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The University of St. Thomas Doctorate in Leadership Program:

Impact on Graduates

A DISSERTATION SUBMITTED TO THE FACULTY OF THE

SCHOOL OF EDUCATION OF THE UNIVERSITY OF ST. THOMAS

ST. PAUL, MINNESOTA

By

James A. Sturdevant

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF

DOCTOR OF EDUCATION

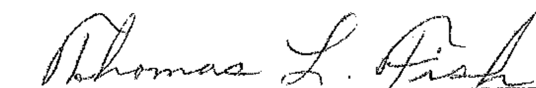
2012

UNIVERSITY OF ST. THOMAS, MINNESOTA

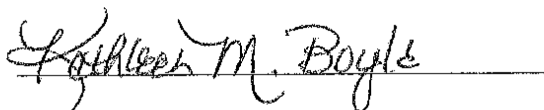
The University of St. Thomas Doctorate in Leadership Program:
Impact on Graduates

We certify that we have read this dissertation and approved it as meeting departmental criteria for graduating with honors in scope and quality. We have found that it is complete and satisfactory in all respects, and that any and all revisions required by the final examining committee have been made.

Dissertation Committee



Thomas L. Fish, Ed.D., Committee Chair



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May 7, 2012

Final Approval Date

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I am eternally grateful to my wife, Diane, for her love and understanding throughout our lives together, and especially throughout my doctoral experience. This dissertation is dedicated to her. Also, I thank our children, Anna and David, for their unquestioning support of my need to learn. Finally, I am forever indebted to Dr. Tom Fish, my Dissertation Committee Chair, for his patience, guidance, and faith in me.

ABSTRACT

The purpose of this case study was to explore with a sample of doctoral graduates their perceptions of the impact of the University of St. Thomas Doctorate in Leadership Program on their lives. Major research questions were: 1) How did the program affect the graduates' views of self? 2) How did the program affect the graduates' roles in the world? 3) How did features of the program affect the graduates? 4) How were the graduates able to stay motivated and complete their degrees? Qualitative information was gathered from in-depth interviews of 21 graduates selected for a balance of gender, year graduated, and occupation. Themes emerged and added meaning to the collective graduate experiences. The program changed the graduates' sense of self, specifically increasing self-confidence, improving self-understanding, enhancing critical thinking abilities and research skills, and opening participants to multiple perspectives and diversity. Graduates reported an increased focus on relationships and ability to collaborate with others, enhancing their ability to offer leadership to others. The program's non-traditional format and schedule fit the needs of the adult learner. The faculty performed facilitation and support roles, the cohort was a comfortable and secure forum, and experiences of cohort members were powerful sources of learning. The result was transformational learning among study participants.

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INTRODUCTION

Background

I witnessed the profound impact of leadership education throughout my life on individuals and organizations. I witnessed how leadership education influenced a variety of people. For example, members of a large, traditional church accepted new ministry practices because of leadership workshops and mentoring offered by progressive clergy and lay leaders. Hundreds of government employees embraced servant leadership principles as a result of their participation in a series of workshops. My colleagues' professional lives changed through participation in a formal leadership-mentoring program sponsored by my employer. A team of 13 year-old female soccer players from the U.S. achieved their vision of playing soccer in England because of the leadership lessons taught by a few parents. Finally, many of my classmates, including me, made major life changes due at least in part to our education in the University of St. Thomas (UST) Doctorate in Leadership Program. I have a strong interest in learning more about the impact of leadership education on individuals and organizations.

There are many forms of leadership education. Some colleges and universities offer degrees in leadership. Consultants offer leadership workshops. Business schools offer courses in various aspects of leadership. Some governmental organizations and businesses provide their own in-house leadership training. I chose to study the impact of the UST Doctorate in Leadership Program because of its significance to me. I enrolled in this program in 2005. My experience caused me to challenge many previously held assumptions constraining the way I perceived the world. I made a major career change in the midst of the program, and I believe the program informed and enabled the change.

The University of St. Thomas describes its Doctorate in Leadership Program as follows:

> Leaders in a rapidly changing world know how to turn possibilities into strategies that enhance lives and transform organizations. They are practical visionaries who collaborate with others to develop sound policies during times of ambiguity and conflict. They listen well to diverse points of view. Their belief in the potential of education is mirrored in their own love of learning. They think critically and act ethically. Leadership practitioners make a difference within their organization and are committed to human growth and development. They apply advanced research methods to issues central to leadership. Leading practices meet the day-to-day and strategic needs of an organization. (University of St. Thomas, 2008)

I began to wonder about the impact of this program, especially about the perceptions and experiences of program graduates. Successful graduates share the experience of having completed the program, perhaps applying their education in the world after earning the doctoral degree. Did the program give them greater abilities to “enhance lives and transform organizations” and “think critically and act ethically?” In this study, I asked a sample of graduates to describe the meaning and value of their doctoral education, assuming this meaning would be informed by their practical work and personal experiences. I gathered information from some program graduates to discover their experience of doctoral education and its value to them.

I believe doctoral education does more than prepare people to conduct research. Too often people measure the value of the doctorate by counting research grants, awards, and publications, and ignoring personal change experienced by people in doctoral education.

> Neither training nor learning is directly addressed by [these] indicators….only the intellectual and cognitive aspects of education are studied or evaluated. The emotional, moral, ethical, and even behavioral outcomes of graduate study are left unexamined. Often they are considered irrelevant. (Stevens-Long & Barner, 2006, p. 456)

I examined the impact of the program on the whole person, going beyond the graduates’ professional record to their personal accomplishments. I assumed doctoral study might touch the whole person, and potentially change attitudes, behaviors, emotional states, and views of the world. I also believed certain program elements, such as faculty and curriculum, may have more

powerful impact than others. I also wondered about the struggle involved in completing the degree. “Doctoral studies usually are accompanied by intense periods of personal discomfort, emotional turmoil, cognitive struggle, and transformation” (p. 456). Thus, I was also interested in how graduates were able to stay motivated and complete their degrees. Information on motivation may offer additional insights into program impact. I next provide a brief introduction of the doctoral program and describe two case studies on the UST program.

The UST Program and the Cohort Model

The general approach and curriculum of the UST Doctorate in Leadership Program has changed little since its inception. It is a mix of theory and application, and open to people across disciplines. Content includes leadership and organizational theories, problem solving, ethics in leadership, and analysis of critical leadership issues such as “equity, global interdependence, conflicting cultural values, and accelerating social and technological change” (University of St. Thomas, 2010). Scheduling of courses is designed to meet the needs of working professionals. The curriculum has four components: core courses, collateral courses, research courses, and dissertation. Students may concurrently take collateral and research courses. The required core courses are: Leaders and Organizations: Multidisciplinary Perspectives 1 and 2; Critical Issues in their Political, Social and Economic Contexts; Power, Freedom and Change; Ethical Dimensions of Leadership; and Leadership Narrative Seminar. Three research courses are also required: Survey Research, Qualitative Methods of Research and Evaluation, and one of the following: Educational Statistics, Historical Methodology in Education, and Analysis of Qualitative Data (University of St. Thomas, 2011).

The program employs the cohort model for core courses. Through 2010, the program included 26 cohorts and over 550 students (University of St. Thomas, 2010). In this cohort

model, the same student group takes the core courses together. “The program’s cohort component fosters respectful and critical conversation, a diversity of perspectives and camaraderie among learners. Because members of each cohort come from a variety of backgrounds, discussions are rich and experiences are deep” (University of St. Thomas, 2011).

Cohorts have been used in other graduate-level programs for many years, and much about their advantages and disadvantages can be found in the literature. The advantages of cohorts are inter-student support, trusting relationships among members, professional networking, depth of student connections, strength of support structures, depth of discussions, feelings of community, and ease in scheduling. The cohort model allows for multiple learning perspectives, student-based support systems, and skills enhancement. The disadvantages of cohorts are disruptions from dominant members, lack of commitment from some members, and failure among some to meet group expectations. In some cases, the cohort model has led to harmful conflict, competition, and dependency among some individuals (McPhail, Robinson, & Scott, 2008; Unzueta, Moores-Abdool, & Donet, 2008; Bentley, Zhao, Reames, & Reed, 2004; Burnett, 1999; Witte & Waynne, 1998).

Although the UST doctoral program was established over 25 years ago and has produced about 260 doctoral degrees, I discovered only two published works about the program. Both are UST dissertations. Donnelly’s (1997) case study addressed changes experienced in the UST School of Education when it created and institutionalized the Doctorate in Leadership Program in 1987. Donnelly’s fundamental research question was, “What happened in this organization as it changed?” (p. 4). Donnelly’s dissertation is a history of the program’s earliest years. The narrative moves through descriptions of needs for the program, vision of its founders, opposition to the program’s creation, and the program’s values as expressed by its stakeholders. He

describes the organizational change through the lenses of structure, politics, human resources, and symbolism (Bolman & Deal, 1997). Donnelly said, "In the final analysis, this case study reveals when values and beliefs are called into being, certain groups of people can transform their institutions, their departments, their professional domains into mirrored reflections of themselves" (Donnelly, p. 188-187). Donnelly's dissertation serves as a reference for studying the program's creators, the process of program initiation, and the program's impact at the university during the mid- to late-1980s. Warring's (1991) qualitative case study sought to understand group dynamics and ability to learn within a cohort of the UST Doctorate in Leadership Program. Warring monitored and assessed cohort member perceptions of student interaction and growth, and how they changed over two years. A conclusion was the cohort model "goes beyond requiring students to know the material, to actually being part of the process of learning. Through sharing and processing with a group of people, cohort members try out what they've learned in the program" (p. 130).

The two studies provide valuable information; however, the question of how the program affected graduates has not been addressed. This led me to adopt the research question for my study regarding the graduate experience in the doctoral program.

Statement of Problem

Few studies examine the impact of the doctoral program on individuals. This was a key reason I adopted the following primary research question to guide my study: How did UST's Doctorate in Leadership Program affect its graduates? Several areas of the doctoral program were explored. I adopted the following supporting questions to identify certain aspects of the program and participant experience under investigation: (1) how did the program affect the graduates' views of self?, (2) how did the program affect the graduates' roles in the world?, 3)

how did features of the program affect the graduates?, and 4) how were the graduates able to stay motivated and complete their degrees? I was open to any other questions or topics should they arise as the study proceeded. The research design allowed me to stay open to other questions or topics surrounding the participant experience of the doctoral program.

Significance of the Problem

What was the essential need for this study? As suggested by Barritt (1986), the rationale was “not the discovery of new elements, as in natural scientific study, but rather the heightening of awareness for experience which has been forgotten or overlooked. By heightening awareness …it is hoped research can…lead to improvements in practice” (p. 20). My hope was for this research to help others understand the broad impact of the doctoral program and inform the future practices of the program. Too often, little data surrounding a program’s success exists beyond completion rates. The study provides insight into a program’s success in affecting its graduates in personal as well as professional ways. I also hoped this study would inform other colleges and universities with interest to begin or improve doctoral leadership programs.

Summary

A personal interest in the impact of leadership education led me to this study. I examined the impact of one particular leadership education program on a sample of its graduates, the University of St. Thomas Doctorate in Leadership Program. This program has been serving adults from multiple professions for over 25 years. I wanted to learn if and how the program affected its graduates, how the graduates regarded the program, and how the graduates were able to stay motivated and complete their degrees.

In this chapter I explained the reasons for my interest in this topic, described the UST program, reviewed the literature about the program, and introduced the problem statement. In

Chapter Two, Review of Literature, I review scholarly studies of doctoral leadership programs and of the impact of doctoral leadership programs on graduates, and then later describe theories about self-identity, adult education, change, and leadership. In Chapter Three, Methodology, I describe the procedure for conducting this study, including selecting the research sample, interviewing graduates, analyzing data, and ensuring trustworthiness and validity. In Chapter Four, A New View of Self and Others, I report how the program changed the graduates, their inner selves and their relationships with others. I analyze these changes through theoretical lenses, including Identity Theory, several theories on motivation, Transformation Theory of Adult Learning, Critical Theory, and Transformational Leadership Theory. In Chapter Five, Four Sources of Learning, I describe the elements of the UST program that affected the graduates: faculty, cohort, curriculum, and dissertation. I analyzed the impact of these sources of learning through Adult Education Theory and Transformation of Theory of Adult Learning. Finally, Chapter Six, Discussion, Conclusions, and Recommendations, is a summary of this study's themes, including my recommendations for future research.

Definition of Terms

The following are key terms and definitions used in this study:

Andragogy. The process of engaging adult learners in the structure of the learning experience (Knowles, Holton, & Swanson, 2005).

Cohort. A group of students in an education program in which its required courses are closed to additional members; the students remain together throughout formal study.

Critical Theory of Adult Learning. Theories about how dominant ideologies educate adults to believe the status quo is the best for all when the opposite is true. There are strong

connections between the critical theory of adult learning and the theory of social and political learning (Brookfield, 2005, p. 31).

Doctoral Leadership Programs. Ph.D. or Ed.D. programs with leadership theories, readings, concepts, and practices as primary foci.

Leadership. "The process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2007, p. 3).

Phenomenology. The study of subjects through the eyes of ordinary people in particular situations. Multiple ways of interpreting experiences are available to each of us through interacting with others. It is the meaning of our experiences that constitutes reality (Bogdan & Biklen, 2003, p.23).

Transformational Learning. "The process by which we transform our taken-for-granted frames of reference (meaning, perspectives, habits of mind, mind-sets) to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so they may generate beliefs and opinions will prove more true or justified to guide action" (Mezirow & Associates, 2000, p. 7).

CHAPTER TWO:

REVIEW OF LITERATURE

The purpose of this literature review is to place this study within the field of published research related to doctoral programs in leadership offered by accredited institutions of higher education. This includes a survey of research into the impact of such programs on graduates. Further, this includes a discussion of theories informing my problem statement. I review three primary trends in doctoral leadership programs, the impact of doctoral leadership programs on graduates, and theory related to identity, adult education, change, and leadership.

Trends in Doctoral Leadership Programs

Setting the Stage

The U.S. National Science Foundation (2009) reported that U.S. colleges and universities awarded 6,578 doctoral degrees in education in 2008 (see Table 2.1). This comprised 13.5 percent of all U.S. doctoral degrees awarded that year. Total education doctorates declined over the previous 30 years. In 1978, 7,194 graduates comprised 23.3 percent of all U.S. doctoral degrees awarded that year. The number of total education doctorates in 2008 was nine percent lower than the total education doctorates awarded in 1978. Although the number of overall education doctorates declined from 1978 to 2008, the number of doctorates in education administration increased from 1,455 in 1978 to 2,248 in 2008. Doctorates in other education categories declined, including categories of education research and teaching. Of the 2,248 doctoral degrees in education administration in 2008, 1,575, or 70 percent, were in the sub-field of education leadership (see Table 2.2).

Table 2.1. Doctoral degrees in education awarded by U.S. colleges and universities, 1978-2008 (U.S. National Science Foundation, 2009).

	1978		**1983**		**1988**		**1993**		**1998**		**2003**		**2008**	
Field of study	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Education	7,194	23.3	7,174	22.9	6,361	19.0	6,689	16.8	6,569	15.4	6,643	16.3	6,578	13.5
Education admin	1,455	4.7	1,632	5.2	1,749	5.2	2,123	5.3	2,066	4.8	2,356	5.8	2,248	4.6
Education research	3,165	10.3	3,080	9.8	2,512	7.5	2,446	6.1	2,584	6.1	2,718	6.7	2,649	5.4
Teacher education	551	1.8	483	1.5	473	1.4	428	1.1	342	0.8	242	0.6	274	0.6
Teaching fields	1,352	4.4	1,327	4.2	988	2.9	943	2.4	54	2.2	714	1.8	909	1.9
Other education	671	2.2	652	2.1	639	1.9	749	1.9	623	1.5	613	1.5	498	1.0

Table 2.2. Doctorate recipients, by sex and education subfield of study: 2008 (U.S. National Science Foundation, 2009).

Field of study	**Total**	**Male**	**Female**
Education	6,578	2,163	4,414
Education administration	2,248	897	1,351
Educational administration and supervision	*673*	*295*	*378*
Educational leadership	*1,575*	*602*	*973*

About 200 doctoral leadership programs were offered in the U.S. in 2003. This number represents an increase of nearly 50 percent of the number of such programs only ten years earlier. These programs produced 2,289 doctoral degrees in 2003, an average of about 11 degrees per program (Baker, Orr, & Young, 2007). However, I discovered no works in the literature distinguishing graduate-level leadership programs from graduate-level *education* leadership programs.

Over ten years ago, Milstein (1999), in his reflections on McCarthy and Kuh's (1997) book, underscored the shortcomings of doctoral education leadership programs. These included too few minority candidates for leadership positions, little focus on curriculum, few internship experiences, little preparation of students for decision-making, insufficient application of adult

learning practices, and ignoring the escalating leadership challenges of today. Shortcomings also included the failures of institutions to design Ed.D. programs that “enable practitioners to expand their knowledge and ability to be transformational leaders” (Milstein, 1999, p. 542). The source of improvements must be the programs themselves. “Program reform requires educational leadership program faculty and university administrators to believe things should be done differently….[it] also requires program champions who have the commitment and skill as well as the backing of faculty” (p. 545).

Reforms Before 2006

Doctoral leadership programs at Auburn University, the University of Utah, and the University of Missouri seemed to respond to Milstein’s (1999) call for change. Leaders at Auburn restructured their doctoral educational leadership program. The objectives of the changes were to more strongly link theory, research, and practice and to form a stronger community of learners (Zhao, et al., 2002). Researchers studied cohorts through the four organizational frameworks of Bolman and Deal (1997): structural, political, human resources, and symbolic. Program reforms were intended “to inform students about the theoretical perspectives, to enhance their intellectual recognition and comprehension of specific theories, and to develop their ability to apply and to reflect on their real life situation practice” (Zhao, Bentley, Reames, and Reed, 2003, p. 20). The primary theory the students learned was Senge’s (1990) five disciplines: personal mastery, mental models, shared vision, team learning, and systems thinking. Based on study results, program administrators changed curriculum to emphasize “problem-based learning, reflective journaling, collaborative projects, action and applied research, reflective practice, opportunities for open dialogue, cooperative learning, and mentoring” (Zhao,

et al., p. 6). The program "increased collaborative practice for students and has created a cohort structure allowing students to learn from one another" (p. 34).

A clinical research study in the Doctor of Education Program at the Department of Educational Leadership and Policy at the University of Utah was driven by a number of factors, including a growing local need for school leaders, low enrollment in the current program, criticisms of faculty, competing demand for faculty, limited funds, and a louder national conversation on the need to overhaul doctoral leadership programs (Alletto, 2005). Program criticisms included a poor connection between the program and needs of the educational community, lack of faculty training, poor buy-in to program's mission and scope, and student and faculty friction. As a result, University of Utah researchers studied the characteristics of 24 education leadership doctoral programs across the U.S. Recommendations from the study included adding field-based research to the curriculum, requiring personal journaling and critical self-assessments, limiting enrollees to those only in the field of education, writing a new mission statement, focusing the program on practitioners, improving faculty training, holding steady or reducing faculty workloads, and being more careful when screening program candidates.

In response to a self-administered critical evaluation, reforms of the doctoral leadership program at the University of Missouri were intended to better prepare students for the practical world of leadership jobs in schools (Mountford, 2005). An objective was to give students an opportunity to reflect critically on their leadership practices. School officials encouraged students to make changes reflecting cognitive shifts of long-held assumptions. Ultimately, administrators and faculty were attempting to strengthen the transformative power of the program. The three redesign objectives and corresponding actions were:

1. Increase student exposure to issues of diversity, ethics, and change. The school changed the program's curriculum to increase time and focus on these topics.
2. Create a safe forum for students to critically reflect on leadership theories and leadership practice. The school created a web-enabled journaling tool to provide a space for students to reflect critically in light of newly acquired knowledge gained through the curriculum and case studies.
3. Focus on overcoming tensions of intra-cohort dynamics obstructing learning. The school required that students take a group dynamics course and increase faculty time with students. (Mountford, 2005, pp. 220-223)

"The benefits reported by students have focused upon improved group dynamics …and the increased ability to demonstrate transformative learning through shifts in leadership behaviors supported with workplace evidence posted…in their on-line portfolios" (p 225).

Even before Milstein's critique of programs in the U.S., reforms were made to the education leadership doctoral program at Queensland Technical University in Queensland, Australia (Limerick & Clark, 1997). The focus was on integrating into the curriculum a problem-based learning approach underpinned by post-modernist principles. The old command and control perspective on leadership gave way to valuing self-empowerment of students, acceptance of multiple realities, and a view of knowledge as arising out of interdependence and contextualized by discontinuous change (Limerick & Clark, 1997, p. 2). The program changes were based on an understanding that students

> are, or aspire to be, a highly empowered group which of necessity rejects any form of dependency on institutions and institutional arrangement. Institutions are seen to belong to them, to be constructed by them and reconstructed by them. They do not belong to the institution." (p. 2)

The changes followed principles intended to be consistent with those of a post-modern society. For example, problems were used for the foci of all teaching and learning, the nature of teaching was collaborative, student learning was largely self-directed, cooperative group learning was encouraged, there was a focus on implementation, emphasis was on multiple realities, groups were interdependent, and the pursuit of knowledge was interdisciplinary (Limerick & Clark, 1997, p. 3-4). The curriculum was modified to reflect these principles. One cohort had completed one year in the revised program at the time of publication. Some of the cohort members accepted the changes, recognizing the importance of networks and interdependence. “In [their] view, such concepts and skills are critical for effective leadership in a post modern society” (p. 8). Yet, some of the cohort members had difficulty accepting “the development of the capacity to work as a member of a team—any team—as a vital ingredient to…leadership” (p. 8).

A study at St. Bonaventure University reflected the modifications at Queensland University, wherein St. Bonaventure evaluated whether it should start a doctoral program in educational leadership (Powell, 2003). Administrators and faculty studied the perceived need for such a program, and outlined requirements to develop such a program comparing 32 U.S. doctoral programs in educational leadership and interviewing university and community stakeholders via a 21-item survey. The findings called for a program planned and conducted in partnership with schools in the region, included curricula complying with national standards, employed cohorts, included field-based preparation, employed problem-based learning, and required each student to maintain a portfolio of self-analysis and critical thinking.

