1 CEL MA Thesis Rubric) For doctoral students their learning continues to be assessed through their dissertation proposal,

research and writing. As the EdD doctoral adviser and a member of the department of leadership studies, recently took over the teaching of the doctoral proposal course for CEL and O&L students - and the course now includes a more critical research based pedagogy.

Indirect Assessment:

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.2 CEL EdD Exit Surveys, E.3 CEL 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 CEL programs.

F. Admissions

Recruitment

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

The CEL program focuses on fit with vision (evaluated through the personal statement and resume) and letters of recommendations to define quality in terms of admission. As we review admissions applications for our students we are looking for critical thinkers, committed to social justice with experience in K - 12 educational settings.

A key component of Catholic education is a desire to engage Catholic Social Thought. The program is well suited to serve working professionals, lay people, religious and ordained - who have experience in Catholic education on a local, national or international level. In recent years we have enrolled students who are higher education practitioners, and although most of our programs are K - 12 based the CEL faculty has adapted curriculum to engage those in higher education. We believe there is great potential for growth in this area and will be offering an elective as a special topics course in Spring of 2019 - on race and equity in Jesuit higher education. Equity and inclusion is central to the program and a crucial issue in Catholic education currently. and focused on equity in their doctoral research and professionally work in K - 12 schools and have a deep understanding of the equity issues facing Catholic communities.

Admissions Process and Requirements

Students apply to the CEL programs 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](#).

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

Admit and Yield Trends

Figure F.1 CEL MA Admission Trends

MA	Fall 2017	Fall 2016	Fall 2015	Fall 2014
Applied	13	6	6	13
Admitted	9	5	5	13
Deposited	7	4	5	12
Registered	7	3	5	8

Figure F.2 CEL EdD Admission Trends

EdD	Fall 2017	Fall 2016	Fall 2015	Fall 2014
Applied	9	1	8	8
Admitted	7	1	7	7
Deposited	6	1	7	4
Registered	5	1	6	5

CEL admission decreased dramatically in the years prior to 2016 - there were several reasons for this. Significant changes were made to the governance and structure of CEL by the previous dean, as well as the changing in the director of ICEL the previous faculty retired within two years of each other. There was discontent and disconnect between the program coordinator, and the dean's office - for two years ICEL/CEL was not represented at any of the national events and was 'rumored' to be closing. With new faculty and a renewed vision for CEL the enrollment spiked last year (from 1 new EdD student to 5, MA program went from 2 to 7). The CEL faculty were present at all of the national events, and visited several Catholic schools locally to recruit students, in partnership with the OAO CEL faculty and students have participated in several school visits and two social events promoting the program. Based on the enrollment over the past year and the considerable interest being show in CEL we anticipate a steady increase.

At the recent SOE open house there were 9 potential CEL candidates, at a similar event in the fall of 2016 there was 1 student. The decrease in numbers is common when there are significant staffing changes in a program, however we are optimistic that the cohort we are building reflects positively for our program. CEL faculty

are intentionally reaching out to candidates who are underrepresented in Catholic schools - primarily women, people of color and members of the LGBTQ community.

G. Students

Student Demographics

There are currently 37 students enrolled in CEL (on all 3 levels) approximately one third of those students are people of color and two thirds are white. Approximately half are American (US mainland) residents and one quarter are from the pacific island region (Hawaii, Guam, Chuuk) the remainder of the students are international (from Asia, Latin America, Africa) 18 identify as male and 19 as female, 5 are ordained clergy, 4 are religious and 28 are lay people.

The current enrollment in the CEL program is far more diverse (in every aspect) than current leadership in Catholic schools.

