

San Francisco State University EdD in Educational Leadership

**Draft of the Revised
Governance Structure and Bylaws for the Degree Program**

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Mission Statement

The Doctorate in Educational Leadership offered by SF State University is designed to prepare educational leaders who envision and lead social justice reform for California public education from early childhood through community college.

Vision Statement

This applied doctoral program prepares educational leaders who will work in California public school settings including early childhood sites, elementary, middle, and high schools, and our community college system. The program strives to prepare a new generation of educational leaders who reflect the vast diversity of our state, and to that end, we honor the cultural and personal knowledge, as well as the resiliency that our students bring.

Our goal is to prepare leaders who can enhance development, learning, and academic achievement for all students. We prepare leaders who will work in our local communities to equalize student access to the cultural capital that a rigorous education based on open-minded inquiry and reflection can provide. San Francisco State University's Ed.D. program is centered on issues of leadership, equity, and social justice and strives to use curricular materials and instructional methods that embrace this courageous approach. Our doctoral faculty are a multi-disciplinary group who are conducting research and taking practical action as public intellectuals around these same issues of social justice in education.

A distinctive aspect of our program is how the doctoral faculty conceptualize the dissertation as a problem of practice, a form of research most applicable for students earning an Ed.D. Specifically, we support our doctoral students to undertake practical

and applied research including: evaluation projects, practitioner research, participant action research, self-studies, and non-traditional research forms, such as narrative inquiry, autoethnography, as well as other research genres that involve artistic or creative expression.

Regardless of form, the overarching goal for our graduates' culminating research projects is that these original inquiry projects will make a positive difference in the educational opportunities California provides for all of its people. These culminating projects should also demonstrate the potential to create broader ripples of influence, as our graduates take on increasingly significant leadership roles in educational institutions and community organizations.

Governance Structure: Introduction

The governance structure of the SF State University Doctorate in Educational Leadership falls under the responsibility of the Dean of the Graduate College of Education, the EdD Program Director, an Executive Committee, the EdD Faculty Group, and a Partnership Advisory Board. The following are the membership guidelines and functions of each group and staff member.

A. EdD within Graduate College of Education (GCOE) & Role of GCOE Dean

The EdD program became a program fully housed within the Graduate College of Education (GCOE) in Spring 2016. Thus, the Program Director of the EdD is a direct report of the GCOE Dean. Within the GCOE, the EdD Program in Educational Leadership remains an independent program with a budget that flows directly from student tuition, as laid out in Executive Order 991 that established these EdD programs within the CSU system.

Role of the GCOE Dean:

- The Director reports to the Dean of the Graduate College of Education, who evaluates the Director's performance.
- The GCOE Dean must approve the yearly budget proposed by the Program Director.

The GCOE Dean confer regularly with the Program Director to discuss the EdD program including proposed major policy revisions in advance of the EdD Executive Board's vote on such policies.

B. EdD Executive Committee

The EdD Executive Committee has purview over substantive policy issues including program size, discretionary budget, program emphases, and other fundamental issues that affect the EdD Program. The Executive Committee also supports the director in the academic administration of the Educational Leadership Program by providing oversight of practical issues including: student and faculty recruitment, admissions, design and evaluation of curriculum, program assessment, student assessment at major program milestones, and other academic and administrative issues.

The Executive Committee shall consist of 8 voting members as outlined here:

- a.) The EdD Program Director, who Chairs the Executive Committee meetings,
- b.) The EdD Program's Graduate Coordinator,
- c.) Four other elected faculty drawn from the EdD Doctoral Faculty Group representing a range of the colleges active with the EdD program. Faculty in the Faculty Early Retirement Program (FERP) and Emeritus Faculty are eligible to serve on the Executive Committee.
- d.) Two elected community representatives. These may be local educational leaders who regularly serve as lecturers for the program, graduates from the program, or key contacts for a community partner institution or organization.

In addition, the Executive Committee shall also include at least three non-voting student representatives, with students representing each of the three cohorts (first, second, and third year students). A quorum shall consist of 50% of the voting members. Executive Committee members who are unable to attend meetings may submit proxy votes, submitted either to the EdD Program Director or the EdD Program's Academic Office Coordinator.

Term of Service and Election

The EdD Program Director and the EdD Graduate Coordinator hold membership on the Executive Committee due to their leadership appointments within the program.

Therefore, the Director and the Graduate Coordinator remain as voting members of the Executive Committee throughout their employment by the program.

All other voting members of the Executive Committee serve a three-year term. There are no term limits. Any mid-year vacancies that occur on the Executive Committee are filled by appointment by the EdD Program Director.

The program's Nominating Committee is comprised of three members of the Executive Committee, and is responsible for soliciting candidates to fill openings that arise as Executive Committee members reach the end of their terms. Executive Committee members volunteer to serve on the Nominating Committee. The Nominating Committee can include the Program Director and/or the Graduate Coordinator, or may be composed entirely of faculty and community members currently serving on the Executive Committee.