Major Attack

In spite of reforms at several doctoral leadership programs, Levine (2007) fired a shot across the bow of the field. His study involved large-scale surveys of education school faculty,

deans, alumni, and principals. His criticisms were far reaching, stating there are few strong educational leadership programs in the country. He noted "the mission of the field is confused; the curriculum and degrees awarded have little relevance to practice; …admissions and graduation standards are low; and research is of poor quality" (p. 2). Levine recommended: "School leadership programs should eliminate the practitioner Ed.D., cited as an unnecessary and irrelevant hurdle for school administrators" (p. 11). Levine's other recommendations were to close failing programs, correct programs that do not improve, and reserve the Ph.D. for preparing scholars of educational administration.

A number of educational associations came to the defense of the Ed.D. A letter signed by the National Association of Secondary School Principals (2005), the American Association of School Administrators, and The National Association of Elementary School Principals rejected Levine's primary recommendation saying "we see no advantage to changing the degree from an Ed.D.…Changing a label will not solve a problem; changing the rigor of the programs will" (p. 1). The University Continuing Education Association (2005) also disagreed with Levine, saying "vigorous reforms…are already well underway…[Levine] overlooks the aggressive and complex changes underway in leadership preparation programs" (p. 1). The report said Levine's work was incomplete. Levine did not thoroughly investigate the issues or assess the true state of the field, and this brings into question his conclusions and recommendations.

> Levine's recommendations do not build a roadmap to the successful preparation of quality school and school district leaders. We hope, however, ours do, by building on the progress underway, elevating successful programs and practices, strengthening others, and revamping ineffective ones….There is no question there are too many programs in educational leadership that provide inadequate preparation. However, stakeholders in the field are leading a charge to change this circumstance….Any improvement process begins with a realistic assessment. But, [Levine's] report falls short—its wholesale negative portrayal and misuse of its own and others' data invalidate such an assessment, rather than provide light from which the field so clearly could benefit. (p. 6)

Others also came to the defense of the Ed.D. in leadership. Jacobson (2005) quoted Leo Pauls, executive director of the Renaissance Group, a national consortium of colleges and universities focused on preparing educational professionals: “It’s time people…start identifying names of the programs and institutions needing major changes or start giving some credit to those of us who are doing a good job….Mr. Levine’s call to eliminate the Ed.D. is far too simplistic” (p. 1). Jacobson (2005) also quoted Arthur E. Wise, president of the National Council for Accreditation of Teacher Education: “[W]hat I would most strongly disagree with is the conclusion that there are no worthwhile programs offered by any of our institutions” (p. 2). Orr (2007) said the specific degree is less important than the program’s design and content. “Consequently, an earned doctorate is not necessarily synonymous with better advanced leadership preparation. Aspiring superintendents should critically evaluate…their core program design and content and the thrust of their dissertation as their advance preparation for school district leadership” (p. 20).

Burrell (2006) seemed to support Levine when he described an alternative to the doctorate in leadership. He stated, “Typically, the academic degree of choice for senior educational administrators is the Ed.D. or the Ph.D. in educational leadership” (p. 13). However, Burrell said, “traditional doctoral programs do not offer a curriculum meeting the contemporary demands of school district leadership by failing to develop strategic leaders skilled in organizational and staff development, managerial communication, team building, professional ethics and critical thinking” (p. 14). Burrell asserted that a doctor of management, or D.M., offers a viable alternative to the traditional degrees often with curriculum focused on developing the talents, skills, and abilities of management-level staff. Since D.M. programs are geared for working executives, many courses are offered via the internet. Students traverse through the

D.M. in cohorts. The D.M. is a result of partnerships between industry and academia. Schools offering the D.M. degree include Case Western Reserve, University of Maryland, University of Phoenix, George Fox University, Colorado Technical University, and Webster University.

Recent Reforms

Since Levine's (2005) attack on doctoral leadership programs and Burrell's proposed alternative, additional programs performed self-evaluations and took steps to improve. Orr (2006) reviewed doctoral leadership programs and painted a positive picture of the state-of-the-art in doctoral leadership programs in the U.S. He agreed some programs were unwilling to evolve in parallel with the evolution of society. However, Orr reported "compelling evidence that significant innovation exists in the field and positively influences graduates' leadership practice" (p. 493). He identified programs with more selective student admissions, striving to admit students with high potential for transformative leadership. He said reforms included new courses in change management, conflict resolution, delegation, teamwork, communication, analytical and process skills, and understanding the larger political, social, and economic contexts of schools. Orr identified new pedagogical practices such as experiential learning, reflective practice, problem-based learning, and engagement with learning communities. Orr also cited the use of cohorts, internships and other field experiences, and collaborations with school districts and universities. Orr reviewed university-based leadership programs designed for people working in education. However, the research did not critically evaluate the innovations or measure their effectiveness. In fact, Orr said, "Much is yet to be learned about how effective these new approaches to developing high-quality leaders will be" (p. 6).

Doctoral education programs at St. Louis University (SLU) and the University of Washington (UW) were reformed along the lines described by Orr (2006). Changes at SLU were

made to “align with the professional roles for which students seek preparation” (Everson, 2006, p. 5). The university made a distinction between Ph.D. programs preparing students for scholarship, and Ed.D. programs, preparing students for practice. “The Ph.D. is research-oriented, whereas the Ed.D. is directed towards educational practice and the application of theory and research. The Ed.D. is equal in rigor, but different in substance from the Ph.D.” (p. 5). SLU redesigned the program to prepare students for school leadership jobs. The SLU leadership program administrators began requiring students to learn in cohorts, work together on homework, mentor with practicing educational leaders, and work in teams to tackle problems rather than write dissertations. Informal interviews with students and faculty revealed students were learning to work in teams, and team problem solving was as rigorous as writing dissertations.

Administrators of the University of Washington’s College of Education were aware of “criticisms of university preparation programs for educational leaders” because of dubious connections to real problems in the field (Copland, 2007, p. 18). They took the criticisms seriously and revised their program, with students now working under a cohort model. The program includes the temporary placement of students in local school districts to work on real problems. “These new practices will help students learn to work more deeply, critically, and intentionally on the key problems facing them” (p. 19). However, Copland (2007) gave no critical evaluation of the effectiveness of these changes.

Authors of several articles over the past decade criticized the state of doctoral leadership programs (Burrell, 2006; Levine, 2007; Milstein, 1999). Also over the past decade, universities reformed many individual programs. From the studies reviewed, the most commonly occurring reforms in doctoral leadership programs were the introduction of cohorts, problem-based

learning, field-based learning, and cooperative learning. Table 2.3 identifies reform elements identified by at least two of the referenced articles.

Table 2.3. Doctoral education leadership program reform elements identified by at least two referenced articles.

Reform Element	**Limerick et al. (1997)**	**Zhao, et al. (2002)**	**Powell (2003)**	**Alletto (2005)**	**Mountford (2005)**	**Everson (2006)**	**Orr (2006)**	**Copland (2007)**
Cohorts		X	X		X	X	X	X
Problem-based learning	X	X	X			X	X	X
Field-based learning			X	X		X	X	X
Cooperative learning	X	X				X	X	
Journaling		X			X			
Critical thinking			X		X			
Theories		X			X			
Candidate screening				X				
Mission statements				X			X	
Student-empowerment	X		X					
Diversity					X		X	
Ethics					X		X	
Change					X		X	

The purpose of many of the reforms was to infuse programs with practical, collaborative applications of leadership. Overall, the studies included little or no follow-up with graduates to assess the effectiveness of the reforms. In the following section, I describe studies addressing how doctoral leadership programs affected their respective graduates.

Impact of Doctoral Leadership Programs on Graduates

Five studies addressed the impact of doctoral programs on their respective graduates or students (Calabrese, Zepeda, Peters, Hummel, Kruskamp, Martin, & Wynne, 2007; Eidmann, 2002; Humphrey, 2003; Stevens-Long & Barner, 2007; Doctoral cohort candidates, Coleman, & Alford, 2007). The primary purpose of each study was program improvement. Each used a slightly different methodological approach. Eidmann (2002) conducted telephone interviews with graduates of seven doctoral leadership programs in the California State University system. Humphrey (2003) used a written survey to gather information from 149 graduates of the doctoral leadership program at the University of Central Florida. Calabrese et al. (2007) asked questions of educational administration doctoral students and graduates from three unnamed schools in order to describe their experiences and ultimately recommend program improvements. Stevens-Long and Barner (2006) reviewed and reported findings from numerous publications about doctoral programs. Doctoral cohort candidates, Coleman and Alford (2007) interviewed graduates of Stephen F. Austin State University's Secondary Education and Educational Leadership Department to collect their perception of program impact. The methodology of this last study—interviewing exclusively graduates of a particular doctoral leadership program—was most similar to the methodology used in this UST study.

Eidmann (2002) asked doctoral graduates for their perceptions on 12 variables: admissions requirements, curriculum, information delivery (five of seven used the cohort model), ease of course access, costs, faculty quality, faculty relevance, student completion rates, level of satisfaction, number of graduates serving in school leadership positions, years to complete the program, and leadership skills learned from the program. Based on the responses to interview questions, Eidmann recommended programs admit only people with strong leadership potential,

strengthen courses to better prepare leaders for California schools, be more flexible to meet the scheduling needs of non-traditional students, stress compatibility of dissertation chair and doctoral student, employ faculty with field experiences, design and employ a means to better track the careers of graduates, utilize the cohort structure, and others. Overall, Eidmann's recommendations concentrated on improvements to the administration and delivery of doctoral programs rather than on the program's impact on graduates.

Humphrey's (2003) three objectives were to create a profile of the graduates, identify the perceived import of core courses, and determine relationships between dissertation topics and the education specialty areas in which the graduates currently work. Generally, graduates were happy with their education and degree. Humphrey's research led him to recommend school officials study the students who started the program but did not finish, study graduates who started in the education field but left for other careers, employ the cohort approach, improve the recruitment and candidate screening process, and refresh the curriculum to stay relevant to current issues.

Calabrese et al. (2007) "operated out of the belief that in every educational administration doctoral program, a positive core of experiences exists among and between the program's primary stakeholders: students and faculty" (p. 5). The authors used a qualitative case study design driven by an appreciative inquiry (Cooperrider & Whitney, 2005) theoretical research perspective to collect data from five people who were either doctoral students or recent doctoral graduates. Two primary findings were "(a) the students' perception of the level of faculty caring influences the student's perception of program quality; and (b) the caring relationship between the faculty and student extended to the students' work context" (p. 10). The results were consistent with Nodding's (1995) assertion that caring is inherent in the act of teaching. They

"bolstered Nodding's belief that the primary task of the teacher is to care about facilitating the growth of a compassionate whole person, then cognitive growth follows as a natural result" (p. 25).

Stevens-Long and Barner (2006) took a broader view and discussed a large number of published works addressing doctoral programs – not just doctoral leadership programs – with regard to the development of adults and the programs' intended and unintended consequences. Precepts were that all adult education leads to profound personal change and doctoral education is no exception. The authors examined doctoral program impact on adults in areas of cognitive development, emotional development, and conative development (defined as "the development of actions or behaviors that appear to be accompanied by intent" (p. 459)). The authors identified four avenues leading to development and learning at the doctoral level: different perspective on knowledge and learning, gaining membership in learning community, gaining a more complete understanding of the use of self in learning, and developing an increased awareness of social and cultural contexts. Four recommendations for doctoral programs were: 1) Make graduate education more self-directed. Students should be allowed to take greater responsibility for their curricula and identify their own innovative projects; 2) Move graduate students toward the center of the learning community as early as possible. Faculty should be guides and not authorities. The life experiences of students should be honored; 3) Faculty and students should understand and support the students' emotional journey through the doctoral program; and 4) Diversity and inclusiveness should be deliberately encouraged. Among doctoral students, Stevens-Long and Barner (2006):

> discovered evidence of profound personal change, including increased patience, empathy, and self-confidence. Students may begin to experience the self as less a stable, unified entity and as more of a self that is in continual dialogue between

> and among perspectives. They become more aware that reality is socially constructed. (p. 471)

The study by two researchers and their doctoral cohort candidates had similar results (Doctoral cohort candidates, Coleman & Alford, 2007). Researchers collected data from 60 graduates of the Steven F. Austin doctoral program in educational leadership. School officials asked study participants for their reflections on program relevance to their leadership within the realities of public school education. Participants said the program increased their “awareness of the perceptions of stakeholders” and their own “criticality,” which included skills in problem analysis (p. 55). The program also heightened their focus on democratic leadership and social justice when making decisions affecting others. Focus group members agreed that participants experienced personal change as result of the program.

In summary, and in comparison to this study of the UST program, these five studies have numerous differences in type of program, methodology, and intent. However, they serve as evidence that doctoral programs can personally and professionally change graduates. One of the five studies indicate that doctoral programs, in various disciplines, increase graduates’ patience, empathy, self-confidence, and acceptance of multiple perspectives (Stevens-Long & Barner, 2006). Another of the five studies shows that a doctoral program in educational leadership increases graduates’ skills in problem solving and the value placed on relationships and democratic leadership (Doctoral cohort candidates, Coleman & Alford, 2007).

Theory Related to Identity, Adult Education, Change, and Leadership

Six theories inform my study: identity theory, adult education theory, transformation theory of adult learning, critical theory, motivation theory, and transformational leadership theory. I selected the first four of these theories because they help explain human change brought about by adult education. This study’s participants experienced change due to their experiences

in the UST doctoral leadership program. Motivation theory helps explain the participants' responses to one of this study's research questions: how were the participants able to stay motivated and complete their degrees? Changes among this study's participants were inside themselves—their inner selves--- and affected their relationships with others, including their leadership styles. Transformational leadership theory helps explain these leadership changes.

Identity Theory and Social Identity Theory

Identity theory, also called self-concept theory, asserts a person's self-concept is based on three cognitions or evaluations. The first is the collection of a person's characteristics, including special abilities, personality traits, race, gender, and social class membership. The second is a person's "ideal self," including scholastic abilities, sense of humor, likeability by peers, and goals. The third is "overall self regard…a generic term to cover such global constructs as self-esteem, self-acceptance, and self favorability…determined by some combination of cognitions and evaluations of many attributes of self" (Wiley, 1979, pp. 3-4).

Social identity theory asserts three mental processes for evaluating others as "us" or "them" (Tajfel & Turner, 1979). The first is categorization, in which a person categorizes people in order to understand the social environment. Assigning people to a category tells the assigner something about those people and also something about the assigner. In the second stage, social identification, the assigner adopts the identity of the group in which the assigner belongs. There is an emotional significance to the assigner's identification with a group. The assigner's self-esteem becomes bound up with group membership. In the third stage, social comparison, the assigner compares his or her group with other groups. The assigner's self-esteem is elevated when his or her own group compares favorably with other groups. In social identity theory the group membership is a vital part of the person.

Stets and Burke (2000) examine the self through the lens of both identity theory and social identity theory in combination, and propose that this moves us toward a general theory of self. They see substantial similarities and overlap between identity theory and social identity theory. They show how such a merger of these two theories is possible and outline some important similarities between the theories.

> In social identity theory, a social identity is a person's knowledge that he or she belongs to a social category or group….Each person…is a member of a unique combination of social categories; therefore the set of social identities making up that person's self-concept is unique. (p. 225)

In identity theory, self-categorization is equally relevant to the formation of one's identity and depends upon a named and classified world. A person acts in the context of social structure, and names people in the sense of recognizing them as occupants of positions or roles. "In identity theory, the core of an identity is the categorization of the self as an occupant of a role" (Stets & Burke, 2000, p. 225). Thus, identity theory addresses who one is, and social identity theory addresses what one does. Both theories recognize that individuals view themselves in terms of their fit within a structured society. "A complete theory of the self would consider both the role and the group bases of identity as well as identities based on the persons that provide stability across groups, roles, and situations" (Stets and Burke, 2000, p. 234). The group, role, and person describe the self, and an analysis of all three may help us to understand more clearly such motivational processes as self-esteem, self-efficacy, and authenticity.

A related theory by Baxter Magolda (2009), self-authorship, is based on her study on epistemological development, and her work evolved over the last twenty years with an in-depth study of 39 college students. Self-authorship is the name she has given to the process of a person "using their internal voice and their core personal values to guide his or her life" (p. 2). She discovered four phases along the path leading to self-authorship: following formulas, arriving at

crossroads, becoming the author of one's life, and establishing internal foundation. When an individual becomes the author of self, he or she moves away from following the "formulas" provided by parents and others, and moves toward developing an inner voice and making meaning of life based on an internal foundation (2009). Baxter Magolda's theory is based on a longitudinal study of people as they progressed through college and through approximately 20 years of post college life. Study participants did not fully reach self-authorship when they graduated. They had initial awareness of self-authorship and continued along the path toward self-authorship at various paces.

Adult Education Theory

Knowles (2005) developed andragogy into a theory of adult learning. He held that andragogy (from the Greek words meaning "adult-leading") should be distinguished from the more commonly used *pedagogy* (Greek: "child-leading") (pp. 61-64). The clear definition of andragogy is evolving. Knowles calls it a "conceptual framework that serves as a basis for an emergent theory" (p. 231). Andragogy is one perspective on how adults learn, but it is not synonymous with adult learning or adult education. It is based on the assumptions that adults have a strong need to know, and have a self-concept of being responsible for their own lives. Adult learners' experiences play a large role in their learning. Adults are ready to learn the things they need to know in order to cope with issues in their lives, and are responsive to some external motivators. The most potent motivators are internal pressures, such as the desire for increased job satisfaction and self-esteem. Finally, adults' orientation to learning is life-centered. In contrast, youth's orientation to learning is often subject-centered (pp. 64-68).

In conventional education, the student is required to adjust himself to the curriculum. In adult education, the curriculum is built around the student's needs. Authoritative teaching has no

place in adult education. None but the humble become good teachers of adults. The students' experiences count as much as the teacher's knowledge. Lindeman (as cited in Knowles,2005) defines adult education as "a cooperative venture in non-authoritarian, informal learning, the chief purpose of which is to discover the meaning of experience…" (p. 39). Artificial incentives of the academic organization do not motivate adults. Rather, the honest desire to know and to enrich experiences motivates adults. An educative environment in an adult-level organization is characterized by respect for personality, participation in decision-making, freedom of expression and availability of information, and mutuality of responsibility in defining goals and planning (p. 108).

Transformation Theory of Adult Learning

The transformation theory of adult learning is based on the principle, "much of what we know and believe, our values and our feelings, depends on context – biographical, historical, cultural – in which they are embedded. We make meaning with different dimensions of awareness and understanding" (Mezirow & Associates, 2000, p. 3). Adults set their learning to work "within the stream of experience" (p. 379). Their life struggles and successes, their highs and lows, and their relationships temper their knowledge and meanings. As a precept of adult education, the adult learner will undergo a change during the education process. This change is called "transformational learning," which includes "formulating more dependable beliefs about our experience, assessing their contexts, seeking informed agreement on their meaning and justification, and making decisions …. The transformation theory attempts to explain this process and to examine its implications for action-oriented adult educators" (Mezirow & Associates, 2000, p. 4).

Mezirow's (2000) transformation theory asserts that adult education programs can bring about changes in adults. With a broader understanding of the world through education, adults are better equipped to make their own way—make their own decisions—through the challenges of the world. They become less dependent on the status quo or opinions of others to guide them. "We learn to negotiate and act on our own purposes, values, feelings, and meanings, rather than those we have uncritically assimilated from others – to gain greater control over our lives as socially responsible, clear-thinking decision makers" (p. 8). Transformation theory says that a learner's transformation is supported when learning within a supporting environment and exploring real-life challenges through relationships with others. This approach makes possible a more confident self, capable of being critically reflective. Adult learners are more capable of critical reflection when they view the world through multiple perspectives and take action in community. An advocate of transformation learning through critical thinking, Greene (1988) observed, "It is actually through the process of effecting transformations that the human self is created and recreated…. The richness, the complexity of the selves people create are functions of their commitments to projects of action" (pp. 21-22).

Brown (2005) explored the effects of several transformative learning techniques on graduate students in education. Brown's study relied on adult learning theory and Mezirow's (2000) theory of transformative learning to explain how adult learners make sense or meaning. He said, "transformative learning seeks to free the individual from the chains of bias through the process of perspective transformation….Transformative learning changes the way people see themselves and their world" (p. 18). Brown developed and tested teaching tools in three areas of Mezirow's theory: centrality of experience, critical reflection, and rational discourse. The teaching and learning experiences were positive, leading the author to conclude:

> Educators need to be active facilitators and co-learners who go beyond simply meeting the expressed needs of the learner…transformative learning is a process of experiential learning, critical self-reflection, and rational discourse that can be stimulated by people, events, or changes in context….Transformative learning leads to a new way of seeing" (p. 23).

Kegan (1994) also discussed the transformational aspects of adult education as a process of becoming more self-directed. The implication for educators is for them to seek "self direction" from their adult students. Educators "are asking them [adult learners] to change the whole way they understand themselves, their world, and the relation between the two." An implication for adult learners is that they question long-held, personal beliefs. This can be uncomfortable. Adult education can be "a long, often painful voyage, and one that, for much of the time, may feel more like mutiny than a merely exhilarating (and less self-conflicted) expedition to discover new lands" (p. 275). Overall, Mezirow, Brown, and Kegan profess that adult education opens people to new and different views of the world, enabling them to be more independent in charting their own directions. This "transformation" can be powerful.

Critical Theory

The University of St. Thomas mission statement indicates that leaders in today's world "think critically and act ethically" (University of St. Thomas, 2008). Thinking critically is the process of unearthing and then researching the assumptions one is operating under primarily by taking different perspectives on familiar, taken-for-granted beliefs and behaviors. Critical means lateral and divergent ways of thinking (Brookfield, 2005). Critical theory involves identifying, challenging, and changing the process by which a grossly iniquitous society uses dominant ideology to convince people this is a normal state of affairs. It helps us understand that we encounter "politically sculpted situations illustrating the internal contradictions of the capitalist system in which we work" (p. 6). Dominant ideology is the set of broadly accepted beliefs and

practices framing how people make sense of their experiences and live their lives. Dominant ideology convinces people the way things are is for the best and is inherently manipulative and duplicitous.

What does critical theory have to do with adult learning? Adults must learn how to perceive and challenge the dominant ideology (Brookfield, 2005). The four traditions of criticality are: 1) Ideology critique describes the ways people learn to recognize how uncritically accepted and unjust ideologies are embedded in every day situations; 2) Identification and reappraisal of inhibitions acquired in childhood as a result of traumas; 3) Analytic philosophy and logic, where we become skilled at using different forms of reasoning; 4) "Pragmatist constructivism emphasizes the way people learn how to construct and deconstruct their own experiences and meanings" (Brookfield, 2005, pp. 12-15). Events happen but we construct our experiences. Critical theory characteristics are firmly grounded in conflicting relationships between social classes within a society based on the exchange of commodities. Critical theory is transformative to provide people with understanding to free them from oppression. In critical analysis, the researcher is in the study, and is even somewhat supportive of the oppression. However, the researcher strives to form a vision of the world as it might become. Verification of the theory is impossible until the social vision it inspires is realized (Brookfield, 2005, p. 23).