Student Experience

To offer a full picture of the CEL program asked students for their experience in the following areas:

- Intellectual and social climate
- Policy and operations
- Program expectations
- Student progress

As faculty we know these are areas of growth for us as a program, department and school some specific ways we are working to improve this in CEL are:

- Inviting students to participate in the national conferences with us either by attending a or presenting
- Ensuring CEL has two active representatives on the Graduate Student Association in the School of Education
- Sharing bi-weekly newsletters with CEL student regarding events on campus that will engage them more holistically in the intellectual and social climate of the University

- Arranging social events once a semester
- Hosting a CEL luncheon with the McGrath Institute on the first and last day of the semester where we share program updates, solicit feedback and engage students in productive conversations about the future and development of the program.
- Two concrete ways we did this in 2016 - 2017 was to share our ideas for Summer West revisioning and solicit student feedback in two lunchtime meetings. After summer West we surveyed the students for their feedback on the experience (it was 100% positive) and asked for suggestions for ways to improve.
- Student progress is shared online via canvas and through the CEL study plan template. We recommend students meet with their advisers once a semester to review their plans and make revisions as necessary.

H. Faculty

CEL has two full time faculty: Aldana and Dr. Jane Bleasdale (H.1 CEL Faculty CVs)

Biography

Ursula S. Aldana is an Assistant Professor in the Catholic Educational Leadership (CEL) Program at the University of San Francisco. Her 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. Aldana's teaching experience in public urban schools juxtaposed by her personal experience in Catholic schools (from elementary to graduate) has motivated her to also research the intersection of the Latina/o experience in Catholic education.

Prior to her move to USF, Dr. Aldana served as a research associate on multiple research projects that examined academic programs, innovations, leadership and school culture of Catholic schools at the Center for Catholic Education at Loyola Marymount University (LMU). In addition to her work at LMU, she worked for the Civil Rights Project/*Proyecto Derechos Civiles* at UCLA on multiple research projects related to bilingual education and immigrant youth at the secondary level.

EDUCATION

PhD, Education, Specialization: Urban Schooling, University of California, Los Angeles
MA, Elementary Education, Loyola Marymount University, California
BS, International Politics, Certificate: Latin American Studies, Georgetown University, DC

PUBLICATIONS

Gándara, P. & Aldana, U. S. (forthcoming). Who's Segregated Now? Latinos, Language, and the Future of Integrated Schools. *Educational Administration Quarterly*.

Aldana, U. S. & Mayer, A. (2014). The International Baccalaureate: A college-preparatory pathway for heritage language speakers and immigrant youth. In R. Callahan & P. Gándara (Eds.). *The Bilingual Advantage: Language, Literacy and the US Labor Market? Multilingual Matters*.

Aldana, U. S. (2014). Moving Beyond the College-Preparatory High School Model to a College-Going Culture in Urban Catholic High Schools. *Journal of Catholic Education*, 17(2).

Lapayese, Y., Aldana, U. S. & Lara, E. (2014). Race and racism in Teach for America: Counter-stories of TFA teachers of color. *Perspectives on Urban Education* 11(1).

Hopkins, M., Martínez-Wenzl, M., Aldana, U. S., & Gándara, P. (2013.) Cultivating Capital: Latino Newcomer Young Men in a U.S. Urban High School. *Anthropology and Education Quarterly* 44 (3).

Morales, P. Z. & Aldana, U. S. (2010). Learning in two languages: Programs with political promise. In P. Gándara & M. Hopkins (Eds.). *Forbidden language: English learners and restrictive language policies*. New York: Teachers College Press.

AWARDS & DISTINCTIONS

American Education Research Association (AERA) Catholic Education Special Interest Group (SIG) Dissertation Award (2013)

Honorable Mention for the Ford Foundation Dissertation Fellowship – 2011

Dr. Aldana is an assistant professor - tenure track, she carries a 30 credit course load with 6 credit release for research. Typically, Dr. Aldana will teach two classes each semester (Fall, Spring and Summer)