In the spring semester of each academic year, there will be an election for the open seats on the Executive Committee for the next academic year. The Nominating Committee will publicly solicit Executive Committee nominees from the Doctoral Faculty, including Affiliated and Core EdD Faculty Group members ("Affiliated" and "Core" faculty are described in the section on the EdD Doctoral Faculty Group below.) Participation in this election will include the voting members of the Executive Committee, as well as all Core and Affiliated Doctoral Faculty Members.

Membership on the Executive Committee is staggered so that only some of the elected members might rotate off the committee each year. This is crucial to a program that relies on an integrated faculty from across the university, because it assures that the program's major governance committee can maintain institutional memory.

Responsibilities of the Executive Committee:

- a.) Advise and support the director on the administration of the program.
- b.) Prepare and review recommendations regarding program requirements, course staffing, courses, operation, and other matters referred to it by the Director or campus administration.
- c.) Evaluate and approve new faculty to join the affiliated or core doctoral faculty group.
- d.) Review the curriculum and propose curriculum revisions to the membership.
- e.) Review any program assessment, analyze the results, and make

- recommendations on program revision.
- f.) Develop and staff other committees as, for example, to address program assessment, student recruitment or outreach, faculty recruitment, admissions, and curriculum review committees.
 - g.) Review student petitions for exceptions, such as whether the program will support the continued enrollment of a student who is over the fiveyear mark in pursuing the degree.
 - h.) Participate in any potential EdD faculty searches, including developing job descriptions and serving as the nucleus of any search committees.
 - i.) Make recommendations and participate in recruitment and public relations activities.
 - j.) Propose and endorse changes to the EdD Program Bylaws to be submitted to the core faculty group for vote.
 - k.) Act in an advisory capacity in WASC reviews

C. The EdD Doctoral Faculty Group

Members of the Doctoral Faculty for the EdD in Educational Leadership Faculty are responsible for providing instruction in the program, advising students, participating in the review of candidates during the first year Qualifying Exam, serving as dissertation chairs and committee members, developing and revising program curriculum, and performing other faculty duties in the program.

There are two levels of doctoral faculty membership: Core Faculty and Affiliated Faculty. To be eligible for doctoral faculty membership, as either Affiliate or Core, prospective EdD faculty must meet all of the following requirements:

- a.) hold a doctorate or equivalent degree;
- b.) regularly serving or will be serving on dissertation committees of EdD students,
- c.) are willing to participate in the shared governance of the program;
- d.) have performed or are performing research relevant to educational leadership, as envisioned and enacted by this program in terms of the mission statement, practical vision, and course content;
- e.) are prepared and willing to offer graduate instruction in the program; and
- f.) are available to serve as advisors in their areas of specialization.

Core faculty are central to the practical and administrative needs of the program and

regularly teach doctoral classes, serve on the program's governance committees including the Executive Committee, and regularly serve as Dissertation Committee Chairs, such that Core Faculty are chairing at least two dissertation committees every three years. Core faculty are also responsible for approving changes to the program's bylaws.

Affiliated faculty members typically serve as members of dissertation committees, may serve as dissertation committee chairs for one student every few years, may occasionally teach a doctoral class, and can provide service on program governance committees other than the Executive Committee.

Most members of the EdD Faculty Group are SF State University tenure/tenure track faculty. The Faculty Group also includes adjunct faculty who are teaching in the program. Lecturers are typically treated as ad hoc Affiliated Members of the EdD faculty group and do not need to be voted in as members of the Group. They are members of the EdD faculty group as a result of their teaching courses in the program. Lecturers who have also demonstrated particular commitment to the program through service on dissertation committees or governance committees may be nominated and approved by the Executive Committee as members of the Core doctoral faculty group.

Application and Nomination to the Doctoral Faculty Group

Any faculty desiring to become a member of the EdD Faculty Group may submit to the EdD Director a statement of interest, indicating how their research and teaching interests relate to the membership criteria listed above. A current curriculum vita and a summary of research and teaching interests should be attached. The EdD Director will forward these documents onto the Executive Committee for consideration.

Continuing Membership in the EdD Faculty Group

To maintain membership as a Core Faculty in the Educational Leadership Faculty Group, a faculty member is expected to maintain satisfactory participation in the activities listed below:

- a.) service as an advisor on at least one new dissertation committee every other year (chairing a minimum of two dissertations every three years); and/or
- b.) successful teaching of at least one regularly-scheduled EdD course every other year -- success to be judged by the quality of teaching evaluations, rigor and

- currency of syllabus, and evaluation by the Program Director; and/or
- c.) performance of a significant amount of administrative responsibilities at least every other year (e.g., service on the Admissions Committee, Executive Committee, or a committee undertaking program evaluation) and;
- d.) attendance at faculty meetings.

Term, Review, and Renewal of Membership in the EdD Faculty Group

Membership in the Educational Leadership Faculty Group is for three years, renewable every three years by the Executive Committee. Memberships not renewed by the Executive Committee will expire automatically at the end of the three-year term.

Membership in the EdD Doctoral Faculty Group is reviewed annually by the Executive Committee, at which time members who are reaching the end of a three-year term will be notified and invited indicate their interest in continuing membership for three more years.