In the context of critical theory, adults can investigate how dominant ideologies educate people to believe the status quo is the best for all when the opposite is true. Adults can learn to identify and then oppose what oppresses them. Critical theory of adult learning is how adults learn to extend democratic and socialist values and processes to create a world in which a commitment to the common good is the foundation of individual well being (Brookfield, 2005,

p. 32). A major assumption is oppressed people are just as capable of creating their own orthodoxies as are the dominant groups.

Motivation Theory

Different factors motivate different adult learners. A leading theory of motivation is "competence motivation" (Elliott & Dweck, 2007). "We view the need for competence as a fundamental motivation serving the evolutionary role of helping people adapt to their environment" (Elliott & Dweck, 2007, p. 6). Competence motivation is ubiquitous in daily life, has a substantial impact on emotion and wellbeing, is operative across the lifespan, and is evident in people across cultural boundaries. One facet of this theory is goal theory, which identifies two types of goals: 1) performance goals to demonstrate one's competence and 2) learning goals to develop one's competence. A person's response to failure is dependent upon his or her goal orientation. The authors assert that a helpless response is when the person believes he/she does not have the ability to perform; a mastery response is when the person learns from failure. A person's perception of his or her competence drives what goals the person sets and even can serve as a predictor of success. "High perceived competence was posited to orient individuals to the possibility of success...low perceived competence was posited to orient individuals to the possibility of failure" (Elliott & Dweck, 2007, p. 60).

A related facet of the theory of competence motivation is self-efficacy, defined as one's perceived capabilities to learn or perform (Schunk & Pajares, 2007). "Human motivation, wellbeing, and personal accomplishment are based more on what a person believes than on what is objectively true" (Schunk & Pajares, 2007, p. 87). Thus, beliefs people hold about their capabilities can be better predictors of behaviors than their actual capabilities.

A person's motives also can affect their motivation and response to challenges and

failures. Two types of motives exist within a person: 1) implicit motives, which operate non-consciously, and 2) self-attributed or explicit motives, which reflect a person's language-based, consciously accessible self-concept (Schulthesiss & Brunstein, 2007, p. 32-33). "A crucial difference between implicit and explicit motives is the former motivate and the latter channel (or regulate) goal-directed behavior" (p. 33). A person with intrinsic motives can positively respond to the pleasure of working on challenging tasks. A person with explicit motives responds more strongly to social incentives such as social norms and demands. "People who pursue goals that match their implicit motives experience increases in emotional wellbeing when they make good progress in realizing their goals and thus have many opportunities to satisfy their motives" (Schulthesiss & Brunstein, 2007, p. 48).

Another aspect of competence motivation theory focuses on a person's perception of intelligence (Dweck & Molden, 2007). How a person regards his/her own intelligence can affect motivation. One sub-theory, entity theory, states intelligence is fixed and a person cannot improve. People who believe this regard setbacks as a reflection of their competence and become defensive in the face of threat and discouraged in the face of failure. Because these people believe they cannot improve their intelligence, they view effort as a negative (Dweck & Molden, p. 123). Another sub-theory is incremental theory, which states intelligence can be increased through one's efforts. People who believe this place a priority on learning and self-development, seeing setbacks as a reflection of their effort or learning strategies. Effort is viewed as positive. Behavior after failing is often a rededication to development.

Urdan and Turner (2007) studied competence motivation in the classroom and tried to identify theories that would predict student academic success. They identified several facets of competence motivation theory, including self-efficacy and intrinsic motivation. They also

identified three additional theories predicting student success. One is expectancy value theory, which states students' expectancy for success and their value for academic activities predicts motivational outcomes (Urdan & Turner, 2007, p. 302-303). Another is self-determination theory, which states human beings have three innate needs: competence, autonomy, and relatedness. The third is attribution theory and control beliefs. "When students believe their academic achievement depends on controllable factors, they are more motivated and generally achieve at higher levels than when they feel a lack of control over their own learning" (Urdan and Turner, p. 305). Thus, recommendations for enhancing competence motivation in the classroom include: assign personally meaningful and relevant tasks, assign moderately challenging tasks, promote perceptions of student control and autonomy, and encourage a focus on skill development and the process of learning, not just grades (Urdan and Turner, 2007, pp. 306-307).

Transformational Leadership Theory

Transformational leadership focuses on the relationship between a leader and followers: it links leaders to followers. It is "the process whereby a person engages with others and creates a connection raising the level of motivation and morality in both the leader and the follower" (Northouse, 2007, p. 176). This connection requires leaders to understand others, and try to serve the needs of others. Transformational leadership is about raising the hopes and morality of others. This type of leadership influences followers through various means, such as modeling high standards of moral conduct and ethics, inspiring through communication of shared vision, stimulating followers intellectually, or creating a supportive climate meeting needs of the individuals. All of these leadership approaches depend on caring leaders working to understand their followers. This type of leader-follower interaction theory is in contrast to trait leadership

theory, which professes that leadership is based on a person's inherent characteristics—those with which people are born (Northouse, 2007, p. 15), and skills leadership theory, which professes that leadership is based on skills that a person can learn (Northouse, 2007, p. 39).

Summary

This study is the first in-depth assessment of the impact of the UST Doctorate in Leadership Program on some of its graduates. It is one of only a handful of studies in the literature to assess the impact of a doctoral leadership program on its graduates. The UST was an innovator when it began over 25 years ago. It used the cohort model and emphasized collaborative problem solving, diversity acceptance, multiple perspectives, critical thinking, and leadership ethics. It promotes a greater understanding of the larger political, social, and economic contexts of leadership. Thus, the UST program was a precursor to the reforms made by other schools ten to fifteen years later. The reforms included characteristics of the UST program, plus student internship opportunities in school districts, real-world problem solving as a key learning tool, student mentoring with practicing leaders, and courses in conflict resolution, delegation, teamwork, and communication (Alletto, 2005; Copland, 2007; Everson, 2006; Limerick & Clark, 1997; Mountford, 2005; Orr, 2006; Powell, 2003; and Zhao, et al., 2002).

Several studies pointed out collective problems and challenges among doctoral education leadership programs in the U.S. (Burrell, 2006; Levine, 2005; and Milstein, 1999). Levine was particularly harsh, and even recommended the abolishment of the Ed.D. Many scholars took umbrage to the criticism. They responded by noting new trends and innovations at a number of schools, such as collaboration, practical problem solving, and relevance of program content and dissertation topics to practice (Jacobson, 2005; Orr, 2006; and University Continuing Education Association, 2005).

I discovered only five articles addressing the impact of doctoral programs on their graduates (Calabrese et al., 2007; Doctoral cohort candidates, Coleman, & Alford, 2007; Eidmann, 2002; Humphrey, 2003; Stevens-Long & Barner, 2006). The purpose of each was to use information from graduates to make improvements to program. Recommendations were for programs to use the cohort learning model, implement field-based curricula, improve faculty training, emphasize “caring” as a key faculty characteristic, and improve student recruitment and acceptance screening. Doctoral education can lead to profound personal change, including increased patience, empathy, and self-confidence, increased problem solving skills, a greater ability to see the world through multiple perspectives, and embracing democratic leadership.

Identity theory and social identity theory, adult education theory, transformation theory of adult learning, critical theory, motivation theory, and transformational leadership theory further informed my research. They helped me to prepare questions and follow-up questions in the interviews. They provided clues to understanding how the program might have affected the graduates. The theories offered several contexts from which to start.

In summary, many studies described problems and needs of doctorate in leadership programs and recommend improvements. But only a few studied the impact of the programs on those they were intended to serve. This represents a gap in the literature, establishing need for additional research to identify and evaluate the impact of doctoral leadership programs on graduates. The results may inform learners, including doctoral level students and graduates, and the educators serving in doctoral leadership programs. In the next chapter, I describe the methodology utilized in the study.

CHAPTER THREE:

METHODOLOGY

The purpose of this study is to explore the impact of the University of St. Thomas (UST) Doctorate in Leadership Program on a sample of graduates' lives. I believe a better understanding of this phenomenon will inform current and future students and program administrators. This study addressed four research questions: 1) How did the program affect the graduates' views of self? 2) How did the program affect the graduates' roles in the world? 3) How did individual features of the program affect the graduates? and 4) How were the graduates able to stay motivated during the program and complete their degrees? In this chapter, I describe the study's research methodology including the rationale for the qualitative research design and the case study methodology. I reveal my own assumptions about the study. I describe why and how I selected the sample of graduates for interviews, how I conducted the interviews, and explain the data analysis via the application of theories. I discuss ethical considerations, issues of trustworthiness, and limitations of the study.

Qualitative Research Design

This research is qualitative. "Qualitative research begins with … a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem" (Creswell, 2007, p. 37). I started with a broad view of how graduates may have been affected by the program, based on the literature and on my experience in the program. Guided by my conceptual theories, I searched for meaning among the graduates' stories and identified themes.

This study had four characteristics of a qualitative, rather than quantitative research approach. First, the researcher was a key data collection instrument. I collected data through

interviews. Second, I built themes from the bottom-up, using an inductive process, working with and interpreting the data to identify a set of themes. Third, I used an emergent design, recognizing research emphasis could shift after the start of data collection. Fourth, I provided a holistic account, reporting multiple perspectives of the research questions and shaping a larger picture (Creswell, 2007). I gathered, sorted, and analyzed data and discovered themes. The data were complex, sometimes ambiguous, and sometimes contradictory. “When the questions for which data are sought are likely to cause the respondent greater difficulty and imprecision, the broader, more flexible net provided by qualitative techniques is appropriate” (McCracken, 1988, p. 17).

Case Study Methodology

Within the framework of the qualitative approach, this study was most suited for a case study design. As a form of research methodology, a case study is an exploration of a bounded system over time, “…through detailed, in-depth data collection involving multiple sources of information (such as observations, interviews, and documents), and reports a case description and case-based themes” (Creswell, 2007, p. 73). The bounded system is a program within the University of St. Thomas, a mid-sized, Christian university situated within a large, metropolitan area in the Upper Midwest of the United States. I collected detailed data from 21 program graduates and I discovered case-based themes. The UST doctoral program serves the Twin Cities, Minnesota, and the Sioux Falls, South Dakota, area. Twenty-three cohorts have been centered in the Twin Cities and three cohorts have been centered in Sioux Falls.

There are several kinds of case studies. One is an Observational Case Study in which the study’s focus is a particular organization, and the major data gathering technique is observation supplemented with interviews. Another kind of case study is a Situation Analysis in which a particular event is studied from the multiple points of view of participants (Bogdan and Biklin,

2003). This study utilizes aspects of both types of case studies. In this study, the particular organization or event is the Doctorate in Leadership Program, and data are gathered from various perspectives via participant interviews. This study's primary focus is the impact of the organization or event on the lives of the participants. Insight and recommendations for the organization flow from this primary focus.

Research Sample

Of the 25 Minneapolis-based and three Sioux Falls-based cohorts, 20 separate cohorts have had graduates. This study's participants were 21 graduates of the Doctorate in Leadership Program. I chose to interview one graduate from each of the cohorts having at least one graduate according to the Ed.D. Student Directory (University of St. Thomas, 2010). I included a roughly even number of males and females, and people from the education field and from non-education fields. For accessibility and cost reasons, I interviewed people living within a 100-mile radius of Minneapolis, plus one person from a Sioux Falls cohort. A stratified random sampling procedure was used to select the sample. Utilizing this method, I established quotas using a disproportionately stratified (categorized) sample (Nardi, 2006). Using the Ed.D. Student Directory as a source of names, I stratified graduates first by those living in the Twin Cities and Sioux Falls areas, and randomly selected a graduate from each cohort containing a minimum of one graduate.

The final study participants were one graduate from each of cohorts 1 through 18, one graduate from a Sioux Falls cohort, and two graduates from cohort 19. Two graduates from cohort 19 participated because a second graduate from this cohort asked to participate in this study after I had already secured a graduate from this cohort. The first participant from this cohort was a woman from a non-education field. I accepted the offer of the subsequent,

unsolicited volunteer because he offered a demographic balance—he was male and from the education field. Overall, the graduates' experiences in the program spanned two decades. Graduates from cohorts 2 and 3 graduated in 1993, the earliest to graduate; one of the graduates from cohort 19 graduated in 2010, the latest to graduate. Thirteen of the 21 interviewees worked in the education field. Of these 13 educators, four were current or former secondary school teachers, three were school superintendents, three were college professors, one was a school counselor, and two were college administrators. Of the eight participants from non-education fields, four were from medical fields, two were from banking, and two were consultants. Ten were male and 11 were female (Table 3.1). I applied pseudonyms to all participants to help maintain confidentiality.

Table 3.1. Demographics of study participants.

Participant Pseudonym	Year Graduated	Cohort	Gender	1=Education 2=Non-Education
Andrew	1994	1	M	1
Fran	1993	2	F	2
Lucy	1993	3	F	2
Jean	1994	4	F	2
Hank	1995	5	M	1
Sam	1996	6	M	1
Darrell	1997	7	M	1
Connie	1999	8	F	1
Heather	2000	9	F	2
Hattie	2001	10	F	2
Randi	2001	11	F	1
Stan	2005	12	M	1
Hugh	2001	13	M	2
Bobby	2008	14	M	1
Kelly	2004	15	F	2
Bonnie	2007	16	F	2
Frank	2008	17	M	1
Ken	2009	18	M	1
Stuart	2010	19	M	1
Tammy	2009	19	F	1
Wendy	2008	SF1	F	1
Summary			10 M 11 F	13 Education 8 Non-Education

Overview of Research Design

To carry out this research, I selectively reviewed the literature to study the contributions of other researchers in the areas of other doctoral-level leadership programs and potentially relevant theories. I prepared, submitted, and defended a dissertation proposal. The UST Institutional Review Board approved the proposal and allowed me to proceed with the research. The Board concurred the study would not infringe on the rights of human subjects. After selecting potential research participants through stratified random sampling, I contacted the potential participants via letter (Appendix A) and followed up with either a telephone call or email or both. Once the

potential research participants consented to participate, each participant and I decided upon a time and place for the interview.

Prior to the start of each interview, each participant signed a consent form (Appendix B). I emailed the consent form to participants interviewed via telephone; those participants signed the forms and emailed them back to me. With the permission of the participants, I recorded each interview for later transcription. Semi-structured, in-depth interviews were conducted with 21 graduates. Eleven were done face-to-face. I conducted the remaining 10 via telephone because I suffered a severe injury during the data collection process and was homebound for several months. In addition, blizzards closed highways on days planned for several interviews. Also, I discovered that quality of in-depth interviews via telephone matched the quality of those conducted face-to-face. During each interview, I offered each participant the opportunity to review the finished transcript, but received no requests from participants. I hired a person to transcribe the 21 interviews. The product was a total of 210 single-spaced pages. The transcriber signed a confidentiality agreement (Appendix C). Finally, after transcription, I coded, analyzed, and interpreted the interview data.

Assumptions

I made several assumptions during the research process. One was the graduates would want to share personal information with me. Two, the program has been successful with a fairly stable curriculum over its history, and thus could serve as a case for this study. Program success indicators were its longevity, the quality of the professors subjectively measured by me, and the satisfaction of current and former students based on anecdotal information. Third, rich data would result; themes would emerge. Finally, there was potential for this study's findings to inform UST faculty and administrators, current and future students of the program, and other

graduate-level leadership programs. I am a student in the UST program, and I had biases about this study, expecting to discover the program changed people. However, I proceeded with an open mind, and maintained a critical awareness of my own experiences in the program, and I recognized others' experiences could be different than mine.

Data Collection Methods

I chose interviews as the data collection method for three reasons. First, this case study was exploratory. Since I did not know how the program affected the participants, I could not anticipate all the interview questions to ask at the study's outset. "Unstructured or in-depth interviews are ideally suited to exploratory research" (Nardi, 2006, p. 69). Second, the information gathered was complex and not necessarily clear. I needed an interactive type of data collection method allowing an interactive search for clarity and context. "Qualitative data are exceedingly complex and not readily convertible into standard measurable units… they vary in level of abstraction, in frequency of occurrence, in relevance…our model researcher…needs to analyze as he goes along" (Marshall & Rossman, 2006, pp. 155-156). "This process is hard to mechanize" (McCracken, 1988). Third, I believed graduates had rich, personal stories about their program experiences. Thus, a personal means of data collection was appropriate. Interviews functioned like conversations, and allowed the study participants to frame the conversations and express personal perspectives. "The participant's perspective on the phenomenon of interest should unfold as the participant views it…not as the researcher views it" (Marshall & Rossman, 2006, p. 101).

Interviews were useful for uncovering participants' perspectives, allowed immediate follow-up for clarification, were useful for capturing complex interactions, provided context information, were useful for discovering nuances in culture, and facilitated participant

cooperation (Marshall & Rossman, 2006, p. 134). I guarded against the inherent weaknesses of interviews. The very presence of a researcher can influence the participants' responses. The researcher's experience and culture can bias his interpretations. Thus, the participants' responses were dependent upon the effectiveness of my interviewing skills. I tried to help participants feel comfortable during the interviews, expressing respect, appreciation, and sincere interest in each participant, and leaving much room in the conversations for them to describe their experiences and feelings. "The most important aspect of the interviewer's approach is conveying the attitude that the participants' views are valuable and useful" (Marshall & Rossman, 2006, p. 101).

The four research questions served as a guide. The use of predetermined questions for a long, qualitative interview "is indispensable. The demanding objectives of this interview require their use" (McCracken, 1988, p. 24). Each interviewee responded to each question and shared rich stories. I sought clarification and probed in response to the participants' comments in a real-time, interactive manner during the interviews.

Nine face-to-face interviews were conducted at coffee shops, and two were held at the participants' homes. Ten interviews were conducted via telephone. The duration of the interviews lasted between 40 and 70 minutes. Each participant signed a consent form. I asked each participant if I may record and transcribe the interview and each participant consented. I also offered to send each interviewer a copy of the transcription, though none requested a copy. After each interview, I emailed the audio file of each interview to a professional transcriber. The audio files did not contain the participants' full names or contact information. In return, the transcriber emailed me 21 Word files, a total of 210 pages of single-spaced text. The audio files and transcriptions were kept on my password-protected computer. No one other than I had

access to the information. I did not print the transcriptions. I will keep the transcriptions until I obtain the doctoral degree.

Methods for Data Analysis and Synthesis

Data collected via the 21 interviews were detailed, complex, and voluminous. "The process of bringing order, structure, and interpretation to a mass of collected data is messy, ambiguous, time-consuming, creative, and fascinating" (Marshall & Rossman, 2006, p. 154). I brought order to the data analysis process by reviewing analysis frameworks from Creswell (2007), Marshall and Rossman (2006), and Holliday (2002) and deriving and using a framework as shown in Table 3.2.

Table 3.2. Data compilation and analysis frameworks for survey responses and my derived framework (Creswell, 2007; Holliday, 2002; Marshall & Rossman, 2006).

Creswell (2007)	Holliday (2002)	Marshall & Rossman (2006)	Analysis for This Study
Categorical aggregation	Managing raw data	Organizing the data	Transcribe interviews, organize data files by research questions, key follow-up questions, and other topics
		Immersion in the data	Read and reread the data to become familiar with the stories, events, and opinions of the respondents
Direct interpretation, & identifying patterns & correspondence	Organizing raw data into themes	Generating categories and themes	Represent data and interpretations in a coding scheme
		Coding the data	Use inductive analysis to identify themes, recurring ideas, language
Developing natural generalizations	Extracting data from themes to form the argument	Offering interpretations	Offer interpretations, meanings, and coherence to the patterns and categories
		Searching for alternative understanding	Evaluate and challenge the plausibility of understandings; explore negatives, opposites, and variations
		Writing	Document all with a balance of description and interpretation

Rather than starting with pre-determined codes, I developed the codes based on the data in the transcripts. This is a feature of the qualitative research approach, which is different than the quantitative approach:

> The quantitative goal is to isolate and define categories as precisely as possible before the study is undertaken, and then to determine, with great precision, the relationship between them. The qualitative goal, on the other hand, is often to isolate and define categories during the process of research. (McCracken, 1988, p. 16)

Fifteen codes emerged that address a variety of topics raised by the graduates in response to the research questions. Some codes related directly to the research questions, such as internal impact, external impact, faculty, cohort, curriculum, dissertation, and motivation. Other codes addressed the program's application process, perceptions of the Ed.D. versus the Ph.D., and the interaction of UST officials with graduates. The codes are shown in Table 3.3. I inserted codes into the transcripts to mark the relevant passages.

Table 3.3. Codes used in the study.

Code	Name	Description
A	Before Program	What participants were like before the program
B	Internal Impact	Program effects on participants' self
C	Cohort	Effects of the cohort on participants
D	External Impact	Program effects on the participants' roles in the world
E	Curriculum	Effects of the curriculum on participants
F	Faculty	Effects of the faculty on participants
G	Dissertation	Effects of the dissertation on participants
H	Application Process	Participants' views of the program's application And screening process
I	Books	Effects of books on the participants
J	Being Called "Dr."	Participants' views of being called "Dr."
K	Ed.D. vs. Ph.D.	Participants' views of the Ed.D. and Ph.D.
L	Leadership	Effects of the program on participants' leadership
M	Motivation	How the participants said they stayed motivated
N	UST Follow-Up	Comments on UST's interaction with graduates
O	Overall	General comments about the overall program

After coding the transcripts, I entered coded passages into a database where I sorted and grouped the data by code and by the four research questions: I determined 13 of the codes directly addressed the four research questions: two addressed question one (inner self), two addressed question two (roles in the world), eight addressed question three (program elements), and one addressed question four (motivation). I continued to examine, sort, resort, analyze, and re-analyze the data, frequently referring to the original transcripts for reminders, additional data, and context. I broke away from rigidly structuring the data by the four research questions, and I let the data speak for itself.

I looked for meaning in each piece of each interview, found networks of interconnected data, and developed discussions and arguments demonstrating the interconnections. Throughout

the analysis, thick descriptions were extracted from the data. "A thick description … gives the context of an experience, states the intentions and meanings organizing the experience, and reveals the experience as a process" (Holliday, 2002, p. 79). Theories guided my interpretations and synthesis. For each theme I asked the questions "why?" and "why not?" I tried to uncover plausible explanations. I developed interpretations and recommendations based on comparisons of the themes with theories.