COURSES TAUGHT SINCE ARRIVING AT USF

O&L 752: Data-Based Decision Making for School Leaders

O&L 754: School, Community and Society

O&L 709: Dissertation Proposal Seminar

O&L 722: Leadership in Urban Contexts

IME 635: Latinos and Education

GEDU 708: Research Methods in Education

CEL 659: Building Culturally Responsive Catholic Schools

CEL 690: MA Culminating Project

CEL 697: Directed Study

CEL 698: Special Topics

CEL 740: History and Principles of Catholic Education

CEL 744: Curriculum and Instruction Leadership in Catholic Schools

CEL 790: Dissertation Proposal Development

CEL 791: Dissertation Research and Writing

CEL 797: Directed Study

CEL 798: Special Topic Seminar

Bleasdale Assistant professor term faculty

Biography

Dr. Bleasdale's research focused on equity and inclusion in Catholic Jesuit high schools and specifically the experience of Black, Latino and LGBTQ students. Dr. Bleasdale's career has been primarily in K-12 education serving as a high school administrator focusing on faculty development and mission and identity. Her professional experience also includes teaching graduate courses in organizational leadership, strategic planning, and preparing leaders for diverse educational settings. Dr. Bleasdale's ongoing research will focus on creating communities of inclusion in schools - through structural and systemic change.

Education

PhD, Educational Leadership and Policy: Specialization: Catholic Educational Leadership, Fordham University, NY, NY

MA Administration and Supervision K - 12 Education, Seton Hall University, NJ

BA Theology & Religious Studies, Minor in British Literature. St. Mary's University, Twickenham, UK

Publications

Bleasdale, J. Forthcoming 2018 (Lane Centre, University of San Francisco) Creating Inclusive Communities in Catholic Schools

Bleasdale J. Critical Feminist Perspective Educational Leadership (forthcoming)

Bleasdale J & Yannow, H Supporting Students who are Trans in Catholic Education (forthcoming)

Bleasdale J & Dominguez, D Beyond the Bathroom: Understanding and embracing the Trans Community in our K - 12 schools (forthcoming)

Relevant Work

Bleasdale, J, Dowling, A, Dominguez D. November 2017. "Trans-Scripts," an artistic celebration based on the words and lived experiences of people from the transgender community.

Dr. Bleasdale is an assistant professor - on a term contract, she carries a 30 credit course load with 0 credit release for research, in 2016- 2017 received a 3 credit reduction as program coordinator, in 2017 - 2018 she is fulfilling the role of department chair and receiving a 9 credit course reduction. is teaching 6 credits as overload.

Courses Taught

O&L 750: Organizational Theory: Applications and Implications

O&L 754: School, Community and Society

O&L 797: Directed Study

GEDU 700: Philosophical Foundations of Education

CEL 690: MA Culminating Project

CEL 697: Directed Study

CEL 698: Special Topics

CEL 741: Private School Law

CEL 742: Moral Development

CEL 750: Leadership and Educational Administration

CEL 753: Personnel Leadership in Catholic Schools

CEL 790: Dissertation Proposal Development

CEL 791: Dissertation Research and Writing

CEL 797: Directed Study

Teaching

Aldana and Bleasdale are experienced K- 12 educators with backgrounds in public and Catholic education. They are both committed to the CELL program and have worked in a collegial way to revitalize the direction of CEL.

In 2014 joined the faculty of CEL and worked within the established practices and norms, affecting change where possible including taking over the MA advising and culminating project. In the fall of 2016 when Dr. Bleasdale was new to USF Dr. Aldana was ready to make the changes needed for program development. The two met bi-weekly to develop curriculum, schedule, program learning outcomes and outreach with the local community. The faculty choose which courses best suit their professional background and research - Dr. Aldana is the EdD adviser and advises the MA and certificates students. has served for two years on the SOE EdD redesign committee and has had significant impact on the revision of the EdD program in CEL. The Faculty are committed to offering a challenging, contemporary curriculum using relevant pedagogy that encourages students to think critically about Catholic education.