Continuing membership will be approved or denied by the Executive Committee according to the criteria listed above. Individuals denied initial or continuing membership in the Group may submit an appeal of that decision to the Dean of GCOE for consideration. The Dean of the GCOE will review the basis for appeal and will make the final decision.

D. EdD Program Director

The Director position is a full-time 12-month permanent position. A full-time administrative assistant is assigned to this program.

When the Director position is open due to retirement or change of jobs, a search for a replacement will be conducted following University and academic guidelines for a Director level senior hire, and a new permanent EdD Program Director will be hired. The membership of the Hiring Committee will be drawn from the EdD Doctoral Faculty Group.

Responsibilities of the EdD Program Director

The Director of the Educational Leadership program is responsible for the day-to-day

operation of the doctoral program. The Director is a direct report of the Dean of the GCOE who is responsible for evaluating the Director's performance. The Director is also a key faculty member of the program with a 60% administrative responsibility and 40% teaching.

The Director is responsible for consulting with the Executive Committee prior to making decisions on curricular matters, such as, the development of program schedules and teaching assignments. The Program Director serves as a liaison between the administration and the faculty members.

The following are examples of the Program Director's specific responsibilities:

- a.) teaching, advising, and serving on dissertation committees
- b.) implementation of university policies,
- c.) submission of course change and approval forms,
- d.) course scheduling, including the recruitment, hiring, and assignment of all faculty to cover the program's teaching needs,
- e.) coordination of tenure/tenure track faculty's teaching assignments and RRT reimbursement with relevant Department Chairs,
- f.) identification and hiring of lecturers to cover teaching needs,
- g.) supervising the admissions process for prospective students, a process which is to be guided by the Admissions Committee,
- h.) maintaining accuracy of all publications related to the program, including web pages and catalog copy,
- i.) development and maintenance of the program website,
- j.) appropriate marketing of the program,
- k.) convening and chairing the Executive Committee meetings, which occur monthly during the academic year,
- l.) convening and chairing annual EdD Doctoral Faculty Group Meetings, and as needed for specific purposes, such as discussing revisions policy or program goals,
- m.) convening and chairing the Advisory Partnership Group,
- n.) being available for student comments and suggestions about the program, its faculty, curriculum, or other program issues,
- o.) attempting resolution of conflicts between students and faculty
- p.) hiring and supervising the program's administrative assistant.

Additionally, the EdD Director is expected to represent the EdD program and

participate in college and university level governance and serves on the GCOE Chairs' Council and other GCOE leadership teams in ways comparable to roles and responsibilities of the GCOE Department Chairs and Program Directors.

E. EdD Graduate Coordinator

The Graduate Coordinator for the EdD program is a full-time position, with .80 devoted to a 12-month staff appointment and .20 devoted to teaching in a 10-month faculty position. The Graduate Coordinator serves as the students' advisor until a student chooses a dissertation chair and forms a dissertation committee.

Additional Graduate Advisors will be nominated as deemed as necessary by the Executive Committee. The term of service for these additional Graduate Advisors will be two years. The Executive Committee will provide nominations to the Director.

Responsibilities of EdD Graduate Coordinator

Principal responsibilities of the Graduate Coordinator will be to assist students in interpreting program requirements, advise students in considering program options, review students' petitions for exceptions to policy. Exceptions to policy recommended by a Graduate Coordinator will be submitted for consideration to the Program Director and the Executive Committee. The Graduate Coordinator also is responsible for managing the admissions process, serves as Chair or Co-Chair of the Admissions Committee, and manages an active induction and orientation process for incoming students.

F. Partnership Advisory Board

The Partnership Advisory Board represents area partners in matters related to the EdD Program. It provides ongoing collaboration between the program and local educational leaders from early childhood to community college settings. Advisory Board members will be appointed by the Director in consultation with the Executive Committee and the doctoral faculty group. The Partnership Advisor Board meets twice a year, once each semester during the academic year.

The Partnership Advisor Board consists of the following members:

- a.) EdD Program Director (Co-Convener of the meetings);
- b.) one of the Advisory Board Members who has been elected as the Co-Chair of the Advisory Board and is Co-convener of the meetings);
- c.) at least 2 representatives from surrounding school districts;
- d.) at least 2 Community College representatives from surrounding community colleges;
- e.) at least 2 members from the community, who include leaders of community-based organizations, and/or representatives from scientific, technology, non-profit, business, and legislative interests.

The Partnership Advisory Board represents the interests of early childhood education, P-12 public education, and community colleges in curriculum and policy matters. It brings issues of currency, applicability, and practicality of the curriculum to the forefront of discussions. Meetings of the Advisory Board are open to members of the EdD faculty.

G. Program and Curriculum Review

Each constituent in the governance structure of the EdD program plays an advisory role in the program and curriculum review process. The EdD program will conduct periodic reviews of the program structure and curriculum in conjunction with the WASC review cycle. In addition, the Executive Committee and EdD Director may initiate reviews in periods between WASC reviews if it is deemed necessary or prudent to do so. A Curriculum Committee consisting of members from the Executive Committee, Faculty Group, and/or Partnership Advisory Board will be designated to lead the review process. All revisions to program structure and curriculum will be presented to the Executive Committee for approval.