Ethical Considerations

This study involved 21 graduates of UST's Doctorate in Leadership Program. Was this study worth the impact on these people? An assumption was the interviews would not place them in difficult or unethical situations. However, a doctoral program can be a life-changing and highly stressful experience. Each person's story was personal, but the nature of this study makes anonymity impossible. Participants' stories, even without revealing real names, may be familiar to some. Thus, I took the following steps:

- Asked each participant to review his or her transcript upon its completion, and offered to make any requested edits. None wished to review the transcript.
- Informed each participant he or she could walk away from the interview at any time, and any data collected would be destroyed immediately and not used.
- Shared information and dissertation drafts only with my dissertation committee.
- Included no names of participants in the dissertation. Pseudonyms were used when quoting participants.
- Emphasized confidentiality in the contact letter, telephone contact, the interview, and follow-up communications.

- Kept the interview recordings and transcriptions in a password protected computer system.

Issues of Trustworthiness

In seeking to establish the trustworthiness of this qualitative study, I sought to control potential biases that might have been present through the design, implementation, and analysis of the study. In qualitative research, trustworthiness features consist of any efforts to address the more traditional, quantitative issues of validity (the degree to which something measures what it purports to measure) and reliability (the consistency with which it is measured over time). Validity refers to research quality. Maxwell (2005) offered his meaning of validity: "I use validity in a fairly straight-forward, commonsense way to refer to the correctness or credibility of a description, conclusion, explanation, interpretation, or other sort of account" (p. 106).

Were the results of this study credible? Was this study conducted in an objective manner? The participants were from different cultures, professions, genders, and age groups. Yet, a white, Midwestern, American, middle-aged male was the sole collector and interpreter of the wealth of interview data. Three arguments for the validity of this study are offered. First, every attempt was made to remain objective and open to diverse viewpoints. I chose broad, open-ended questions, and I let each participant respond with only limited guidance from me. Second, I was aware of my biases. I am a student in the doctoral program and have my own views of the program and its impact. I admitted and accepted that. Another person conducting this study might have different results. A researcher's background does not invalidate the study if the study was well done. Third, gathering data from multiple sources addressed construct validity, the degree to which a complex idea is measured in numerous ways (Nardi, 2007). The validity of this study's results is strengthened because of the longitudinal nature of the study.

Interviews of 21graduates spanning two decades "allowed for the examination of competing explanation and discrepant data….research is not simply a self-fulfilling prophecy" (Maxwell, 2005, p. 126).

I prepared and submitted this dissertation's proposal to the University of St. Thomas Institutional Review Board (IRB). I asked the IRB to concur the study would meet ethical requirements related to the protection of human subjects. The request included the study's research questions, background, methodology, and ethical considerations. Although no known threats to study participants were anticipated, safeguards were provided through the informed consent process, the use of pseudonyms, and secure storage of research data. The IRB approved the study in September 2010 (Appendix D).

Limitations of the Study

A possible limitation in this qualitative case study was the narrowness of the case itself. The case was a bounded system of 21 graduates from this program. Studying more cases would increase the "generalizability" of results (Creswell, 2007). However, studying more programs would stretch the limits of my resources. In addition, administrators of other programs may not have been open to this kind of study done by an outside researcher. Ample information exists from this case study to paint an in-depth picture of 21 graduates from one Doctoral Leadership Program existing for 25 years. Triangulating results with focus groups comprised of other program graduates was considered. However, due to the personal nature of the participants' program experiences, participants may have been reluctant to fully reveal personal opinions and feelings to a group. Generalizing results to other programs was not a key purpose of this study. Rather, this study can stand on its own merits. Interviewing 21 graduates spanning the

program's two decades was a reasonable, credible approach, providing useful insights for current and future students and administrators of this program.

Summary

In summary, this chapter describes this study's research methodology. I employed qualitative case study methodology to study the phenomenon of how a doctorate in leadership program affected its graduates. The participant sample was made up of 21 program graduates selected via stratified random sampling. I collected data via in-depth individual interviews. I reviewed data, interpretations, and themes in comparison with the literature and theories. I considered ethics, trustworthiness, and limitations of the study. The next chapter presents this study's findings.

CHAPTER FOUR:

A NEW VIEW OF SELF AND OTHERS

Introduction

The purpose of this case study was to explore the impact of the UST Doctorate in Leadership Program on a sample of its graduates. I believed a better understanding of this phenomenon would inform students, educators, and administrators of the program, and perhaps those of other doctoral leadership programs. In this chapter, I present themes obtained from in-depth interviews of a sample of graduates from the first two decades of the program's history. I call these graduates "participants" throughout the remainder of this study. An overall finding was the doctoral program profoundly affected how participants regarded themselves and others. They entered the program with certain assumptions, perceptions, and skills, and the program fundamentally changed them. Five themes emerged. First, participants' views of their inner selves changed due to substantial gains in three subthemes, self-confidence, self-satisfaction, or self-understanding, as evidenced by their ability to take on challenges and seek new opportunities in their professional lives. The second theme involved the ability of participants to use critical thinking to analyze situations, as well as knowledge gained from conducting and reporting research. The third theme was the participants also obtained heightened acceptance of multiple perspectives and diversity. The fourth theme was the participants confirmed or gained a greater appreciation for and use of a democratic or participative leadership style. Finally, participants were motivated to complete their doctorates due to a combination of intrinsic drives and various externally-based factors.

A New View of Inner Self

In the first theme, a new view of inner self, 17 of the 21 participants described changes to their inner selves brought about by the program. Their comments fell in three sub-themes: self-confidence, self-satisfaction, and self-understanding. Twelve participants used the term self-confidence to describe how the program gave them the confidence to take on challenges with the belief they would be successful. Six participants felt satisfaction as a result of completing the program and achieving the highest academic level. While six participants claimed the program helped them sort through significant professional or personal challenges which led to greater self-understanding.

Self-Confidence

"Self-confidence is the ability to be certain about one's competencies and skills. It includes a sense of self-esteem and self-assurance" (Northouse, 2007, p. 19). Participants with greater self-confidence attributed at least part of this increase to improved skills in critical thinking or research learned from the program. Having these skills in their professional toolkits boosted their confidence, and for some, it boosted their careers.

> The doctoral program at St. Thomas allowed me to be able to say yes to opportunities in life that I wouldn't have been as qualified for when asked. So when I was asked to do things, I had that confidence that I have been trained and that has made a big difference.

Darrell was highly successful in his career before the program, but his confidence grew from learning about theories and doing qualitative research. He now works in a large research organization; he doubted he could succeed in his organization without these research skills and higher confidence provided by the program. He said the program "gave me the confidence to do, and that has made all the difference."

Before enrolling in the program, Lucy taught in an undergraduate program and felt overworked and underpaid. The culture in her organization placed high prestige on researchers. Through the UST program, Lucy developed a qualitative research agenda that set her in a new professional direction she follows today. The program helped her think, speak, and argue more cogently, all of which contributed to her higher level of self-confidence. When I asked Lucy how the program affected her, she said quickly and assertively, "Greater self-confidence." Participants indicated the program gave them the confidence to admit they do not have all the answers. This allowed them to confidently reach out to others for information, to seek a more holistic understanding of a situation or phenomenon. Hank may have said it best, "I think what the program provided was the confidence to let you accept that you don't know everything, and you are not ashamed to say it. That was a real epiphany for people." Connie had a similar story. Before she enrolled in the UST program, she was in a support role in her workplace. She felt professionally inferior to several of her colleagues—but not after the program. Today she is still in a support role in the same organization. But she said she gained critical thinking abilities from the program, and these gave her "the air of confidence" improving her professional relationships.

Another example is Hugh, who called himself a highly competitive, Type-A personality before the program. He prided himself in being a good troubleshooter in the workplace. But the program enhanced his analytical and research skills. He indicated, "Qualitative research helps me analyze problems better…and ferret out all the unique aspects of a problem to find the right way of handling it." He believes he is even more confident today because of the program.

Several others attributed the increase in self-confidence to other factors. Andy said, "With doctor before my name, I can live another 20 years." One reason for Hattie's higher self-confidence was achievement of the highest level of education. She said her entry into the

"academic club of scholars" helped her "trust my own insights, and say what I think." Hank and Wendy's higher self-confidence came from the broader perspectives they gained from the program. Before the program, Hank was a competitive, life-long educational administrator who spent most of his career in rural areas of the U.S. The program expanded his "work with people of color…and different cultures, and this moved into my work life very significantly." Today he works with minorities in an urban setting. He said, "The program gave me a lot of confidence." Wendy felt the program gave her "a better grasp of systems, sociological and economic; the program caused me to see the whole picture….I feel confident in the classroom….I started the program shy and I exited confident."

The program's emphasis on critical thinking helped many participants think through career problems and gave them the confidence to make career changes during or after their time in the program. Each of the participants certainly had a level of self-confidence before the program. However, according to this study's participants, if self-confidence cannot be "learned," it can certainly grow.

The participants in this study experienced what Knowles (2005) calls adult learning, "the process of adults gaining knowledge and expertise" (p. 174). At the core of the adult learning process is the adult's need to know and take ownership and control of their own learning process. Students moved through learning stages, becoming more self-directed in their education. For example, students were *dependent* on lectures in most courses, *involved* in learning via cohort discourse, and *self-directed* throughout the dissertation process. An outcome of this process was higher self-confidence.

Self-Satisfaction

Six participants also spoke of the great personal satisfaction from completing their degrees. They reflected on their sacrifices and recognized their degrees represented one of their lives' greatest accomplishments. They talked about the challenges of juggling their personal, professional, and school lives and coming out with the degree. Jean offered, "to be successful in all those different dimensions at the same time – it is extraordinary. And so I think you cannot help but feel good….If you can keep all those balls juggling, you feel good."

Those from the education field spoke of their satisfaction in reaching the highest level in their profession. Others said the doctorate was the pinnacle of life-long goals or represented highly personal accomplishments. One said, "I was always exploring new things and new ideas….The doctorate was the next logical thing for me." Another described herself as "a big learner," and had "completed a college degree every ten years." Others described completing the program as a "psychological lift" and "a great satisfaction" and "the grandest moment in my life." Connie shared that her graduation day was one of the proudest days of her life. "I remember sitting back and looking at myself and going, 'I am simply just thrilled about this.' And you can see it now. I am so pleased. It is mine. It was my goal and my accomplishment."

Self-Understanding

Six said the program increased their self-understanding. These participants struggled with professional or personal challenges before or during the program. They said the program gave them space and tools for critical reflection. Participants reflected on their own experiences, perspectives, and assumptions while learning about those of others different than themselves. Greater understanding of selves resulted, which better equipped the participants to address their challenges. For example, before the program, Stan was a self-admitted cynic and skeptic; he was

"leery of what people say, what people do." He is still a skeptic today, but he said the program "allowed me to probably make sense of my skepticism….It allowed me to put terms…to my skepticism and why I am skeptical.…I became a more thoughtful skeptic." Sam had emotionally and spiritually struggled with a personal tragedy for many years. But through the program, he gained a deeper understanding of himself, "That experience at St. Thomas had a definite impact…on how I have come to understand myself better…a much deeper understanding about how my faith shaped me as a human being."

The program gave the participants heightened self-confidence, self-satisfaction, and self-understanding, and for some even revelations of personal meaning. A frequent comment from participants was that critical self-reflection led to new views of their inner selves. "The most significant learning experiences in adulthood involve critical self-reflection—reassessing the way we have posed problems and reassessing our own orientation to perceiving, knowing, believing, and seeing (Mezirow and Associates, 1990, p. 13). Sam said the program helped him critically reflect on a personal tragedy emotionally haunting him for many years. He said the program prompted a "powerful, faith-based epiphany due to a deep analysis of self." The program allowed him to see and accept "multiple truths," and to "look out for people on the short end of the stick." Several other participants had similar stories.

Ken struggled with ethical conflicts in his workplace while he was enrolled in the program. He began to question his own ethical standards. But he said the program helped him examine "if this is in fact who I am." His personal findings "gave him room to explore changes in my life….It gave me room to critique it and imagine alternatives." Another participant said the program "made me look at myself, and it helped me make sense of my skeptical self. Now I ask, 'why?'" Another indicated the program helped her "learn to use all parts of [her]self," and another

shared that the program "reinforced who I am and reinforced my beliefs….I learned about me due to the work [of the program]."

Overall, the program affected the identity or self-concept of the participants. Identity theory, also called self-concept theory, asserts a person's self-concept is based in part on a person's characteristics, including special abilities (Wylie, 1979). Identity theory also asserts that a person's self concept is based in part on goals and scholastic abilities (p. 3). Participants professed that completing their degrees, attaining their scholastic life-long goal, or joining the club of doctoral scholars increased their self-confidence or self-satisfaction. Further, social identity theory helps explain comments from the six participants who spoke of the self-satisfaction of achieving the doctorate. In social identification, the assigner adopts the identity of the group in which the assigner belongs. There is an emotional significance to the assigner's identification with a group. The assigner's self-esteem becomes bound up with group membership, and participants took pride in their new doctoral group membership.

Both adult education theory and transformation theory of adult education profess that critical analysis, especially critical self-reflection, can increase self-confidence and self-understanding among adult learners (Knowles, 2005; Mezirow & Associates, 2000). Participants in this study professed this same principle. They considered the world through others' perspectives, re-considered their own frames of reference, and gained self-confidence and self-understanding through the process. Further, the findings of this study confirm the earlier work by Stevens-Long and Barner (2006), who studied the impact of doctoral education. They found doctoral education can lead to profound personal change, including increased patience, empathy, and self-confidence. Whether the participants in this study spoke of self-confidence, self-

satisfaction, or self-understanding, they learned more about themselves through the program, which still serves them in positive ways today.

A related theory by Baxter Magolda (2009), self-authorship, includes a description of how developmental change happens. She reported that we have rules of how we have come to think about the world and ourselves. When we encounter multiple exceptions, we stop and consider whether our own rules should change. We may alter our own rules to account for the exceptions. “Developmental psychologists describe this process as giving up one way of making meaning to adopt a more complex one” (Baxter Magolda, 2009, p. 3). Baxter Magolda (2009) stated that we are often unaware of the change until we extract ourselves from the world and analyze it. “The developmental journey is the continual process of finding those part of ourselves that we cannot see…pulling them out to reflect on them, and deciding what to make of them” (Baxter Magolda, 2009, p. 3). Many of the participants changed because this program helped them extract themselves from the world and analyze it. As the next section describes, improved critical analysis abilities was another program impact.

Becoming Critical

The doctoral program caused 11 participants to be more critical in their thinking and eight participants to improve skills in conducting and reporting research. The critical thinkers spoke of improved critical thinking abilities in various ways: the program taught them to question everything, seek the root cause of issues, search for assumptions behind stories, be slow to draw conclusions, listen more intently, and read newspapers with a dubious attitude. In general, these participants became more careful, patient, and thorough in the search for truth and for solutions to problems. The participants who said the program improved their research skills had similar

stories. The program instilled among them a need to conduct research on day-to-day problems in order to better understand context and develop better solutions.

Collectively, participants contributing to this theme became thoughtful skeptics due to the program. This skepticism changed how they view themselves and the world. Stan put it this way, "Now one of the things I think the program has helped me do is it helped me become critical – it helped me look at things differently." Bruce said, "St. Thomas' program allowed me…to ferret out and use critical thinking skills to really get at the core assumptions that are playing out." Several participants offered the program caused them to often doubt stories presented by the media. Bonnie became more aware of how social class is treated in the media. "What story did they choose to run in the headlines and how it is also worded?....Who is the story serving? Who wrote it? Who was this person? Are they a White male or where do they fit into this?"

Others focused their comments on research skills. For example, Randi declared, "I am researching everything…every leadership decision I make…is based on research….I became a much more reflective practitioner. I learned how to listen better…those were skills that I developed slowly within the program." Several acknowledged the program imparted critical analysis and research skills affecting their thought processes. Andrew affirmed his research skills rocked his perceptions:

> I no longer trust my own perceptions of what is going on. I want research. I want to get a hold of people who have done some research, legitimate research, and I want to find out what has happened in their perspective in what I am looking for….I wasn't that way before; I wasn't that way…anywhere. So you are talking about an internal change in perception, which is huge.

Some participants said their new qualitative research skills enhanced their careers. Lucy developed "a very significant agenda in qualitative research that has gone on for many, many years, and actually ultimately resulted in my getting promoted."

Some participants thought the dissertation process increased their critical thinking abilities. Connie said thinking critically was the top skill she learned from the program, and her dissertation was the key to her positive program experience. She spoke of the power of the curriculum, but she added, “The dissertation was the most powerful…the best by far.” Others credited other program elements. Sam said the faculty was “the key ingredient” as he learned to use critical thinking to “reach the core of his being.” But he also said his dissertation experience was “absolutely incredible.” Hugh said the program enhanced his ability to analyze, and his relationship with the faculty was his “number one experience.” Bonnie said the program gave her a critical eye, and she now always asks, “Says who?” She credited the curriculum, the analysis of texts, and the numerous writing assignments.

As with their critical thinking abilities, the participants’ research abilities came from different and multiple program sources. For example, Lucy said a qualitative research course and her dissertation set her on a “qualitative research agenda that has gone on” since she completed the program, and “got me promoted, tenured, and published….UST opened my eyes to qualitative research.” Darrell credited the program for giving “me the approach to theory and research….I learned to teach my students research.” He specifically credited “a good and strong cohort,” the curriculum, and “an outstanding faculty.” Heather stated the program taught her “the value of grounded research,” and her dissertation chair “was wonderful…he forced me to a higher standard….The dissertation was hard and relevant.” Randi said that the program made research part of her life. “I now research everything.” The cohort was “my favorite part” of the program. “Learning comes from shared discussion.”

Thinking critically is the process of unearthing and then researching the assumptions one is operating under primarily by taking different perspectives on familiar, taken-for-granted beliefs

and behaviors (Brookfield, 2005). Through the program, participants gained different perspectives on their own familiar, taken-for-granted beliefs and behaviors. Further evidence of these changes includes participant comments like these: “The program made me clarify my own assumptions,” and “Now I ask why something doesn’t sound right.” The majority said the program caused them to be routinely critical of ideologies, data, and news. As Bonnie said, “I have a critical eye. I always ask, ‘Says who?’ and ‘What are their assumptions?’”

Critical theory involves identifying, challenging, and changing the process by which a grossly iniquitous society uses dominant ideology to convince people this is a normal state of affairs. Critical theory asserts we encounter “politically sculpted situations illustrating the internal contradictions of the capitalist system in which we work” (Brookfield, 2005, p. 6). Although none of the participants talked about a dominant ideology, most said the program challenged their own ideologies and encouraged them to see the world through other ideologies through historical, political, ethical, and social lenses.

Thus, different participants learned critical thinking and research skills from various program elements. Whatever the source, the program promoted a key tenet of adult education, “to encourage adult learners to consider rationally and carefully perspectives and interpretations of the world that diverge from those they already hold, without making these adults feel they are being cajoled or threatened“ (Knowles, 2005, p. 106).

This theme is consistent with a key precept of Transformation Theory of Adult Learning—critical analysis and reflection can transform adults (Brown, 2005; Mezirow, 2000). “Transformative learning is a process of experiential learning, critical self-reflection, and rational discourse” (Brown, 2005, p. 18). The participants learned by studying other perspectives, comparing them with their own perspectives, and discussing perspectives in cohorts. Further, this

sub-theme is consistent with findings of the study by doctoral cohort candidate, Coleman and Alford (2006). A doctoral program in educational leadership increased participants' "awareness of the perceptions of stakeholders" and their own "criticality" (p. 55) which included skills in problem analysis.

Generally, the data showed improved critical thinking abilities among participants enabled them to critically reflect on their own experiences and compare and contrast them with those of others within new and broader contexts. Research skills learned from the program helped them to explore and discover root causes of problems and reach more informed decisions. These led to new understandings.

An Equity Vision

The doctoral program increased participants' acceptance of multiple perspectives and diversity. Fifteen participants became more open to alternatives and various possibilities within a situation. The program gave them abilities to entertain and accept opinions different from their own, even if they did not agree with the opinions. The program instilled an understanding among these study participants that personal, independent self-perspectives of phenomenon or situations provide incomplete stories, and that multiple views different than their own are valuable, even essential. Ken's comment was representative:

> It [the program] has also given me a…perspective that allows me to be both more critical about a situation and more open to alternatives and possibilities within that situation…to hold intention, conflicts, ethical dilemmas, values that aren't always in line in the work that I do…the program gave me room to explore that, critique that, imagine alternatives.

Heather's remarks reflected this, "A lot of people think differently than I do, and that my answer…is not necessarily the right one…and that has carried as the most important thing I learned in the doctoral program." Kelly's comment was comparable, "The program gave me ways

of making sure my own biases didn't get in the way of rigorously looking at the conclusions I was drawing." For Heather, this new equity vision was a gift. "The most important thing I learned in the doctoral program is that there are a lot of different perspectives, and you need to include those as your perspective."

Participants expressed their views about this theme in similar ways. Andrew said, "I no longer trust my own perceptions." Lucy stated, "I want to hear what others have to say." Others said: "[the program] allowed me to see multiple truths," and "[I] see multiple sides of an issue….[I] look through different frames," and "[I] see things from other directions….I now hold accountability and responsibility to a broader vision…a broader perspective," and "[I] learned how to see through many views…learned to take a bigger view of my goals," and "[I] ensure that all voices are heard."

Some said they now try to examine issues through multiple political, gender, and racial lenses. Frank touched on all of these:

> In huge ways this program changed me. Everything that I do now I look at through a particular lens, and it is through both sides of a lens. How would some of my liberal comrades in the program view it and how would more conservative folks view this particular issue? And I came to understand this perspective in extraordinary ways – the facts that minorities, specifically blacks, and women – you know they had a particular viewpoint that I needed to listen to, and I needed to hear the voice of. It was very helpful to me.

Hank likewise spoke of the program's power to open him to the views of others, especially people of color and those of different cultures. He called the change in himself "an epiphany." He said his interaction with people has expanded, and "that moved into my work life very significantly." He added, "I have greater respect for people from all walks of life." Five participants said the program increased their acceptance of diversity. Collectively, they referred to diversity in a broad sense, including diversity of class, thought, and race. Heather commented, "I

am respectful of the diversity of thought….I realized how different people's views can be." Because of the program, Bonnie became "more aware of class issues…more accepting of differences." Frank simply stated he learned he "needed to listen to minorities."