As members of the department of leadership studies the CEL faculty also teaching the O&L program and the general education curriculum. They have been involved with the revised California Administrative Credential Transformational Leadership for Social Justice. The CEL faculty will be part of the cohort of professors for this program and anticipate CEL students also joining the program, as more and more Catholic schools require administrative credential.

CEL faculty utilize the USF online LMS platform Canvas. They are both committed to paperless classrooms using 21st century technology engaging students through discussion boards, research sites and other online resources. Until 2016 Private School Law class was taught online exclusively and the CEL students found the experience too challenging and the coursework lacking. has adapted the online course as a hybrid , piloted in 2016 and receiving positive reviews the course is once again being taught in this way.

designed and wrote the course Building Culturally Responsive Catholic Schools as special topic, the course is now a fundamental part of the CEL curriculum. has also

revised the syllabus for the core courses history and principles of Catholic Education, Curriculum and Instruction.

and are mindful educators who plan their classes with diligence and passion. They have received positive feedback from students through the University teacher effectiveness surveys. (H.2 DLS Blue Surveys)

Research

is an established researcher with a robust agenda - she also serves on several national committees, such as the Journal of Catholic Education and American Educational Research Association Special Interest Groups. has completed extensive research on the Cristo Rey model and is currently leading a research project on the experience of Latinx students in Catholic Education.

As a term professor is not required to have an active research agenda however she recognizes the importance of research to being an effective professor. is currently working on projects supporting LGBTQ students and educators in Catholic schools.

The CEL faculty participate in the national agenda for Catholic education by attending conferences such as: The National Catholic Educational Association, Jesuit Schools Network, and the LA Religious Education Congress. They are both invited to speak often at Catholic education events.

Professional Development

USF offers significant PD workshops internally on research strategies, effective teaching, tenure and promotion and scholarly endeavors. and participate frequently in these programs. will be leading a school wide PD workshop in the immediate future on collaborative research and writing.

In 2017 - 2018 and were invited by the director of the Lane Centre for Catholic Social Thought to participate in a new program 'Scholars engaged in Social Justice'. The program included 6 seminars, independent reading and the creation of course project that promotes social justice in the Jesuit tradition.

USF faculty receive \$2500 annually for PD, in addition faculty can apply for a further \$1500.00. CEL faculty use this to attend national conferences such as AERA

and NCEA. his year Dr. Aldana and are using the additional funds to travel to Cambodia, to visit a Jesuit school in its founding years. CEL and the McGrath Institute will be partnering with the community there to develop immersion programs for ELL students in partnership with the cult of the Jesuit school.in addition the CELL faculty are privileged to receive financial support from the McGrath Institute for student engagement and outreach, the funds are used to attend conferences and connect with

Service

The faculty at USF are required to complete service in their departments, school, university and community. The CEL faculty serve on the following USF/SOE committees:

Ursula Aldana:

- EdD Redesign Steering Committee, Member since Fall 2014
- General Education Advisory Committee, Member Since Fall 2017
- Joan and Ralph Lane Center for Catholic Studies and Social Thought Advisory Board, Member Since Fall 2015

Jane Bleasdale:

- Social Justice Scholarship Committee, Member Since Fall 2017
- Joint University Library Advisory Committee, Member Since Fall 2017

has served as program coordinator and now department chair. She serves on the dean's administrative committee as department chair. is a resident minister and a member of University Ministry - she leads a faith formation program for 15 resident ministers. Dr. Bleasdale serves on the Joint University Library Committee.

has a small consulting business with her colleagues from high schools in New Jersey - she occasionally does consulting work with Catholic schools locally and on the East Coast, the work focuses on faculty development and formation.

Since arriving at USF joined a local group of educators who identify as LGBTQ and work in Catholic schools - essentially a support group the members are growing and

have morphed into an activist - research group currently making connections locally and nationally. is the coordinator of the group and arranges monthly meetings, retreats, personal and professional connections. This work is pro bono.

