

**College of Education  
Ph.D. Program**

**Essence Statement:**

Program graduates have a deep empirical, theoretical, and practical understanding and application of human and organizational learning and performance gained through guided and collaborative teaching/learning experiences, research/scholarship, and outreach/service activities so as to create leaders in new knowledge development and transformative best practices.

**Stakeholders:**

PhD students:

Employers:

College of Education faculty:

University of Idaho:

Schools (e.g., public, private)

Organizations

Legislators

State Board of Education

Accrediting

State agencies

Clients

Consumers

Foundations

Alumni

**Interests:**

High quality, employment

Well prepared, productive, ethical employees, dependable

Co-learning, meaningful mentoring, challenging

Research extensive, land-grant mission, national recognition

Research-based practice

Research-based practice

Recognition; human, economic, workforce, development

Recognition, assistance policy/practice, information

Recognition of quality and quantity

Assistance policy/practice

Well prepared scholarly practitioners and related products

Well prepared scholarly practitioners and related products

Quality program for fund-raising

Reputation, academic capital, prestige

**Scope**

<b>What it is</b>	<b>What is not</b>
Limited in focus	Qualified degree for discipline outside the COE
Related to programs in COE	Cohort based
Scholarly, research based, with disseminated products	Diverse specializations
Selective	Only practitioner based
Distinctive research focus/agendas	
Research based practitioner	

**Goals**

<b>Current Goals</b>	<b>Future Goals</b>
1. Strong research and discipline sequence	1a. Focus research agendas b. Selecting students who match our research agendas c. Develop authentic and leadership work-related experiences

2. Research sequence facilitates student scholarly development	2. Connect doctoral work to professional work and research practice
3. Produce jointly submitted scholarly products	3a. Increase jointly submitted scholarly products by 50% b. Garner resources to support collaborative work between doctoral students and professors
4. Evaluate enrollment plan	4. Self-sustaining strategic enrollment plan for graduate programs

### Products/Assets

Current Products/Assets	Future Products/Assets
1. Co-authored scholarly products	1. Research/application that results in improvements in institutional learning and performance
2. Well prepared graduates	2. Inter-disciplinary scholarly initiatives between CALS, Business, Engineering, CNR, Science, Student Services
3. Leaders in policy development, practice, and organizations	3. Recruit, increase and retain highly qualified faculty related to research agendas

### Processes/systems/structures

Current Goals	Processes/systems/structures
1. Strong research, discipline sequence	Peer institutional analysis, needs assessment, curriculum and instructional analysis and revision,
2. Research sequence facilitates student scholarly development	Authentic assessment of student scholarly growth,
3. Produce jointly submitted scholarly products	Articulate expectations on position descriptions, faculty evaluations, steps in producing and submitting a scholarly product, assess and improve
4. Self-sustaining strategic enrollment plan for graduate programs	Examine recruitment, admission, retention

Future Goals	Processes/systems/structures
1a. Focus research agendas	

b. Selecting students who match our research agendas c. Develop authentic and leadership work-related experiences	
2. Connect doctoral work to professional work and research practice	
3a. Increase jointly submitted scholarly products by 50% b. Garner resources to support collaborative work between doctoral students and professors	Articulate expectations on position descriptions, faculty evaluations, steps in producing and submitting a scholarly product, assess and improve
4. Self-sustaining strategic enrollment plan for graduate programs	
<b>Future Goals</b>	
1a. Focus research agendas b. Selecting students who match our research agendas c. Develop authentic and leadership work-related experiences	

### **Qualities**

Research-based practice  
Scholarly  
Highly qualified faculty  
Highly desired graduates  
Leadership  
Theoretically informed

### **Research-based practice:**

- Familiarity with current research
- Data-driven or evidence-based decision making
- Conduct action research as well as formal research that shapes and informs practice
- (loop i.e., practice informs theory and research)
- Contextualize research and practice
- Blur boundaries, cross borders, work at intersections among teaching, research, and service

### **Performance Criteria**

#### **Research-based practice:**

1. Professionals who imbed knowledge from the best available literature in their day-to-day practice; collect, analyze, and use data to inform and shape decisions; who through their practice and continuing research develop and disseminate new knowledge.

A. Scholarly products (e.g., publications, presentations, proceedings, grants/contracts)

Means: vita

Instrument: rubric

Measure transfer both ways: i.e.,  
empirical>theoretical>practical...practical>theoretical>empirical

**Leadership:**

2. Leaders, within and among faculty, doctoral students, and graduates, facilitate accomplishment of a common goal, inspire others, shape a shared vision, model best practices, and encourage followers as, well as co-leaders, toward the goal.

A. Extent to a new shared vision is attained;

**Scholarly:**

3. Being scholarly means being well read, being able to apply, analyze, synthesize, and evaluate this knowledge so as to make it meaningful and context specific; thus advancing new knowledge.

A. Assess the extent to which value was added via scholarly constructs to processes, performances and creation of products.

**Research**

**Grant writing**

Annually producing an updated agenda, quarterly inventory opportunities, selecting the critical opportunities, building a grant writing team with PIs/Co-PIs brought early, exploratory design, project outcomes, literature review, budgetary and action plan, evaluation and schedule, an external assessment committee presubmitted, assessment based upon reviews sent back

**Publishing**

**Workshops**