The participants' stories echoed certain principles of transformation theory of adult learning, collectively called "democratic conditions of the heart: respect for others, self-respect, willingness to accept responsibility for the common good, willingness to welcome diversity and to approach others with openness" (Mezirow, 2000, p. 14). Further, Transformation Theory of Adult Learning also professes, "an adult makes meaning by becoming critically aware of one's own tacit assumptions and expectations and those of others and assessing their relevance for making an interpretation" (Mezirow, 2000, p. 4). For this to occur, a person must be both self-aware and sensitive to the views of others.

Overall, this theme of an equity vision is supported by Critical Theory, in which an assessment of the dominant ideology requires a broader world view. It is also supported by Transformation Theory of Adult Learning, which states a person is better equipped for decision-making with a wider view of the cultural, biographical, and historical contexts. Further, Stevens-Long and Barner (2006) discovered doctoral program graduates had greater empathy for others. Doctoral Cohort Candidates, Coleman and Alford (2007), discovered the doctoral program increased graduates' "awareness of the perceptions of stakeholders" (p. 55).

Multiple features of the program opened students' hearts and minds to the views of others. Whether through the readings, faculty lectures, or cohort discourse, a common thread was an encouragement to see the world through conceptions different than your own. The resultant broader visions enabled participants to appreciate the views of those different than themselves, and see their own views in a new and critical light. The program led people to understand that

their singular viewpoints were not sufficient for more complete understanding; their own views were not necessarily the correct ones. The participants became humble, gained a new humility. This, in combination with becoming more self-confident, appears paradoxical. The data indicate the program increased both the participants' self-confidence and their selflessness. The program increased the participants' willingness to give credence to the views and opinions of others. This led to learning. For some, this new equity vision was revelatory.

Respecting, Trusting, and Valuing Others

I asked participants how the program affected their roles in the world. In response, all but one of the participants spoke about their roles as leaders. A fourth theme emerged: the program reinforced or changed the leadership style of 17 participants to one emphasizing relationships and collaboration with others. The program also instilled in 14 study participants a greater appreciation for relationships and collaboration. Collectively, these participants described this theme in many ways, but respecting, trusting, and valuing others was at the core. The participants embraced a leadership style based on an atmosphere of trust, in which the leader empathizes with followers. Participants believe that good leaders use consensus and democracy for problem solving. Participants said leadership is ensuring others have freedom to contribute toward group goals. Heather spoke about her team at her work:

> I trust them. You know they are experts in their field and what they do, and I trust their judgment to do that…I think I give people a lot of freedom to own or take ownership of their work and their projects…I really value the perspectives of others.

Like Heather, most of the participants said they lead by helping others excel. The participants believed quietly leading from the shadows was right and effective, and the program was responsible for this change. Bonnie offered that the program helped her understand how to work as a leader, "But not in a confrontational way…more just 'working behind the scenes." I

think would be another way to put it.” Bonnie used the same terms, “What kind of leader [am I]? I would say ‘behind the scenes.’ It used to be more forward. I had to be in front of everybody.” Lucy described her leadership style in similar fashion:

> I am definitely not a top down leader….I am not very interested in telling people how….It is, rather, trying to work with motivation, with helping them get insight, helping them birth new ideas and new understandings of whatever the phenomenon is, in what they are interested in.

When asked if she would have given the same answer if asked before the program, Lucy indicated, “No, I don’t think I would have.” Randi continued the pattern. Before she entered the program, she was a strong, authoritarian leader who “always had the answer.” She said, due to the program, her leadership style shifted from directing to creating ownership among followers and building partnerships. She now focuses on followers:

> I am always constantly repositioning how I am coming to them, what I am offering them to think about themselves and trying to listen to what their concerns are and internalize that versus in the old days saying “Just do it.”

Randi attributed her style change to discussions in her cohort, and “to listen…to measure against what was in my head, and then either having the courage to disagree or…offer more.”

Participants gave example after example of how the program helped them realize leadership is about others. Hank shared that the program showed him the value of “the collaborative leadership style,” which now he uses with his team in his job. He is proud of his team and works hard to recruit and hire people with “the best judgments possible.” He said each team member “doesn’t need a lot of me.” Bobby explained it this way, “Leaders don’t have to do everything themselves. That is probably a strength of the program….leadership…is kind of a paradox that you can suddenly become more of a leader by giving more of the leadership away.” Hugh made basically the same point when he described how he leads his professional organization. He said the program pointed out the value of “interconnectedness” of his

organization to others. “So the more you can see yourself as part of a larger interconnected system, I think the better you are….what you are doing impact your community at large.” Frank also revealed the program taught him to include diversity in his leadership style:

> The facts that minorities, specifically Blacks, and women – you know they had a particular viewpoint that I needed to listen to and I needed to hear the voice of – it was very helpful to me….And so I needed to be taught how to do that. How to listen for those voices and not silence them and give them the time that they needed.

Fran said, as a leader, her “accountability and responsibility is to your people.” Lucy said, “I stand on the sidelines and cheer….I encourage others to use their gifts and strengths.” The program produced leaders with sincere interests in followers, greater abilities to relate to diverse followers, and more flexibility to tailor behaviors for maximum effects in various and complex situations. These characteristics are needed for Transformational Leadership to occur.

Defined as a process that changes people, Transformational Leadership involves people’s “emotions, values, ethics, standards, and long-term goals and includes assessing followers’ motives, satisfying their needs, and treating them as full human beings….[it] involves an exceptional form of influence” (Northouse, 2007, p. 175-176). A key factor in Transformational Leadership is the leader must give individualized consideration to followers, provide a supportive climate, listen carefully to individuals, and treat each employee in caring and unique way. Hank’s leadership tenet is “Don’t over-influence what happens….Hire them and give them support needed to do the jobs.” The study participants said the program strengthened these characteristics in them. The UST Doctorate in Leadership Program prepares people to be transformational leaders.

Due to the problems of today’s organizations, Park (2005) argued skilled leaders are needed. “The charisma and the traits of the individual personality may become less critical….Acts

of leadership depend less on…heroic individuals and more on the capacities of individuals…to skillfully intervene" (p. 11). The participants believed skillful intervention is subtle and keeps the focus on others. Andrew put it this way: "Put people in groups and give them a goal….Pontificate only to plant seeds." Other descriptors were: "I lead behind the scenes," and "delegate and trust," and "I am a behind the scenes leader," and "I manage people by including their views….I give them freedom to take ownership," and "I help others make decisions," and "it's about creating ownership….UST changed me from saying, 'Just do it.'"

This theme assumes leadership can be taught. The Skills Approach in leadership theory assumes leadership can be learned or developed; thus, anyone can become a leader. "Skills are what leaders can accomplish, whereas traits are who leaders are" (Northouse, 2007, p. 40). The UST Doctorate in Leadership Program clearly increased human skills among the majority of the study participants. Through the program, participants became more open to the views of others, accepting of diversity, appreciative of relationships, willing to collaborate, and willing to lead through democratic processes. Lucy said the program gave her the tools to interact with a wider array of colleagues and expand her relationships, which allowed her to become a leader in her field. Hank said after the program he became purposeful to include diverse groups of people in decision-making in his work. He added, "When you are collaborating with your peers, you feel like you should be where you are." Sam said after the program he gave "more honor and respect for people," and he took more time for relationships, "more time to hear stories." Others described their new emphasis on relationships this way: "[I] saw value in relationships at all levels," and "[I] see the interconnectedness of organizations….what you do impact community," and "I am more inclusive and transparent….I involve people in decision-making along the way."

Kelly said, “It made me aware of the need to organize my thoughts in a way that persuades people who don’t think like me.”

Thus, the program taught the participants social judgment skills to understand the attitudes of others, to be sensitive to other people’s perspectives, to understand how others function, and to react to others with flexibility, openness, and willingness to change (Northouse, 2007, p 46). However, I would characterize these skills as changes of heart and perspective. These changes, combined with the participants’ greater self-confidence, self-understanding, and critical thinking and research abilities, equip the participants for transformational leadership—to reach the goals of both leaders and followers better.

Overall, how did the program affect the participants’ roles in the world? It helped them to involve and encourage others, to participate in community, and collaborate as a matter of course. The program expanded the spotlight. Whereas the light formerly shone upon the self and others of similar ilk, it now shines upon the self and many others, including those quite different than the self. These broader lines of sight enable participants to respect, trust, and value others, which has profound effects on personal and professional relationships and leadership.

I expected the data to indicate a person’s acceptance of multiple perspectives and diversity would manifest itself externally through participatory leadership. The data revealed such a relationship. In fact, the data showed strong relationships between the participatory leadership finding and all findings. From the data alone, one could argue the recipe to produce democratic leaders is for higher education to facilitate programs enhancing self-confidence, self-understanding, critical analysis and reflective discourse abilities, and openness to others’ viewpoints and change.

Driven to Finish

Prior to conducting this study, I believed understanding the participants' motivation to complete the program might serve as a window to the program's impact on graduates. All but three of the participants said they were internally driven to complete their doctorates. In addition, all but three of the participants said they were externally driven to complete their doctorates. The internal motivation was an intrinsic spark existing throughout their lives. Jean's comment was typical, "I am very, very goal oriented, and I am not a quitter. So, in my case it was never a question of if it is going to happen, it is a question of how I can make it happen." Participants identified six external motivators. The leading external motivator, mentioned by nine participants, was employer support, occurring most often in the form of employer-paid tuition. Six participants were motivated by family encouragement, and six were motivated by a sense the doctorate was needed to advance careers. Five were driven to complete the program because they were not working professionally at the time of their program, and they wanted to take advantage of the opportunity to focus full-time. Other external reasons to finish the program were faculty support (four participants) and the program's curriculum (four participants). The program or any particular program element was not the primary source of motivation for the participants. In fact, those that cited faculty support or curriculum as motivators were motivated by other external factors, as well.

There was similarity among the comments from participants claiming to be internally motivated. These were common: "It came from me internally. It needed to be done," and "I learned how to learn….Why not keep going?" and "I really wanted to complete it." Hugh elaborated:

> It was a mountain I wanted to climb and climb it sooner than later…. I always knew I had it in me to get it done, I just didn't know when I could make it

> happen….I always knew as motivated as I was…I've got a limited amount of gas in the gas tank. I need to rocket through this thing while I still have gas in the gas tank.

Bobby also remarked that his motivation came from within, "This was kind of on my own… It was just kind of internal….I just wanted to push myself and challenge myself, I guess. I want to learn new things." Wendy passionately described her internal motivation:

> There is something that drives some people – the people who are in the program…I think we were all there for a reason….I had to finish. And at that point it wasn't about credits or a pay raise. At that point it was about that I had to follow through and I had to finish…. And it wasn't about winning….I was driven to finish it.

A facet of Motivation Theory is self-efficacy, defined as one's perceived capabilities to learn or perform (Schunk & Pajares, 2007). "Human motivation, wellbeing, and personal accomplishment are based more on what a person believes than on what is objectively true" (Schunk & Pajeres, p. 87). Thus, how people behave can be better predicted by the beliefs they hold about their capabilities than on their actual capabilities. A typical comment from the participants was, "I am goal oriented, and I am not a quitter." One participant said, "I had internal spark. The drive was there." Another said, "I am so goal-driven it is incredible." The participants' self-efficacy served as a self-fulfilling prophecy. This is consistent with another branch of Motivation Theory called Expectancy Value Theory, which states students' expectancy for success and their value for academic activities predict motivational outcomes. All study participants had a track record of educational achievement before entering the program. They believed they could be successful. As Heather said, "I am an achiever, and that simply explains it." Andrew said, "It is just in me. What I start, I finish."

Motivation Theory assumes two types of motives exist within a person: 1) implicit motives, which operate non-consciously, and 2) self-attributed or explicit motives, which reflect a

person's language-based, consciously accessible self-concept (Schulthesiss & Brunstein, 2007). A person with intrinsic motives can positively respond to the pleasure of working on challenging tasks. This helps explain why many participants simply enjoyed the work of the program. Fran said, "It was really fun," and Kelly said, "It was easy to do the readings and I was learning; it was great."

Another motivation theory is goal theory, which identifies two types of goals: 1) performance goals to demonstrate one's competence and 2) learning goals to develop one's competence (Elliott and Dweck, 2007). A person's perception of his or her competence drives what goals the person sets and even can serve as a predictor of success. "High perceived competence was posited to orient individuals to the possibility of success….low perceived competence was posited to orient individuals to the possibility of failure" (Elliott and Dweck, 2007, p. 60). Clearly, the participants possessed high self-confidence orienting them for success in the program. In fact, the program imparted higher self-confidence among 11 participants.

Another aspect of competence motivation theory focuses on a person's perception of intelligence (Dweck and Molden, 2007). How a person regards his/her own intelligence can affect motivation. One sub-theory is incremental theory, which states intelligence can be increased through one's efforts. People who believe this place a priority on learning and self-development. They see setbacks as a reflection of their effort or learning strategies. Effort is viewed as positive. Many of the participants placed a priority on learning. Heather stated, "I stayed motivated because I am a learner." Stuart chimed, "I was internally driven to learn," and Teri added, "I did it [the program] for the learning and growth process."

Whether they felt they needed to fulfill their potential, achieve professional goals, or reach personal pinnacles, the participants assumed responsibility for their own success. They enrolled in

the program and moved forward. By the time they reached dissertation phase, each was largely self-directed. The participants brought their own motivation to the program, and only four identified the program itself as a source of motivation. However, the program established opportunities to meet various motivational goals, including achieving goals, learning for the love of it, and earning a degree.

Summary

The five themes emerging from data analysis indicate the program affected the identity of the participants. Improved critical thinking abilities, heightened research skills, and degree completion altered how the participants view themselves and their positions in the social structure. Exposure to multiple perspectives and diversity along with critical self-reflection enabled participants to reconsider their own views of the world, and in some cases even resolve personal and professional problems. In the contexts of Transformation Theory and Critical Theory, reflective discourse is the critical assessment of assumptions that leads toward clearer understanding. “It leads toward clearer understanding by tapping collective experience to arrive at a tentative best judgment” (Mezirow & Associates, 2000, p. 11). The act of reflective discourse requires critical thinking. An outcome of critically assessing one’s own assumptions, also known as critical self-reflection, is increased self-understanding. Another outcome of critical assessment is mindful learning, “the creation of new categories, openness of new information, and an implicit awareness of more than one perspective, and an acceptance of multiple perspectives and diversity” (Mezirow, 2000, p. 7).

The UST program broadened the participants’ perspectives. The program allowed the participants to stop, critically reflect, and “decide what to make” of these broader perspectives. The participants addressed questions of who they are, what Baxter Magolda called *intrapersonal*

development, and also helped them relate more effectively to others, or *interpersonal development* (Baxter Magolda, 2009). The UST program helped to broaden the participants' frames of reference by helping them adopt "a more dependable frame of reference … one that is more inclusive, differentiating, permeable (open to other viewpoints), critically reflective of assumptions, emotionally capable of change, and integrative of experience" (Mezirow, 2000, p. 19). Engaging in critical self-reflection helped the graduates see new perspectives and change their existing frames of reference. The participants' new "frames of reference" helped them increase their self-confidence, gain a heightened understanding of self and others, discover greater acceptance of multiple perspectives more readily, and place greater value on relationships. Overall, if our world needs leaders who are self-aware, are capable of critical analysis, are open to diversity, and value collaboration, this program creates relevant leaders. In the next chapter, I investigate what elements of the program may have caused these changes.

CHAPTER FIVE:

FOUR SOURCES OF LEARNING

Introduction

The purpose of this case study was to explore the impact of the University of St. Thomas Doctorate in Leadership Program on a sample of its graduates. In the previous chapter, I described and assigned meaning to the impact of UST's program on participants. During the interviews, the participants described how four elements of the program influenced them. One of the program elements was a supportive faculty. The participants highlighted valuable guidance from advisors as especially positive, as well as professional and personal support from faculty. The second program element was an instructive and nurturing cohort. Participants identified positive aspects of cohort diversity, learning from cohort members, high quality of cohort members, and personal support. The third was a robust curriculum. Different courses favorably influenced different participants, who praised courses on qualitative research and those with social justice themes. Participants also appreciated learning about theories and believed the curriculum was applicable to careers. Finally, participants spoke passionately about the dissertation, citing valuable assistance from dissertation committee chairs. They learned from the dissertation experience and believed the dissertation was applicable to careers.

The purpose of this chapter is to provide interpretative insights into how these four program elements affected the participants. I analyze findings with respect to three theories: Adult Education Theory, Critical Theory, and Transformation Theory of Adult Learning. I also compare findings with other doctoral programs as described in the literature. Overall, I attempt to discover why the findings occurred and what others can learn from this study. The following expands on each of the four program elements and introduces key participant comments.

Supportive Faculty

The participants identified the faculty as a major source of learning. All but one of the study participants made positive comments about the faculty. Eleven of the 21 participants made only positive comments. Most of the favorable comments were of a general nature. Others were about positive relationships with advisors and dissertation chairs, faculty support for careers, faculty support for personal issues, praise for individual faculty members, faculty availability, and other factors. Overall, the faculty assumed the roles of discussion facilitators as well as professional and personal mentors, rather than authoritarian teachers.

Twelve participants made positive comments of a general nature. Hugh's comments were typical, "The most I got from the program was from the professors. They were my number one influence….I have a lifelong appreciation." Bobby valued the faculty more than other program elements. "I got a lot out of the readings, and some of the discussions, too….But I probably got more just listening to the professors and having them kind of share things." Connie remarked, "I liked the professors. I think they were dedicated, knowledgeable, respectful, entertaining, and available." Also, Darrell said, "I really enjoyed the faculty. They were outstanding." Hattie reflected, "[the program's] strength was so many styles of the professors." Other participants praised the quality of instruction and lectures. Others said the faculty treated participants with respect, promoted a sense of community among cohort members, and were available when needed. Tammy simply said, "Good people to work with."

Many of the participants singled out particular faculty strengths. One was the mentorship provided by advisors. In fact, some participants said their relationships with advisors were keys to positive experiences in the program. Sam was one of them:

> Another key ingredient was just simply the faculty….I put my complete trust in [my dissertation chair] in the terms of taking me to that promised land, and the

> promised land was getting that dissertation done. And I trusted her feedback and things she had to say.

The participants appreciated how certain faculty members challenged them and urged them to excel. Kelly offered:

> I chose my chair as the one person who constantly pushed back….one professor pushed back on everything….made me clarify my assumptions, think about the roles I was playing….You know, he really held my feet to the fire, not letting me get away with sloppy thinking, and I think that was the biggest feature of the program.

The impact of faculty was long lasting. Years after completing the program, participants fondly remembered the faculty members that made them work hard, think in new ways, and see things in a new light. Ken appreciated the faculty, but especially the professors different from him. Those were "appropriately challenging and again deepening in terms of being able to analyze my commitments….The faculty was wonderful in their challenges and their willingness to walk that journey with us."

Participants also singled out certain faculty members for their personal warmth, welcoming nature, and willingness to listen and offer personal assistance. Darrell was especially complimentary of one faculty member, "[She]…swept me off my feet and made me feel really welcome….I mean she really helped me think through how to make this thing work in my life which was pretty complicated at the time." Hank summarized his regard for the faculty this way, "You know, they were a lot of understanding, helpful people."

Nine participants had both positive and negative comments about the faculty, and one made only negative comments. The participants valued faculty who were available and open to the ideas of others. The few negative comments about faculty reflected these values. For example, faculty unavailability was a sore subject among five participants. Lucy said, "I longed for more one-on-one time with faculty." Bonnie said, "The faculty rarely reached out to students….Few

took the time to know the non-teachers" in the cohort. Stuart said, "The program needs more staff. They are overworked, and I could not reach them."

A key tenet of the program is for leaders to accept multiple perspectives and diversity. Participants remembered in an unkind light the faculty who were not open to the ideas and opinions of students. Heather recalled, "One was not open to another point of view…and that went against all I had learned….If you want a good grade, don't argue." Frank still carried some bitterness about this issue. "When I said [to a faculty member] we get only one-side [of an argument], I'd be shut off….there was no tolerance for a non-liberal view." These negative comments about faculty were from a minority of participants. However, they underscore the need for educators of adults to be available, caring, and open to students' ideas.

The UST program was a cooperative venture among adult students and faculty. If adult education is "a cooperative venture in non-authoritarian, informal learning" (Knowles, 2005, p. 39), the UST faculty has been doing its part. The UST faculty was non-authoritarian, serving like facilitators. Many study participants described the faculty as supportive, respectful, and encouraging. These comments are aligned with Knowles' description of an effective educator of adults, which he defines as "a facilitator of learning….The critical element…is the personal relationship between the facilitator and the learner" (Knowles, 2005, pp. 84-85). Authoritative teaching has no place in adult education. The educator or adults should possess: "1) a realness or genuineness; 2) non-possessive caring, prizing, trust, and respect; and 3) empathic understanding" (Knowles, 2005, p. 85).

A precept of adult education is that adult students want to learn; they have a deep need to be self-directed. Thus, faculty should help "learners become more aware of the context of their problematic understanding and beliefs, more critically reflective on their assumptions and those of

others, more fully and freely engaged in discourse" (Mezirow & Associates, 2000, p. 31). Another precept is experience is the richest source of adult learning. Thus, faculty should draw out stories from the adult students, analyze experiences, and encourage the students to learn from one another. The program's faculty created an environment of trust, allowing cohort members to freely share opinions and ideas. This is consistent with the transformation theory of adult learning, which states adult education is best done through:

> a learning process that is…dependent on the creation of support, trust, and friendship with others….It is through building trusting relationships that learners develop the necessary openness and confidence to deal with learning on an affective level, which is essential for managing the threatening and emotionally charged experience of transformation. Without the medium of healthy relationships, critical reflection would seem impotent and hollow. (Mezirow, 2000, p. 308)

The participants recognized and appreciated the UST faculty for their openness, service, and availability. The few negative comments about the faculty were the opposites of these characteristics: closed to alternative ideas and unavailable. The most influential faculty members possessed humility—a willingness to allow students to learn from many sources. A good educator of adults does not qualify "until he can exist in a group that collectively disputes, denies, or ridicules his conviction, and continues to adore him because he rejoices in them" (Knowles, 2005, p. 42). Overall, the faculty played a number of valuable roles, including mentor, teacher, facilitator, friend, host, and inspiration. The faculty imposed knowledge, but they also, and perhaps more importantly, created and nurtured an environment in which adult students learned from several sources, including other cohort members. The process of students learning from one another was a major feature of the cohort model.