As a parent of two teenagers with Special education classifications serves ex-officio on a Special Education Parent Advisory Committee, she is involved in the board of education strategic plan process for her children's school district and does pro bono consulting work for the special education community advocacy group.

Relationship with other Departments and Programs

CEL is a small program housed within the Department of Leadership studies. Since its inception CEL/ICEI appears to have been very self-isolating. When the previous dean made strategic changes to office locations and intentionally separated ICEL and CEL the new (current) faculty were hired with the understanding and expectation that CEL would be part of the bigger department. We are thrilled to partner with other programs and have made strides in this open collaboration that included:

- encouraging CEL students to take electives in other programs
- requiring new EdD students to begin with General Education courses and CEL courses, making collaboration with peers more immediate
- arranging small social events for CEL and O&L students to meet
- encouraging CEL students to participate in school and University wide events

The only impediment we see to strengthening such ties is our understanding that some students do not desire, or have the ability to, step outside of the program and the comfort of taking classes within CEL, with the professors and students they know. CEL students are generally in a very privileged place because of the funds received by the McGrath Institute. There are several opportunities for them to travel to conferences, receive scholarships, enjoy free social events. We hope as the program grows we see more collaboration with colleagues in other programs.

Recruitment and Development

There are no plans to hire for CEL in the immediate future, however we have discussed at length with as the director of the McGrath Institute the infinite possibilities we see for the collaboration and the programs together - we have collaborated on two international projects, one in response to starting a cohort program in Hawaii and the other a partnership with the Jesuit school in Cambodia. We are also eager to pursue the possibility for a lab school in San Francisco. These projects largely funded and run by the director are beyond the scope of our regular responsibilities but are opportunities the CEL faculty would love to explore for program enhancement and service to the wider community.

As shared previously we have excellent opportunities, more than most of our colleagues for professional development. The CEL faculty members are both junior and they have taken advantage of the programs offered at USF for professional growth and mentoring. Both faculty members have writing mentors and work in collaboration with colleagues from other institutions. As a new faculty member at USF we are invited to seek out mentors in our first two years and to establish formal relationships. Although this can be a challenge, as junior faculty we have found support and mentorship from colleagues in other departments as well as our own.

There has been a marked improvement in expectations for faculty since the dean began in the fall of 2018. The expectations and opportunities for new faculty support in the SOE was not always clear, especially given the tension between the 'new CEL' and the 'old CEL'. USF is heavily focused on service and CEL faculty are aware of the expectation and committed to serving in both formal and informal ways.

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. (I.1, DLS Intern Job Description).

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 J.1 SOE Department Organization Chart and J.2 SOE Staff Organization Chart.

CEL Governance

CEL is housed in the Department of Leadership Studies (DLS), which also includes Organization and 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. Negron-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.

CEL is a small program (we currently have approximately 30 students enrolled) and the faculty know each other and their students well. Although they have only been working together for a little over a year and have similar styles of professional engagement. During Dr. Bleasdale's first semester at USF, the two faculty met bi-weekly - often with, the director of MIJCE to discuss program growth, development, curriculum, outreach and engagement. Although Dr. Bleasdale was the program coordinator and were willing to share the work and engage fully in collaborative leadership.

Within the year 2016 - 2017 CEL revised several practices (streamlining them and creating one system for students). The faculty focused on the scholarship applications, admissions and course scheduling.

As chair overseas scheduling, recruitment, the budget and serves on the dean's administrative team., in partnership with the dean and assistant dean is sharing the oversight of all these areas with department members. 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 2 members in the department and they are both 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. Dr. Aldana is serving on several school wide committees and the board of national organizations. is working with diocesan offices, the NCEA and leaders of networks of religiously sponsored schools. Both faculty are working with mentors to develop their professional role within the University

K. Resources and Facilities

CEL 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.

Technical computing skills are not required within the MFT field. Many students will be required to maintain medical and clinical notes in electronic formats, but this does not require advance computer or technical skills.