Instructive and Nurturing Cohort

Participants regarded the cohort model as a powerfully influential and integral element of the program. All but two of the participants made positive comments about the cohort. Discourse among cohort members was a source of learning, especially when cohort members had diverse backgrounds, were of "high quality," and were interactive. The participants also valued the cohort as a source of friendships that lasted well beyond the program, and of personal support during the program.

Twelve of participants were general with their praise for their cohort experience, such as Andrew who called it "absolutely gorgeous and fascinating. This whole idea of having people around you who are adult professionals who are also evaluating and absorbing was absolutely fascinating. I just loved that stuff….it was very powerful. It was wonderful." Hank said, "The cohort was really interesting….It made a big change in my life." Sam called the cohort "absolutely influential…to my development as a human." General comments from others were, "The cohort model should never end," "I loved the cohort. It was my favorite part," and "The cohort made the program successful."

Ten participants highlighted cohort member diversity as a favorable aspect of their cohort experiences. Discussions among cohort members from diverse backgrounds were academically stimulating. Diversity made the good things about cohort life even better, such as deeper learning from broader student experiences and richer discourse due to multiple and different perspectives. Various participants praised diversity of culture, occupation, thought, backgrounds, and race, and specific diversity characteristics varied by cohort. Heather said, "We had diversity of thought, not racial diversity….I could never predict what [my cohort's members] would say….I valued the richness of people." Darrell became "closest to people from different walks of life" in his cohort,

which was diverse in people's "occupation and background." Ken's cohort was "a very dynamic, diverse group…in terms of race and class." He said its diversity made the cohort interesting and challenging. Ken offered his cohort "turned out to be…a very diverse group that really both helped me deepen my commitments but also challenge my commitments….the cohort model…challenged me." Bobby likewise spoke of the strength of cohort diversity, especially diversity of people's professions and background. "We had a guy who was a fire chief, we had a gal who was a librarian, we had a guy who was an insurance guy, and I was fascinated by listening to their stories." Fran offered, "I really did learn a tremendous amount, even from some of the people who I wasn't very close to."

Eight of the participants specifically stated that they learned from their respective cohorts. Fran said this about her cohort, "I liked it. I learned a tremendous amount, even from the younger people. It was eye-opening." Both Stan and Ken said they learned as much from the cohort as they learned from the faculty. Randi said her "learning came from shared discussion." Kelly said it plainly. "I learned from members of my cohort."

Other positive comments about the cohort related to the quality and interaction of cohort members, lasting friendships among cohort members, and personal support cohort members provided one another. For some, the friendships developed were the best aspects of the cohort. Fran shared, "Three of us were together [recently]….and the person pointed out that the three of us have been friends forever because [our] cohort started forever ago." Hattie was even more enthusiastic:

> The cohort really is amazing, and I would have to say we have been together ever since. We get together once a year, and everybody who can make it comes, and I am sure that everyone meets with at least one cohort member on a regular basis. So it is a fast way to develop really life-long friends, who are, at least I discovered after high school, they are hard to develop.

Seven of the participants made both positive and negative comments about the cohort, and two others made only negative comments. These two cited poor cohort member interaction as a primary reason for their poor experiences. Seven participants spoke of inabilities to relate to certain members of their cohorts for reasons relating to age, perceived gaps in intellect, and religious barriers. Three other participants said there was insufficient professional diversity in their respective cohorts and this limited discourse. Jean was one of the three:

> The people in my cohort were all from traditional education….And then just myself and one other gentleman came from outside that sphere…So I was kind of surprised….There was a culture in the academic world that I learned about that I didn't know about prior to that – a little too much victim. And so I hope I influenced that because I remember many times saying, 'you know there is a different way to look at this.'

Thus, there was a paradoxical balance among some of the minority comments. A few participants complained they couldn't relate well to cohort members different than themselves. A few other participants complained their cohorts had too few members different than themselves, and this limited discourse.

Overall, this study illustrated tenets of Adult Education Theory, whereby adult education is "characterized by respect for personality, participation in decision-making, freedom of expression and availability of information, and mutuality of responsibility in defining goals and planning" (Knowles, p. 108). Most study participants viewed the cohort model as a respectful environment where students expressed themselves without fear of ridicule. In the context of education for social change, "learning nearly always hinges on collaborative learning: it is *with* people, not *for* them (Merriam, 2001, p. 249). Thus, adult students play a key role in their own education—they learn from one another. This is consistent with adult learning theory as defined by Brinkerhoff and Apking (2001) who propose guidelines that adults need to exert control over their learning experiences and want their experience to be recognized and respected. Further, the

androgogy model developed by Knowles (2005) assumes adults have a self-concept of being responsible for their own lives, and learners' experiences play a large role in their learning. These theories help explain why the cohort was such a powerful source of learning for this study's participants.

Baxter Magolda (2009), within her theory of self-authorship, developed a model of learning partnerships. This model shows the value of good partnerships for helping an individual journey toward self-authorship, that point where the individual uses "an internal voice to make internal commitments and build them into a foundation or philosophy of life to guide action" (Baxter Magolda, 2009, p. 3-4). Partnerships can help the continual process of "finding those parts of our selves that we cannot see…pulling them out to reflect on them, and deciding what to make of them" (Baxter Magolda, 2009, p. 3). Good partners respect the individual's thoughts and feelings, help the individual sort through experiences, and collaborate to help solve problems. Based on Baxter Magolda's theory, cohorts with a respectful, supportive, and interactive environment can help individuals along their paths toward self-authorship. The majority of cohorts in this UST program provided such support. This helps explain, at least in part, why the program helped transform the majority of participants.

The literature shows advantages of cohorts are the inter-student support, trusting relationships among members, professional networking, depth of student connections, strength of support structures, depth of discussions, feelings of community, and ease in scheduling. The cohort model allowed for multiple learning perspectives, student-based support systems, and skills enhancement. The disadvantages of cohorts are disruptions from dominant members, lack of commitment from some members, and failure among some to meet group expectations. In some cases, cohort disadvantages led to harmful conflict, competition, and dependency among

some individuals (Burnett, 1999; McPhail, Robinson, & Scott, 2008; Unzueta, Moores-Abdool, & Donet, 2008; Witte & Waynne, 1998; Zhao, Bentley, Reames, & Reed, 2004). The majority of participants in this study generally agreed with the literature. The best features of the UST program's cohort model were the depth of student discussions and inter-student support, especially when cohort members had diverse backgrounds and openly shared stories. These led to learning. Some study participants called the cohort "the hidden curriculum." The published program curriculum was another major source of learning.

Robust Curriculum

The participants identified the curriculum as a significant source of learning. Some used "books," "literature," and "curriculum" interchangeably. Seventeen of the 21 participants made positive comments about the curriculum. Some such as Connie made general comments, such as, "Don't underestimate the power of the curriculum," and Ken who said, "The classes were intensive and deepening….The pedagogy of program fits me." However, different aspects of the curriculum appealed to different participants. For example, five cited the qualitative research courses as significant. Five said their favorite part of the curriculum was the information presented on theories. Five participants praised the curriculum as highly applicable to careers. Four identified "the social justice and equity curriculum" as "powerful." Three others identified the ethics in leadership course as most significant. Others underscored "the critical thinking curriculum," the collateral courses, courses offering a historical perspective, and courses offering a sociological perspective.

Participants singled out individual courses, collections of courses, and books as influential. Wendy said, "I liked the things that we talked about in the ethics course…that was a tough course, I thought." However, Kelly was moved by the collection of core courses. "What

they set up in our six cohort classes really brings organization to how I look at issues." Then she added, "You know, there was a method to the madness at St. Thomas that I felt the whole way through." Bobby said he learned much from all the books. "You know I liked the readings, and I was somewhat of an outlier because someone was always grumbling about the readings." Randi was especially affected by the overarching social justice theme running through the curriculum:

> I think in terms of the program's focus…the college is devoted to social justice. I mean if you go to St. Thomas you have to kind of accept that. And I think for some of the cohort members, they maybe didn't quite understand that philosophical underpinning of the program. Sometimes I think they didn't agree and got a little riled up in conversations….A sociology-type person was leading us versus what they thought coming out of business and other places. It did make for good conversations. I mean, it did. And that is where the learning came from.

In summary, the program's curriculum seemed to have something special for everyone.

Of the seventeen participants who made positive comments about the curriculum, six also made negative comments. In addition, two other participants had only negative things to say about the curriculum. Four of the participants were frustrated and confused over the Catholic mission of the university versus the program's curriculum. I call this Catholic Irony. One participant said, "There was a constant tension between the Catholic mission of the university and the teachings in our courses." Another offered, "I enrolled thinking the curriculum would be Christian—not so much." And still another, "It was astonishingly irresponsible to have a course in ethics and have no talk of God, the church, or Christ." Stuart described it like this:

> So there is this – and I don't know if they are even aware of it in the department, that there is this tension between what they are doing and the underlying mission of St. Thomas. Because when you really get to the doctoral level you question authority, you question precedent, you question all of these things…while at the same time it is the university tie with the church. We don't really talk about it. We don't read Thomas Aquinas, we read Marx. So there is a tension there that they might not even be aware of.

Jean thought offering more leadership courses in the core curriculum would have attracted more cohort members from non-education fields, and this would have improved cohort member discourse. Bonnie had similar sentiments. First she stated, “But yes, I think the faculty is good and the curriculum is very strong.” However, she added, “Too much of the dominant discourse in there was about public education…they need to incorporate more into their discourse than using K-12 as an example all the time.”

This program’s curriculum clearly adjusted the participants’ frames of reference. As stated previously, knowledge is based on a person’s frame of reference, and that frame is more dependable when it is more inclusive, open to other viewpoints, capable of change, and integrative of experience (Mezirow, 2000). The curriculum included studies of various economic, political, historical, social, and cultural contexts. Typical remarks were, “Readings on social justice were…life changing for me,” and “The ethics course taught me to accept vagueness,” and “Social theory was the most influential; it really made me think.”

Brookfield (2005) says that each of us is a theorist, for “a theory is nothing more (or less) than a set of explanatory understandings,” and each of us “participates in a particular conception of the world” (p. 3). Each study participant entered the UST doctoral program with his or her own form of meaning making and their own meanings of the world. The participants learned about other theories through the curriculum of the program. This helped the participants expand or rename aspects of their own theories. This is critical thinking, defined by Brookfield as “the process of unearthing, and then researching, the assumptions one is operating under, primarily by taking different perspectives on the familiar, taken for granted beliefs and behaviors” (Brookfield, 2005, p. viii). The curriculum showed study participants that “the one truly accurate way of understanding the world can smack of condescending triumphalism….if something comes along

that makes more sense…we should be ready to seize it" (Brookfield, 2005, p. 34). The UST program's curriculum opened the participants to new theories—new sets of explanatory understandings of the world. Since each participant brings to the program their own unique frame of reference, it is understandable why different aspects of curriculum affected different participants. Participants described the curriculum as deepening, intensive, and powerful. The participants also felt passionately about their dissertation experiences, another cogent source of learning.

Dissertation Passion

Seventeen of the 21 participants valued their dissertation experiences, and 11 of these 17 made only positive comments. For them, the dissertation was both challenging and enjoyable. Most were passionate about their dissertation experiences. Lucy used the word "love" to express how she felt about her experience, and professed, "I was determined to do something that would expand my world, that would get me excited,…I didn't want to die on the vine with the subject….it was like I had it all. It was very, very exciting." Jean also was passionate, "I had a gas…even though you want to be done with something, and I did not at any time want to be done with that work because it really fed me." Heather remarked, "The dissertation was half if not more of the impact of the program." Kelly said she "could not have had a better dissertation experience." Some stated the dissertation process was where the program "all came together."

The three leading specific reasons for positive dissertation experiences were good relationships with the committee chairs, the learning experience, and how the work of the dissertation flowed into participant careers. Among these reasons, the top was the relationship with committee chairs. Andrew excitedly said it like this:

> [My chair] was absolutely aces, absolutely sterling. I am trying to remember if she would call me or I would call her. But in any case… she was always available.

> And I have heard horror stories… about dissertations and doctorates at the University of Minnesota where they just loved to screw you. You know, like it is fun to do that. Never had that feeling – not ever.

Ken echoed this, “My advisor made it a powerful experience….My chair and I were aligned.”

Fran enjoyed her dissertation because of the freedom to choose a topic meaningful to her and learn something that could be applied to her career. “[The] program was open to [me] doing something that was different. I mean it wasn’t your typical tracking a principal in a school system….This was really different, and they were totally supportive of it.” In fact, Fran evolved her dissertation experience into a consulting career, and she remains grateful to all those who helped her along the way. “If I hadn’t had the time to write about or interview these people for my dissertation, I never even thought that could be a business piece I could create.”

Other participants mentioned the dissertation experience was difficult, but in a good way. For example, Tammy said, “I loved the dissertation, but it was incredibly difficult at the time….But the process was satisfying and fun.” Also, Heather said, “Writing the dissertation was hard….I felt good about what I wrote; I just didn’t try to get by.” Other positive comments were the dissertation expanded participant perspectives, helped participants at a personal level, taught participants to do research, and encouraged participants to enjoy collecting qualitative data.

Nearly half of the participants (10 of 21) made negative comments, and four of them made only negative comments about their experiences. The negative comments fell into three themes. First, five said that the University of St. Thomas provided insufficient support to students during the dissertation process. Randi said, “I understand why people don’t finish….I felt jerked around and abandoned.” The second negative theme was the uneven rigor of the dissertation process. Hattie observed “inconsistent standards for the dissertation,” and “a significant difference in requirements.” Frank’s observation was similar. “Dissertations are not equal. They depend on the

professors….The process is unfair because the faculty members are different." The third negative theme was that the dissertation process was simply unpleasant. Randi called it, "A pain in the butt." She also said, "I played the game just to get done….You become so sick of it that you just do what your advisor says." Wendy called the dissertation "a bear," and was stricken by "a huge guilt factor" when she ignored her children to work on her dissertation.

A few participants had strongly negative views of their dissertation experiences. Frank was frustrated by inconsistent expectations and standards among faculty. This may be a greater indictment of the faculty:

> I don't know if you can divorce the process from the individual professors who are forcing you to go through it in a certain way. [My chair]…forced me to redo and redo and redo so many different things and so many different times, and every time I became a better thinker….the fact that some folks get by easier and some folks tougher, given who their committee chairs are, seems a little unfair to me….a lot of people got the same degree as I did with a heck of a lot less.

Hattie had a similar concern, indicating, "The dissertation process probably was half if not more of the impact of the program." However, inconsistency of dissertation standards was a concern to Hattie. She "thought that there were significant differences in what was required in some places for some people with their dissertations."

Another negative minority view about the dissertation was program officials were not more helpful during the dissertation process. Those who mentioned it were passionate, using words like "abandoned" and "jerked around." Wendy described it like this:

> The dissertation was a bear for me…. I think the hardest part of the dissertation for me was time management….Maybe putting the dissertation work into some sort of credit system, and [meeting with faculty] even if it is at the end of every month and saying, okay this is a class – we are still treating this as a class….I think there are people that deep down wish they had completed the program. You know, I get emails from people every once in a while that said, 'Oh, good job and I wish I was in that place.'

Four participants (out of 11) in the second decade of the program had nothing positive to say about their dissertation experiences. This is in contrast with the leading reason for positive experiences with dissertations—the relationships between participants and dissertation chairs.

The dissertation was a powerful source of learning when the dissertation chair was engaged and supportive, and when the participants believed UST officials treated the dissertation process fairly. To indicate the validity of this statement, 13 participants did not say UST should help more with the dissertation or did not say dissertation standards were inconsistent. Eleven of these 13 were highly complimentary of their overall dissertation experiences. Of the four participants that made no positive comments about the dissertation, three said UST officials should offer more dissertation help to participants. Thus, the participants' dissertation experience was closely linked to the faculty's handling of the dissertation process.

Summary

The overwhelming majority of participants made positive comments about each of the four major program elements (Table 5.1). One was the faculty. Twenty of the 21 participants made positive remarks about the faculty. Positive aspects included good relationships between participants and advisors, and professional and personal support from faculty. Ten participants reported negative comments about the faculty, including faculty unavailability and perceived closed-mindedness. Nineteen of the 21 participants made positive comments about the cohort model, which included the benefits of cohort diversity, learning from cohort members, and personal support from cohort members. Nine participants reported negative comments, including minimal cohort diversity and poor interaction among cohort members. Also, 17 participants viewed the curriculum in positive ways and identified qualitative research, various theories, and information from their education they could apply to their careers. Eight participants made

negative remarks about the curriculum, including confusion about religious mission and an over-emphasis on education. Finally, 17 participants highlighted positive aspects of the dissertation, relationships with dissertation committee chairs, personal benefits, and applicability to careers as positive aspects of the dissertation process. Ten participants made negative statements about the dissertation (and four of these had only negative things to say), including insufficient dissertation support from UST officials and inconsistent dissertation standards.

Table 5.1. Summary of study participant comments about program elements.

Program Element & Participant Comment Summary	**Positives** (Listed in Descending Order of Occurrence)	**Negatives** (Listed in Descending Order of Occurrence)
Faculty • 11 with only positive comments • 1 with only negative comments • 9 mixed	Good Advisor Career Support Personal Support Outstanding Individuals Available Treated Us with Respect	Specific problems with individual faculty members Unavailable One-Sided Perspective
Cohort • 12 with only positive comments • 2 with only negative comments • 7 mixed	Good Diversity Learning High Quality Individuals Friends Personal Support	Specific, Individual Problems Minimal Diversity Poor Interaction
Curriculum • 11 with only positive comments • 2 with only negative comments • 6 mixed (2 no comment)	Qualitative Research Theories Applicable to Careers Social Justice Ethics Critical Analysis	Catholic Irony Too Much Education Too Little Leadership Liberal Bias
Dissertation • 11 with only positive comments • 4 with only negative comments • 6 mixed	Good Dissertation Chair Difficult in a Good Way Applicable to Career Personal Benefits Expanded Perspectives	UST Should Help More Inconsistent Expectations Difficult in Bad Way

All four elements worked together to form an effective learning experience for adults from various backgrounds. Hattie summed it up this way: “[The] program was so robust in its applicability to so many professions that it relates to human beings and it relates to the knowledge, transfer of knowledge, and relates to kind of organizational social systems.” She saw the curriculum, faculty, and cohort working in synch. “I will have to say all the readings…and the professors, and really the whole experience, then the cohort—it was such a great combination.” In summary, the participants valued a caring, fair, and available faculty; a cohort with diverse, experienced, and interactive members; a curriculum featuring courses in qualitative research, theories, social justice, ethics, and critical analysis; and a fair dissertation experience, applicable to careers, and guided by an engaged dissertation chair. In the next chapter, I describe the themes of this study through three demographic lenses: gender, profession, and timing.

CHAPTER SIX:

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Discussion

I became interested in leadership education as a dissertation topic because I was curious about the effects of leadership education I have witnessed throughout my life. I had seen youth groups reach big goals due to strong adult leaders, church congregations respond favorably to dynamic pastors, and colleagues become emotional from leadership workshops. As a student in the UST Doctorate in Leadership Program, I experienced change I believed was caused by the program. I wondered if other students of the program experienced what I had and why. Were my experiences typical? I believed a case study of the impact of this program on a sample of its graduates would help satisfy my curiosity and be useful to others.

Since 2005, a number of doctoral leadership programs in the US and beyond underwent reforms introducing the cohort model, problem-based learning, field-based learning, and cooperative learning. Clearly, the UST program's use of the cohort model was ahead of its time. The UST program also emphasized problem-based and cooperative learning throughout its curriculum. The program did not arrange formal field experiences or internships. However, this study's participants spoke of the power of using real-life personal and professional issues as examples in their discourse and writings.

Perhaps the most important aspect of this study is this is one of only a few studies in the literature investigating the impact of doctoral leadership programs on graduates. The few published studies indicate that doctoral leadership programs can change graduates to become more patient, empathetic, self–confident, more aware that reality is socially constructed, and more accepting of democratic leadership (Stevens-Long & Barner, 2006; Doctoral cohort candidates,

Coleman & Alford, 2007). The UST Doctorate in Leadership Program affected its graduates in similar ways.

I interviewed a sample of graduates, rather than current students, because each graduate had experienced roughly the same program content; however, faculty members have varied over the years. Since the program's inception in the 1980s, it had a consistent core curriculum, utilized the cohort model, and included a dissertation requirement. Thus, comments from each graduate appeared comparable. I collected data through open-ended directive interviews. I asked participants only a few general questions about the program. Then, I sat back and listened, interrupting only to seek expansions or clarifications. The participants were kind, giving, and sincere, and I believe this is reflected in the findings. A strength of this study was the sample of graduates spanned the history of the program. Thus, the findings offer a longitudinal view of the whole program.

Prior to conducting this study, I assumed that doctoral leadership education could affect the whole person, not only affect a person's professional record. I assumed doctoral study could change attitudes, behaviors, emotional states, and views of the world. My assumptions were well founded. The overwhelming majority of participants said the program changed their inner selves and roles in the world. I also believed individual program elements could have more powerful impact than others. This study's participants learned in different ways; however, the faculty, cohort, curriculum, and dissertation were highly influential for nearly all.

Conclusions

Based on the findings of this study, the UST doctoral program was a model adult education program, following Lindeman's definition of adult education as "a cooperative venture in non-authoritarian, informal learning, the chief purpose of which is to discover the meaning of

experience…" (Knowles, 2005, p. 39). The program's format was tailored to meet the needs of students, the faculty performed facilitation and support roles, the cohort was a comfortable and secure forum for most participants, and experiences of cohort members were cogent sources of learning. Adult education theory assumes adults have strong needs to know and learn. The participants in this study had both internal and external motivation to do the assignments and complete the program. Further, adult education states a person's knowledge frame of reference is based on the person's individual experiences, cultural background, social status, and historical contexts. "A more dependable frame of reference is broader, differentiating, inclusive, and integrative of others' perspectives" (Mezirow, 2000, p. 19). It is a frame of reference based on community perspectives over the individual's perspective. The UST Doctorate in Leadership Program hit this adult education tenet right between the eyes. This program broadened graduates' perspectives and in response, the graduates critically assessed their own knowledge frames of reference. Many adjusted their own frames—their own self-identity.

The UST program affected the self-concept of the majority of participants. For some, views of themselves changed because they gained new skills. For others, views of themselves changed because they achieved a life-long goal or joined a higher scholastic class—the club of doctoral scholars. The program broadened participant perspectives and gave participants space and time to contrast the broader perspectives with their own. Baxter Magolda (2009) says this developmental journey is the road to self-authorship, where an individual makes decisions based on his or her own internal foundation or philosophy of life to guide actions. The identities of the majority of participants changed because of this process. The participants encountered multiple exceptions to their own rules, and many had to stop to consider whether their own rules should change. The majority of participants altered their own rules to account for the exceptions.

Transformation Theory is a powerful and comprehensive theory for this study. This theory professes, “an adult makes meaning by becoming critically aware of one’s own tacit assumptions and expectations and those of others and assessing their relevance for making an interpretation” (Mezirow, 2000, p. 4). For this to occur, a person must be both self-aware and sensitive to the views of others. It reveals the power of the combination of self-confidence, self-understanding, critical thinking abilities, and the acceptance of multiple perspectives. With these tools and perspectives, adults can “negotiate and act on our own purposes, values, feelings, and meanings rather than those we have uncritically assimilated from others…gain greater control over our lives as socially responsible, clear thinking decision-makers” (Mezirow, 2000, p. 8). The findings of this study show that transformation can be outwardly manifested through broader, more diverse relationships and participatory leadership, whereby decision-making is more informed. Again, more dependable judgments are based on broader input, the kind that might come from diverse groups. This requires that leaders have the self-confidence to reach out to others, along with the social skills to connect with people having diverse backgrounds. This UST program gave the participants this one-two punch—greater sense of self and greater sense of the power of relationships and collaboration.

Whether the leadership model is skills-based or leader-follower based, social skills are among the key competencies of effective leaders. Transformational leadership depends on close relationships between leaders and followers, a supportive climate, and empathetic listening. (Northhouse, 2007). The pedagogy of this UST program emphasized these principles. This study’s participants’ re-confirmed or adopted a leadership style focused on followers and gained the tools for transformational leadership. The data showed that the program conveyed these leadership principles through various means (curriculum, cohort, dissertation, faculty) in men and women, to

educators and non-educators, throughout the program's history. Courses emphasizing qualitative research, critical thinking, critical analysis, and social justice were an effective combination.

Four program elements were forceful sources of learning. First, the faculty members were at their best when they made themselves available to the participants and when they were professionally and personally supportive of the participants. The few complaints about the faculty mentioned the times when the faculty were not available, and when they appeared to be closed-minded to certain ideas and opinions. Second, this program would be a much different and much weaker program without the cohort model. The cohort model was at its best when the cohort members were diverse, high quality, and interactive. The few complaints about the cohort model were related to poor diversity and poor interaction. Third, the strengths of the curriculum were qualitative research, theories, applicability to careers, the ethics course, and the social justice themes. Complaints about the curriculum were relatively few. One was confusion between the Catholic mission of the program and certain messages presented in certain courses. Another was that the curriculum over-emphasized education; this complaint was expressed by over half of the non-educators in this study. Finally, participants highly valued the dissertation when the committee chair was active and helpful, when the topic was challenging, and when the work was applicable to careers. Significant concerns with the dissertation process were raised when the faculty were unavailable or when they appeared to apply different dissertation quality standards to different dissertations.

Overall, the findings of this study were consistent with the findings of the few studies in the literature which assessed doctoral program impact on gradates. These studies discovered evidence of profound personal change among doctoral graduates, including increased patience, empathy, and self-confidence, greater awareness of multiple perspectives, increased skills in

problem analysis, and heightened their focus on democratic leadership and social justice (Stevens-Long & Barner, 2006; Doctoral cohort candidates, Coleman & Alford, 2007). These studies recommended program changes that are already in effect at UST: make graduate education more self-directed, move graduate students toward the center of the learning community as early as possible, ensure that faculty are guides (not authorities) who provide emotional support, and deliberately encourage diversity and inclusiveness (Stevens-Long & Barner, 2006).

Reviewing this study's themes through gender, profession, and timing lenses were incidental—it was not part of the problem statement. However, such a review revealed several trends. The program increased the acceptance of multiple perspectives among men more than that among women. Men and educators valued the cohort more than women and non-educators valued the cohort. Women and educators valued the curriculum more than men and non-educators valued the curriculum. Men and non-educators valued the dissertation more than women and educators valued the dissertation. Finally, participants in the program's first decade valued the program elements more than participants in the second decade valued the program elements.

Looking through the gender lens, this program broadened the perspectives of men more than the program broadened the perspectives of women in three ways (Table 6.1). First, all but one of the men in this study said the program either increased acceptance of multiple perspectives or increased the acceptance of diversity. In contrast, only six of the 11 women in this study contributed to this theme. Second, on a percentage basis, more men valued the cohort than women valued the cohort. Third, on a percentage basis, more men valued the dissertation process than

women did. Only two of the 10 men, compared to seven of 11 women, said anything negative about their respective dissertation experiences.

Table 6.1. Relationships between gender and participant acceptance of multiple perspectives, and the impact of the cohort and dissertation.

	Natural Tendency	**Acceptance of Multiple Perspectives**	**Cohort**	**Dissertation**
Men	Independence and masculine leadership traits	A greater change	Greater positive Impact	More comfortable in the process
Women	Democratic and participatory leadership	A smaller change	Smaller positive Impact	Less comfortable in the process

Study participants from the education field valued their cohorts and curriculum more than non-educators valued their cohorts and the curriculum. The cohort is inherently a group activity, and the curriculum is discussed in groups and often addressed through group projects. When the majority of cohort members are educators, do non-educators feel they are on the margins? In spite of the statement on the UST website, “The Doctoral Program in Leadership welcomes all professionals who are committed to better understanding the relationship between leadership and context” (UST, 2011), this study’s findings indicated the program may have an educational leadership emphasis rather than a multi-disciplinary leadership emphasis. Five non-educators, over half of the non-educators in the study sample, complained the cohort or curriculum had an over-emphasis on education. Statements included: “75 percent of my cohort were teachers, and they didn’t understand me,” and “The diversity we had was a strength, but it was not too diverse. Mostly everyone was from education,” and “There was too much of a dominant discourse in

education." Further, more non-educators than educators, on a percentage basis, spoke of the positive aspects of the dissertation. The dissertation is a relatively individual activity, conducted largely between the student and dissertation chair. The dissertation topic is often related to the profession of the student. Thus, non-educators may feel more positive about their dissertation experience than about their cohort or the curriculum, as the findings in this study reveal.

Timing was another demographic lens that revealed a data trend. Participants from the earlier years of the program were more positive about each of the four program elements than study participants from the later years of the program. For example, about half of the participants in the program's second decade reported problems with their dissertation. Ironically, this pattern does not appear in the first five themes described in Chapter 4. The data's paradox is the program's effectiveness was not compromised over time, but the participants' regard for the program elements was.

Did participants in the first decade of the program truly have fewer problems, or did they forget about their problems or regard them as less significant due to the time passed since graduation? This question requires research beyond the scope of this study. However, the data offer two clues that quality of certain program elements may be declining over time. Half of the participants in the second decade of the program cited problems with the quality of their respective cohort members. Comments included: "I was disappointed in cohort quality," and "Cohort members were slackers," and "Their dishonesty kept me from learning," and "Some probably shouldn't have been in the program." Comments such as these did not come from participants in the first decade of the program. Three participants strongly stated that that candidate-screening standard was too low, and these three were students in the program's second decade. Comments included, "They should have been counseled out," and "UST doesn't get 25

applicants that can manage the academic level, so they just fill up classes," and "Screening should be tighter."

The second clue that program element quality declined over time was participant comments about the availability of faculty and the impact this had on the dissertation process. Four participants in the program's second decade complained that faculty members were unavailable. These same four complained about the dissertation process. In fact, three of these four made only negative (no positive) comments about the dissertation. No participants in the program's first decade made negative comments about their dissertation. Further, four participants (three from the second decade and the participant from cohort 10) said the faculty were inconsistent in their treatment of the dissertation process; some participants were required to write more rigorous dissertations than others. Comments included, "The process is unfair because faculty are different," and "Dissertations are not equal…it depends on the professors," and " There are significant differences in requirements for the dissertation."

Again, this brief review of demographic trends is outside this study's problem statement. However, the trends may be of interest to UST officials. Gender, profession, and timing considerations surrounding the impact of the UST doctoral leadership program on graduates require additional study.

Recommendations

My leading recommendation is UST should continue and grow the Doctorate in Leadership Program. Do not change the program basics. The program is highly effective. The curriculum should remain broad, addressing ethical, economic, political, cultural, social, and biographical contexts. The faculty should continue to serve humbly as facilitators and coordinators, and continue to use student experiences as major sources of learning. The cohort

model and the dissertation should remain essential pieces of the program. However, this study pointed out areas of caution for UST officials, and I recommend additional investigations in seven areas: curriculum emphasis, applicant recruitment and screening, faculty workload, dissertation standards, motivation, gender, and replication with different participants.

First, UST should investigate if the program emphasizes educational leadership, rather than multi-disciplinary leadership, to the detriment of the program. Some participants from non-education fields said the program emphasized education to the degree that they felt like outsiders. Some participants even questioned whether the UST program was designed, consciously or sub-consciously, for educators. This caused conflict in certain cohorts, and led to hard feelings among some participants that exist years after program completion. A greater emphasis on the multi-disciplinary aspect of the program could help in recruiting a more diverse slate of candidates, and lead to richer cohort discourse and greater learning.

This relates to the second recommendation: a study of the program's advertising and applicant recruiting, screening, and selection. Some participants indicated that cohort experiences would have been more meaningful with higher cohort diversity, including more non-educators. The leading negative comments about cohorts were poor cohort member interaction and little cohort diversity. Are there undue administrative pressures on the program to keep enrollment high during these highly competitive times in higher education? Are there adequate UST resources for advertising the program and recruiting talented applicants? What are the best measures of participant suitability for the program, and who is best qualified to admission decisions?

Third, I recommend that officials conduct a study of faculty workload. Several themes from this study point to this need. One is the aforementioned paradox—a dichotomy of program effectiveness. On one hand, more participants in the program's second decade than in the first

gained self-confidence, increased skills in critical thinking and research, and increased acceptance of multiple perspectives and diversity. On the other hand, fewer participants in the program's second decade than in the first valued the program elements. There was a sharp drop off in the favorability of faculty and the dissertation process. Faculty and dissertation are linked—the leading success indicator of the dissertation experience is the relationship between student and dissertation advisor. If the advisor is unavailable or inconsistent, the dissertation experience suffers. What was the faculty-student ratio in the early years of the program versus that ratio in more recent years? Do student numbers take into account the number of students that have completed their coursework, but have not completed their dissertations? Have UST administrators reduced faculty numbers to meet budget needs over the past ten years? What is the UST policy on faculty interaction with students working on their dissertations, and has the policy or practice changed over time?

Fourth, I recommend that UST investigate the dissertation process and quality standards. Some participants complained about inconsistent dissertation standards or quality expectations. What are the dissertation quality standards, and does UST effectively communicate and enforce them? Nearly one-fourth of this study's participants had poor dissertation experiences, and they were students in the second decade of the program.

Fifth, another investigation should address student motivation. The overwhelming majority of this study's participants were both internally and externally motivated to complete their doctorates. External motivators included employer support, family encouragement, career needs, sabbatical, personal reasons, and faculty support. Why did only four of 21 participants cite faculty support as a motivator? Does the characteristic of internal motivation exist within doctoral

students that struggle with completing their degrees? Is the presence of internal motivation a predictor of degree completion?

Sixth, I recommend additional reviews of the program through the gender lens. More men than women participants in this study said the program increased their acceptance of multiple perspectives and diversity and made favorable comments about the cohort and dissertation. More women than men made favorable comments about the curriculum. Are these findings unique to this study, or do they truly reflect the UST program and its graduates? A better understanding of how gender relates to program effectiveness would help program administrators and faculty recruit and form cohorts, plan courses, and facilitate discussions.

Finally, an overall recommendation is for researchers to replicate this study with different UST participants. This study revealed program impact on only 21 graduates—less than 10 percent of all graduates. The over 200 graduates of this program are a unique source of highly valuable information. Officials should regularly mine these gems. What program impact would be revealed from interviews with a different sample of graduates? Would my findings be repeatable? I believe in-depth interviews were effective and should be used in the future. However, an automated survey of a large number of graduates could supplement interviews and could offer broader perspectives and possibly reveal additional questions.

These recommendations are intended to help an effective program remain effective and even improve. I feel privileged to have spent over twenty hours listening to graduates speak about this program. Based on my sample of graduates and on my own experience, this program is powerful and is producing leaders.

Final Thoughts

Officials of the UST Doctorate in Leadership Program should take great pride in the program. The overwhelming majority of participants made positive comments about the program as a whole. Overall positive comments about the program included valuable learning, the program was an exciting journey, and the program format was flexible. The most frequently occurring comment was the participants learned from the program. Kelly's comment was typical, "I learned and it was great….It was a far better learning experience than I was expecting." Wendy added, "I really learned from the process." Another significant comment was one that I call fun and magic. Fran said, "It was really fun….There is a kind of magic that happens." Jean said, "It was a marvelous experience." Darrell said, "I have a strong happy feeling about UST….I was blessed to be there when I was." The third top theme was praise for the program as a journey. Sam's comment was representative, "The program helped me smell the roses….A strong suit was simply the process itself." Hattie said her favorite part of the program was "the whole process. I loved it." Ken said it was hard to single out his favorite part of the program, because "it all rolled together to work well." Wendy remarked, "It was a journey, I mean, a huge journey."

Other comments were about UST's welcoming style and non-traditional schedule, which worked well for these non-traditional, adult students. Connie said, "The program suits my personal style." Jean said, "I knew UST was right for me. I was willing to invest in it and in myself. I never once regretted it." Another theme was the people improved their career directions because of the program. When talking about his career, Bobby said, "The program worked for me, and it will continue to work for me." Darrell said, "UST allowed me to say yes to opportunities in life….The doctorate made me ready to accept anything." Finally, others stated the doctorate became the admissions ticket to the academic club of scholars. Hugh spoke of the

unique affinity among graduates of the program. Graduates have "dug the same mud, and shed the same blood." During the interview, Andrew looked at me and said, "I knew before I met you that you would come well-prepared for this interview because you have been UST-trained."

The findings point to a possible model for adult leadership education. Based only on this study, an adult education program that broadens perspectives, increases critical thinking abilities, and encourages self-reflection can cause dual, seemingly paradoxical internal effects. First, a person gains self-confidence, -satisfaction, and -understanding. In other words, the person clarifies his or her self-concept. Second, a person gains a humble openness to others' ideas and opinions—a greater acceptance of diversity. With these internal changes, a person's behavior changes to reflect greater value on relationships and collaboration. It's as if a person says, "I know myself, and I want to know you." Thus, how does this person lead? The person will employ democratic or collaborative leadership. It's as if the leader says, "I have my own views about a decision, but discussing your views may help us make a better decision."

The findings of this study have strong implications for leadership. In our win-lose culture in America today, people tend view only two sides of an issue—your way and my way, Republican or Democrat, point or counter-point, guilty or innocent. "Our culture conspires against collaborative thinking and the development of social competence….We set out to win an argument rather than to understand different ways of thinking and different frames of reference, and to search for common ground, to resolve differences, and get things done" (Mezirow & Associates, 2000, p. 11-12). Transformation Theory of Adult Learning addresses leadership directly. It states that a broader, more diverse group should always review any leadership decision before it becomes a decision. "A best (more dependable) judgment is always tentative until additional evidence, argument, or a different perspective is presented that may change it"

(Mezirow & Associates, 2000, p. 12). The overwhelming majority of this study's participants embraced this principle. New, multiple, and diverse perspectives, combined with time for critical self-reflection, moved participants along their developmental journey and affected changes to their identities.

For me, the overall findings of this study boil down to learning and leadership happening at the intersection of two human needs. One is the need for an individual to continually care for and improve the whole self—what Baxter Magolda (2009) calls intrapersonal development. The second is to live and work through community—what Baxter Magolda calls interpersonal development. Learning and leadership cannot happen without both. Learning and leadership through group effort, especially when the group includes diversity, is superior to individual learning. The ideas of sharing different viewpoints and using conflict positively remind me of the book, *The Long Haul* (Horton, 1998). Miles Horton's Highland Folk School helped individuals use their whole person to work through community to affect social change. The school was about making democracy work better:

> If we are to have a democratic society, people must find or invent new channels through which decisions can be made. Given genuine decision-making powers, people will not only learn rapidly to make socially useful decisions, but they will also assume responsibility for carrying out decisions based on their collective judgment (Horton, 1998, p. 134).

Thus, people must have the self-confidence and self-understanding to believe their involvement will have meaning and their ideas will be respected. And as importantly, people must believe that others bring great value, that the community has the greatest value. "The danger is not too much, but too little participation" (Horton, 1998, p. 134). May the UST Doctorate in Leadership Program carry on.

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APPENDIXES

APPENDIX A

Draft Letter to Program Graduates

Date

Name

Address

Dear Name:

I am a member of the Sioux Falls 2 Cohort of the Doctorate in Leadership Program, School of Education, University of St. Thomas (UST). My dissertation proposal was approved by UST in August 2010. Dr. Thomas Fish is my Dissertation Committee Chair. My dissertation addresses how adults are affected by their experience in a doctoral program in leadership. The primary research question is: how did the experience of the UST Doctorate in Leadership Program impact its graduates? I chose to study graduates, rather than current students, because graduates had a relatively consistent educational experience – they all completed the degree from a stable 24-year program. The program's philosophy, core curriculum, dissertation requirement, and cohort model have changed little since program inception. I expect patterns and trends to emerge from the research that may add meaning to the collective graduate experiences, could lead to improvements in practice, and may inform other graduate-level leadership programs.

Would you agree to be interviewed? If so, your interview responses will be part of the primary data set for my dissertation analysis. You will be one of eight people to be interviewed. The interview will take between 60 and 90 minutes. I will ask you to sign a consent form at the

start of the interview. I will request permission to record the interview for transcription. You can walk away from the interview at any time, and you may review and edit the written transcript before I use it. I will do my best to ensure confidentiality at every step. For example, your name will not appear in the dissertation; I may use pseudonyms in some cases. All data will reside in a locked cabinet. Only my dissertation committee chair and I will have access to the data.

I will phone you soon to discuss the interview. If you are willing and able to help me, we can settle on the interview time and place. Thank you for considering this.

Sincerely,

James Sturdevant

jasturdevant@stthomas.edu

(605)335-6045

APPENDIX B

Consent Form

CONSENT FORM
UNIVERSITY OF ST. THOMAS

The University of St. Thomas Doctorate in Leadership Program:

Impact on Graduates

I am conducting a study about how graduates of the Doctorate in Leadership Program, University of St. Thomas, were affected by the program. I invite you to participate in this research. You were selected as a possible participant because you are a graduate of the program. Please read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by: James A. Sturdevant of Sioux Falls Cohort 2 of the UST Doctorate in Leadership Program, Dr. Tom Fish, Advisor.

Background Information:

The purpose of this study to describe changes experienced by graduates of UST's Doctorate in Leadership Program. The primary research question is: how did the experience of the program affect graduates? I will gather qualitative information from graduates to learn whether they believe they were changed, and if so, how they were changed, and when. About 200 people have graduated from the program. While the experience of each is unique, I expect some patterns and trends to emerge from the research. The program's philosophy, core curriculum, dissertation requirement, and cohort model have changed little since program inception. The research should allow me to observe how different people were affected by different program components. It will inform the future practice of the program. It also may inform other colleges and universities with interest to begin or improve a doctoral leadership program.

Procedures:

If you agree to be interviewed, you will be one of eight chosen from the 200 program graduates to provide in-depth information about perceptions and experiences. I chose eight that would have a variety of characteristics, such as profession, age, gender, and years since graduation. The interview will occur at a place of your choosing. Each interview will last 1-1.5 hours. You may walk away from the interview at any time. I will record and transcribe the interview. You can read and change the transcript. I have the option to conduct a brief follow-up interview if needed. I will not use your name in the dissertation, but I may use pseudonyms.

Risks and Benefits of Being in the Study:

In spite of my good intentions, the nature of this study makes total anonymity impossible. For example, I cannot conduct the study without knowing the names of individual members of the populations. I will mitigate risk by keeping interview recordings and transcripts in locked storage

when I am not working on the dissertation. Only the dissertation committee chair and me will have access to the data. Still, because students go through the program in cohorts, individual stories, even without revealing names, may be familiar to some. I will mitigate this risk by describing results in terms of trends, patterns, and summary statements. I will avoid telling detailed stories of individuals. I will respect those who wish not to be included in the study. There is no direct benefit to the participants. The participants will not receive payment for participation, only the heartfelt appreciation of the researcher.

Confidentiality:

The records of this study will be kept private. In any report I publish, I will not include information that will make it possible to identify interviewees. Research records including the interview recordings and transcriptions will be kept in a locked file; my dissertation committee chair and I are the only people that will have access to the records. The recordings will be destroyed immediately after the dissertation is complete.

Voluntary Nature of the Study:

Participation in this study is entirely voluntary. A decision whether or not to participate will not affect current or future relations with the University of St. Thomas. An interviewee may withdraw at any time without penalty. I will not use any data that an interviewee withdraws.

Contacts and Questions

My name is James (Jim) A. Sturdevant, 605-335-6045, jasturdevant@stthomas.edu. I am a student in the UST Doctorate in Leadership Program and my advisor is Dr. Tom Fish (651)962-4436 tlfish@stthomas.edu. You may also contact the University of St. Thomas Institutional Review Board at 651-962-5341 with any questions or concerns.

You will be given a copy of this form to keep for your records.

Statement of Consent:

I have read the above information. My questions have been answered to my satisfaction. I consent to participate in the study. [include any additional permission here (e.g., audio taping).]

______________________________ ________________

Signature of Study Participant **Date**

______________________________ ________________

Signature of Researcher **Date**

APPENDIX C

Confidentiality Form – Transcriber

Signed Original on File

The University of St. Thomas Doctorate in Leadership Program:

Impact on Graduates

I (the researcher) am conducting a study about how graduates of the Doctorate in Leadership Program, University of St. Thomas, were affected by the program. I invite you (the transcriber) to participate in this research by transcribing interview recordings on a fee for service basis. Confidentiality is of the highest priority. Please read this form and if you agree with the terms please sign on page two.

This study is being conducted by: James A. Sturdevant (researcher) of Sioux Falls Cohort 2 of the UST Doctorate in Leadership Program, Dr. Tom Fish, Advisor.