The program has increased its use of technology, with some faculty going to intensive summer training programs that support their ability to use more technology, including ipads, and live polling techniques in classes. In addition, faculty use Echo360 video technology to make videos for courses. All classrooms in the SOE have at the minimum a projector and a laptop to use. While technology is an important part of improving the MFT/PCC program, many of the courses are skills based, and focus on building skills necessary in therapeutic relationships.

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

The Department of Leadership Studies (DLS) has experienced a great deal of faculty transition in the past several years. In the past five years, DLS 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. During this period, the DLS also absorbed the programs that were formerly housed in the Institute of Catholic Education Leadership (ICEL) department. Such a dramatic change in department/program structure as well as faculty composition of the department has led to a great deal of instability as well as potential. As a result, the program faculty in Catholic Education Leadership are engaged in a revisioning process to discuss the

vision and philosophy of the program, the program learning outcomes, and ways to better align the curriculum to meet the needs of Catholic schools and institutions. This process is still underway and was described throughout our program documents.

In envisioning the future of CEL the faculty and students are committed to the following areas.

- Mission and Catholic Identity
- Excellence and Equity
- Development and operational vitality
- Social context of the world, nation and local community.

In 2017 - 2018 the faculty reviewed the current program and made the following recommendations:

Proposed Changes to the MA in Catholic Education Leadership

The CEL program begun a re-visioning process and has begun to make some changes based on student experience and feedback.

One significant change was a reduction in core CEL courses (from 24 units to 18 units) to enable MA students in CEL more opportunity to select their course of study. This change was based on learning theories that indicate adults learn best when they select their study from their own experiences, reflections on their academic interests, and projections of their career path.

Additionally, MA students in CEL are now required to take GEDU 603 Methodology of Educational Research as a preparation for CEL 690 Culminating Project. All MA CEL students must complete a Master's Thesis or Master's Field Project and this course change better prepares students to design a Master's Thesis or Field Project. A number of CEL students struggled to complete the MA culminating project even though CEL 690

was developed to assist students to complete their project/thesis with the approval of their advisor.

Proposed changes to CEL Portfolio

Proposed changes to the CEL portfolio came as a way to assess student development towards their doctoral journey. The portfolio will now require 3 course papers (from research methods and CEL core courses). The new portfolio requirements will allow CEL program faculty and DLS faculty more broadly, to assess and demonstrate that CEL doctoral students have gained the skills to successfully continue and complete their doctoral studies. The papers will also allow faculty to discuss the areas of support the doctoral student might require and how we might better support the student on their doctoral journey.

These changes have been described in detail in the curriculum section.

Summer West

The summer program was seen as the 'flagship' of the CEL program - at its peak Summer West enrolled 100 plus students - last year we enrolled 30 students in total which was a 30% increase on the previous year.

One of the significant changes made was reimagine the program from 6 weeks to 3 weeks so more lay people could participate at the end of the summer we solicited student feedback and the impressions were extremely positive. Therefore, the CEL faculty will continue to seek and find ways to make our program more accessible for current and aspiring school leaders.

In discussion with the dean's office we are focusing our recruitment efforts locally - faculty have visited schools throughout the area to seek input on the program development and recruit potential candidates. In addition to the tradition admissions

events we have reached out to school leaders extensively in the bay area including hosting social events. It is our hope that in partnership with MIJCE we will be able to offer more events like these as well as adding outreach in the form of learning experiences. Such as roundtables, book clubs, retreats and forums. However, we need to recognize the faculty are stretched thin -they are a two person program with commitments within the larger department and school of education.

We are grateful that in 2018 - 2019 the department will have a HESA intern sponsored by MICE - this student will also be able to support with the planning of program events and outreach to the community.

In conclusion we return to our primary focus as shared in the document and our PLO's as we continue to build program that focuses on

- Mission and Catholic Identity
- Excellence and Equity
- Development and operational vitality
- Social context of the world, nation and local community.