Background Information:

The purpose of this study to describe changes experienced by graduates of UST's Doctorate in Leadership Program. The primary research question is: how did the experience of the program affect graduates? The researcher will gather qualitative information from graduates to learn whether they believe they were changed, and if so, how they were changed, and when. Over 200 people have graduated from the program. While the experience of each is unique, The researcher expects some patterns and trends to emerge. The program's philosophy, core curriculum, dissertation requirement, and cohort model have changed little since program inception. The research should reveal how different people were affected by different program components. It will inform the future practice of the program. It also may inform other colleges and universities with interest to begin or improve a doctoral leadership program.

Procedures:

If you, the transcriber, agree to transcribe recordings, you will transcribe 20-25 recorded interviews of program graduates selected from the over 200 program graduates. The interviews include in-depth information about perceptions and experiences of the graduates. The graduates in this study have a variety of characteristics, such as profession, age, gender, and years since graduation. Each interview will last 1-1.5 hours. The researcher will email audio files to the transcriber as the interviews are completed. The transcriber will listen to the interviews and type the interview questions and answers verbatim in Word format. Then the transcriber will email to the researcher the finished transcripts. After confirmation of receipt, the transcriber shall delete audio and Word files from systems and destroy any hard copies. While work is in process, the transcriber shall keep files in locked storage and password-protected files.

Confidentiality:

The full real names of the study participants will not be used in the recorded interviews. Only the dissertation committee chair and the researcher will have access to the participant's' real names. Still, because students go through the program in cohorts, individual stories, even without revealing names, may be familiar to some. The transcriber, researcher, and committee

chair shall mitigate this risk by not sharing the files with others and by not discussing the individual interviews or participant stories with others. Also, the transcriber's name will not be used in the dissertation.

Voluntary Nature of the Study:

Participation in this study is entirely voluntary. A decision whether or not to participate will not affect current or future relations with the University of St. Thomas. You may withdraw at any time.

Contacts and Questions

My name is James (Jim) A. Sturdevant, 605-335-6045, jasturdevant@stthomas.edu. I am a student in the UST Doctorate in Leadership Program and my advisor is Dr. Tom Fish (651)962-4436 tlfish@stthomas.edu. You may also contact the University of St. Thomas Institutional Review Board at 651-962-5341 with any questions or concerns.

You will be given a copy of this form to keep for your records.

Statement of Confidentiality:

I have read the above information. I agree to hold information about this study in confidence.

______________________________ ________________
Signature of Transcriber **Date**

______________________________ ________________
Signature of Researcher **Date**

APPENDIX D

IRB APPROVALS

IRB USE ONLY: APPLICATION # ______________ DATE RECEIVED: ______ DATE APPROVED: ______

APPLICATION
FOR APPROVAL TO CONDUCT RESEARCH INVOLVING HUMAN SUBJECTS

TYPE OF REVIEW REQUESTED *(REFER TO APPENDIX FOR DEFINITIONS)*:

[ ] ***EXPEDITED REVIEW*** *(SUBMIT 4 COPIES)*
IF EXPEDITED, INDICATE RESEARCH CATEGORY [___]
COMPLETE ITEMS 1-13 AND SIGNATURE PAGE

[ ] ***FULL BOARD REVIEW*** *(SUBMIT 12 COPIES)*
COMPLETE ALL ITEMS AND SIGNATURE PAGE

UST INSTITUTIONAL REVIEW BOARD

Submit application with abstract, consent form, and other required documentation, to:
IRB Office, Mail: #5037, 2115 Summit Ave., St. Paul, MN 55105

Will this research last more than 1 year [X] Yes **[N**o

a. 1. **Project Title:** The University of St. Thomas Doctorate in Leadership Program: Impact on its Graduates

2. Project Period (from data collection to project completion): 02/01/09 through 12/31/10

3. Name of **Principal Investigator:** James A. Sturdevant______________________________

University Department: School of Education______________________________

Primary Mailing Address: 813 Batcheller Lane, Sioux Falls, SD 57105_________

Telephone: (605) 335-6045__________________________________

E-mail: jasturdevant@sio.midco.net

4. **Mark the appropriate category:**

   [ ] Faculty or Staff Research

   [ ] Undergraduate Student Research

   [X]Graduate Student Research

   [ ] Classroom Protocol

   [ ] Other (speci:

5. **If student research, identify ADVISOR:**

   Name**:** Dr. Tom Fish___________________

   Department: School of Education _____________

   Mailing Address: 1000 LaSalle Avenue, Minneapolis, MN 55403

   Telephone: (651)962-4436 _________________

   E-mail: <tlfish@stthomas.edu>

6. **Is this research subject to any other type of review? [X] Y**es **[ ] N**o

   If **YES, specify:** [X] Thesis committee [ ] Grant agency [ ] Project site [ ] Other IRB

   [ ] Other: ____

7. **Anticipated Subject Population** (Number, gender distribution, age range, etc.)

   a. **Number** of Males**:** 4

      Females**:** 4

      Total Human Subjects: 8

   b. **Age Range**: Youngest subject [25] Oldest subject [80]

   c. **Location** of Subjects:

      [ ] University of St. Thomas campus

      [ ] Elementary/Secondary school

      [ ] Hospital

      [ ] Clinic

      [ ] Long Term Care Facility

      [ ] Prison/Halfway house

      [ ] Other Special Institution (Specify)**:**

      [X] None of the above (Describe location of subjects):

      I will interview people at sites of their choosing.

NOTE: If subjects are recruited or research is conducted through an agency or institution other than UST, submit written documentation of approval and/or cooperation.

d. **Special Characteristics:**

[X] Normal Adult Volunteers
[ ] **S**tudents
[ ] Patient Controls
[ ] Inpatients
[ ] Outpatients

e. **Special Populations:**

NOTE: *These groups require special consideration by federal regulatory agencies and by the IRB.* ***In the lay summary, provide rationale for focusing on special populations. If women and minorities are to be excluded from the study, a clear rationale for their exclusion should be provided in the abstract / lay summary.***

[ ] Minors (under a–e 18) - volunteers
[ ] –nors -- patients
[ ] UST Employees
[ ] Pregnant women
[ ] Elderly/aged persons
[ ] HIV/AIDS patients
[ ] Economically disadvantaged
[ ] Educationally disadvantaged
[ ] Prisoners
[ ] Cognitively impaired persons
[ ] Minority group(s) and non-English speakers (specify and provide rationale in abstract)

[ ] Other Special Characteristics and Special Populations (specify ________________ and provide rationale in abstract)

9. **Abstract/Lay Summary** (*Use language that can be understood by a person unfamiliar with the area of research.)*

Briefly describe the research (maximum length: 2 pages).

- Summarize the purpose of the research.
- Include research questions and methods to be used (hypothesis and methodology).
- Describe the tasks subjects will be asked to complete. Explain clearly what the subjects will be asked to do**.**
- Provide rationale for targeting special populations/special characteristics, or for excluding women and minorities, as appropriate.
- If using existing data, records or specimens, explain the source and type, as well as your means of access to them.
- Discipline-specific jargon should be avoided or explicitly defined.

The purpose of my study is to describe the impact of UST's Doctorate in Leadership Program on its graduates. The primary research question is: how did the experience of the program affect graduates? I will gather qualitative information from graduates to learn whether

they believe they were changed, and if so, how they were changed, and when. About 200 people have graduated from the program. I plan to eight graduates. Interviewees will be recent graduates, graduates from the early years of the program, and periods in between. While the experience of each is unique, I expect some patterns and trends to emerge from the research. The program's philosophy, core curriculum, dissertation requirement, and cohort model have changed little since program inception. The research should allow me to observe how different people were changed by different program components.

a. **Recruitment of Subjects** (Attach copies of advertisements, recruitment letters, etc.)

See Appendix A and B.

b. Describe how subjects will be identified or recruited. Specify who will make the initial contact with subjects.

The graduates are people who received their Ed.D. in the Leadership Program between 1988 and the present. The UST School of Education keeps information for each of the graduates. In addition to the name of each graduate, I will obtain the following information from the UST School of Education: contact information, year of graduation, year started the program, and gender. I will make the initial contact with subjects via letters.

c. **If subjects are chosen from records, indicate who gave approval to use the records.**

The UST Ed.D. directory is a public document, but I will get approval from the University for its use in this study.

If records are private medical or student records, provide the protocol for securing consent of the subjects of the records and approval from the custodian of the record.

d. **Will the subjects receive inducements before, or rewards after the study?**
[ ] **Yes** [X] **No**
If yes, explain. Include this information in your consent form.

e. **What is the nature of the relationship between the researcher and any cooperating agency or organization?**

I am a doctoral student at UST.

f. What is the nature of the relationship between the researcher and the potential participant?

None

10. **Confidentiality of Data**

Describe provisions made to maintain confidentiality of data. Where will the data be kept and for how long? What security provisions for the data will be used? If tape recordings or videotapes are created, explain who will have access and how long the tapes will be retained. The consent form should include this information, also.

I will emphasize confidentiality at each step of the methodology. I will respectfully ask each interviewee for their informed consent. I will assure confidentiality in the introductory letter, the initial phone call, and any follow-up communications. Interviewees will review and edit transcripts. An interviewee may walk away at any time. I will not use any data withheld by an interviewee. I will keep the interview recordings and transcriptions in locked storage, and only I will have the key. Only my dissertation committee and I will have access to the data. I will destroy all data following the dissertation process. No real names will appear in the dissertation, only pseudonyms.

In spite of my good intentions, the nature of this study makes total anonymity impossible. For example, I cannot conduct the study without knowing the names of individual members of the populations. Because students go through the program in cohorts, individual stories, even without revealing names, will be familiar to some. I will respect those who wish not to be included in the study.

a. Will data identifying the subjects be available to anyone other than the principal investigator, e.g. school officials, etc.?

[X] **Yes** (explain who and why below and in the consent form) [ ] **No**

The data will be available to my dissertation committee in order to meet the requirements of the doctoral program.

b. Will the data be recorded in any permanent record, such as a medical chart or student file?

[ ] **Yes** (explain below and in the consent form) [X] no

11. **Risks to Participants**

Does the research involve (Mark an "X" before each appropriate description):

[ ] **u**se of private records (medical or educational)

[ ] **p**ossible invasion of privacy of subject or family

[ ] **m**anipulation of psychological or social variables such as sensory deprivation, social isolation, psychological stresses;

[X] **a**ny probing for personal or sensitive information in surveys or interviews;

[ ] **u**se of deception as part of experimental protocol;

[ ] **o**ther risks

Describe the precautions taken to minimize risks. <u>If the research involves use of deception as part of the experimental protocol,</u> that protocol must include a "debriefing procedure" which will be followed upon completion of the study or subjects' withdrawal from the study. Provide this protocol for IRB review.

Be sure to list any risks and precautions to minimize risks on the consent.

12. **Benefits to Participation**
List any anticipated <u>direct</u> benefits to participation in this research project. If none, state that fact here and in the consent form.

None

13. **Informed Consent Process**
<u>Simply giving a consent form to a subject does not constitute informed cont.</u>

a. Prepare **and attach** a Consent Form for IRB Review.
You may download the Consent Form Template from the IRB web site at <http://www.stthomas.edu/irb>. NOTE: It is important that you adapt this template to the needs and context of your research.

b. Describe what will be said to the subjects to explain the research. Do not say "see consent" form." Write the explanation in lay language.

The primary research question of this study is: how did UST's Doctorate in Leadership Program affect its graduates? I am open to whatever you say about the program's effects on any aspects of your life. I am interested to learn if your perceive that you were influenced or changed by your doctoral education, and if so, how, why, and when?

c. What questions will be asked to assess the Subject's understanding?

Do you understand the purpose of this research?

Are you comfortable being interviewed?

Do you any questions?

Would you sign the consent form?

d. At what point in the research process will consent be obtained? Be specific.

I will ask each interviewee to sign the consent form at the start of the interview.

e. Will the investigator(s) personally secure informed consent for all subjects?

[X] **Yes** [–] **No - Identify below** the individuals who will obtain cons

14. **Determination of Full Board Review Category** (Mark all that apply):

[ ] Research involving more than minimal risk to the subject requires Full IRB review using risk/benefit analysis.

[ ] Research using children or vulnerable populations requires full IRB review. Children are defined in federal regulations as "persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law of the jurisdiction in which the research will be conducted." 45 CFR 46.402(a).

15. **Special Concerns for Research in School Settings**

a. *If subjects are school children, and class time is used to collect data, describe in detail the activity planned for non-participants*

b. *Who will supervise non-participants? Include this information in the consent form.*

SIGNATURE PAGE

Note: Inked signatures are required on the original application, to be submitted with the appropriate number of copies.

This research, once approved, is subject to continuing review and approval by the IRB. The principal investigator will maintain records of this research according to IRB guidelines. If these conditions are not met, approval of this research could be suspended.

The signatures below certify that:

The signatory agrees that he or she is aware of the human subjects policies of the University of St. Thomas and will safeguard the rights, dignity, and privacy of all human subjects.

The information provided in this application form is correct.

- The principal investigator will seek and obtain prior written approval from the IRB for any substantive modification in the proposal, including but not limited to changes in cooperating investigators/agencies as well as changes in procedures.
- Unexpected or otherwise significant adverse events in the course of this study which may affect the risks and benefits to participation will be reported in writing to the IRB and to the subjects.
- The research will not be initiated and subject cannot be recruited until final written approval is granted.

Signature of Principal Investigator ______________________________Date _______________

Signature of Research Advisor ________________________________Date _______________
***Student Research**:* As Research Advisor to the student investigator, I assume responsibility for insuring that the student complies with University and Federal regulations regarding the use of human subjects in research.

Signature of Department Chair, or Designee ______________________Date ________________
Faculty/Staff Research: As Department Chair, or Designee, I acknowledge that this research is in keeping with the standards set by our department and assure that the principal investigator has met all departmental requirements for review and approval of this research.

APPENDIX E

Incident Tables

Table E.1. Incident table for sense of inner self.

	Andrew	Fran	Lucy	Jean	Hank	Sam	Darrell	Connie	Heather	Hattie	Randi	Stan	Hugh	Bobby	Kelly	Bonnie	Frank	Ken	Stuart	Tammy	Wendy	Totals
Cohort	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**1 0**	**1 1**	**1 2**	**1 3**	**1 4**	**1 5**	**1 6**	**1 7**	**1 8**	**1 9**	**1 9**	**A**	
Gender	**m**	**f**	**f**	**f**	**m**	**m**	**m**	**f**	**f**	**f**	**f**	**m**	**m**	**m**	**f**	**f**	**m**	**m**	**m**	**f**	**f**	
1=Ed, 2=Non-Ed	**1**	**2**	**2**	**2**	**1**	**1**	**1**	**1**	**2**	**2**	**1**	**1**	**2**	**1**	**2**	**2**	**1**	**1**	**1**	**1**	**1**	
Summary	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**		**x**		**x**	**x**	**x**		**x**		**x**	**x**	**x**	**x**	**1 7**
Self-Confidence	x		x	x	x		x	x		x			x					x	x	x	x	1 2
Self-Satisfaction	x	x		x				x						x					x			6
Self-Understanding						x		x				x				x		x		x		6

1=Education refers to participants that spent most of their careers in any level of education, teaching, administration, or both.
2=Non-Education refers to participants that spent most of their careers in non-education fields.

Table E.2. Incident table for becoming critical.

	Andrew	Fran	Lucy	Jean	Hank	Sam	Darrell	Connie	Heather	Hattie	Randi	Stan	Hugh	Bobby	Kelly	Bonnie	Frank	Ken	Stuart	Tammy	Wendy	Totals
Cohort	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**1 1**	**1 2**	**13**	**1 4**	**1 5**	**1 6**	**1 7**	**18**	**19**	**19**	**A**	
Gender	**m**	**f**	**f**	**f**	**m**	**m**	**m**	**f**	**f**	**f**	**f**	**m**	**m**	**m**	**f**	**f**	**m**	**m**	**m**	**f**	**f**	
1=Ed, 2=Non-Ed	**1**	**2**	**2**	**2**	**1**	**1**	**1**	**1**	**2**	**2**	**1**	**1**	**2**	**1**	**2**	**2**	**1**	**1**	**1**	**1**	**1**	
Summary	x		x	x		x	x	x	x		x	x	x		x	x	x	x	x	x		16
Think Critically			x	x		x		x				x	x		x	x		x	x	x		11
Research	x		x				x		x		x		x		x		x					8

Table E.3. Incident table for equity vision.

	Andrew	Fran	Lucy	Jean	Hank	Sam	Darrell	Connie	Heather	Hattie	Randi	Stan	Hugh	Bobby	Kelly	Bonnie	Frank	Ken	Stuart	Tammy	Wendy	Totals
Cohort	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**19**	**A**	
Gender	**m**	**f**	**F**	**f**	**m**	**m**	**m**	**f**	**f**	**f**	**f**	**M**	**m**	**m**	**f**	**f**	**m**	**m**	**m**	**f**	**f**	
1=Ed, 2=Non-Ed	**1**	**2**	**2**	**2**	**1**	**1**	**1**	**1**	**2**	**2**	**1**	**1**	**2**	**1**	**2**	**2**	**1**	**1**	**1**	**1**	**1**	
Multiple per-spectives	x		x		x	x			x		x	X	x	x	x	x	x	x	x		x	15
Embrace diversity			x		x				x							x	x					5

Table E.4. Incident table for respecting trusting, and valuing others.

	Andrew	Fran	Lucy	Jean	Hank	Sam	Darrell	Connie	Heather	Hattie	Randi	Stan	Hugh	Bobby	Kelly	Bonnie	Frank	Ken	Stuart	Tammy	Wendy	Totals
Cohort	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	19	A	
Gender	m	f	f	f	m	m	m	f	f	f	f	m	m	m	f	f	m	m	m	f	f	
1=Ed, 2=Non-Ed	1	2	2	2	1	1	1	1	2	2	1	1	2	1	2	2	1	1	1	1	1	
Summary	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	20
Participatory Leadership	x	x	x	x	x	x		x	x	x	x	x		x		x	x	x	x	x		17
Relationships	x	x	x	x	x	x		x					x	x	x	x	x			x	x	14
Collaboration			x		x								x	x						x		5

Table E.5. Incident table for driven to finish.

	Andrew	Fran	Lucy	Jean	Hank	Sam	Darrell	Connie	Heather	Hattie	Randi	Stan	Hugh	Bobby	Kelly	Bonnie	Frank	Ken	Stuart	Tammy	Wendy	Totals
Cohort	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	19	A	
Gender	m	f	F	f	M	m	m	f	f	f	f	m	m	m	f	f	m	m	m	f	f	
1-Ed, 2=Non-Ed	1	2	2	2	1	1	1	1	2	2	1	1	2	1	2	2	1	1	1	1	1	
Internal Drive	x	x		x	x	x		x	x	x	x	x	x	x	x	x		x	x	x	x	18
External Drive Summary	x	x	x	x		x	x	x	x		x	x	x		x	x	x	x	x	x	x	18
Employer support			X				x		x		X	x				x		x	x	x		9
Family en-couragement	x	x		x			x						x		x							6
Needed for Career						x									x		x	x		x	x	6
Sabbatical/ Not working		x	x			x		x										x				5
Personal Reasons	x	x	x	x													x					5
Faculty support							x	x				x				x						4
Curriculum								x							x		x			x		4

Table E.6. Incident table for supportive faculty.

	Andrew	Fran	Lucy	Jean	Hank	Sam	Darrell	Connie	Heather	Hattie	Randi	Stan	Hugh	Bobby	Kelly	Bonnie	Frank	Ken	Stuart	Tammy	Wendy	Totals
Cohort	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**19**	**A**	
Gender	**m**	**f**	**f**	**f**	**m**	**m**	**m**	**f**	**f**	**f**	**f**	**M**	**M**	**m**	**f**	**f**	**m**	**m**	**m**	**f**	**F**	
1=Ed, 2=non	**1**	**2**	**2**	**2**	**1**	**1**	**1**	**1**	**2**	**2**	**1**	**1**	**2**	**1**	**2**	**2**	**1**	**1**	**1**	**1**	**1**	
Only Positive	**x**	**x**		**x**	**x**	**x**	**x**	**x**		**x**				**x**	**x**			**x**				**11**
Both			**x**						**x**		**x**	**x**	**x**			**x**	**x**			**x**	**x**	**9**
Only Negative																			**x**			**1**
Positives																						
General – Positive		**x**	**x**		**x**	**x**	**x**			**x**	**x**		**x**	**x**				**x**		**x**	**X**	12
Chair/Advisor	**x**	**x**						**x**	**x**						**x**	**x**						6
Supportive to my career		**x**					**x**			**x**	**x**									**x**		5
Personally Supportive				**x**			**x**			**x**			**x**									4
Individuals Were Great				**x**								**x**				**x**	**x**				**X**	5
Available	**x**							**x**					**x**									3
Treated us with Respect	**x**					**x**		**x**														3
Promoted Interaction	**x**					**x**																2
Negatives																						
Specific Problem									**x**		**x**	**x**	**x**				**x**		**x**	**x**		**7**
Not Available			**x**								**x**					**x**			**x**		**x**	**5**
One-Sided Perspective												**x**				**x**	**x**					**3**

Table E.7. Incident table for instructive and nurturing cohort.

	Andrew	**Fran**	**Lucy**	**Jean**	**Hank**	**Sam**	**Darrell**	**Connie**	**Heather**	**Hattie**	**Randi**	**Stan**	**Hugh**	**Bobby**	**Kelly**	**Bonnie**	**Frank**	**Ken**	**Stuart**	**Tammy**	**Wendy**	**Totals**
Cohort	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**19**	**A**	
Gender	**m**	**f**	**f**	**f**	**m**	**m**	**m**	**f**	**f**	**f**	**f**	**m**	**m**	**m**	**f**	**f**	**m**	**m**	**m**	**f**	**f**	
1=Ed 2=non	**1**	**2**	**2**	**2**	**1**	**1**	**1**	**1**	**2**	**2**	**1**	**1**	**2**	**1**	**2**	**2**	**1**	**1**	**1**	**1**	**1**	
Only Positive	**x**	**x**			**x**	**x**	**x**	**x**		**x**	**x**	**x**		**x**	**x**			**x**				**12**
Both				**x**					**x**				**x**				**x**		**x**	**x**	**x**	**7**
Only negative			**x**													**x**						**2**
Positive:																						
General	**x**	**x**		**x**	**x**	**x**	**x**			**x**	**x**		**x**					**x**	**x**	**x**		**12**
Diversity	**x**	**x**			**x**		**x**		**x**	**x**	**x**	**x**					**x**	**x**				10
Learning		**x**						**x**			**x**	**x**			**x**		**x**	**x**			**x**	**8**
Quality	**x**						**x**					**x**			**x**			**x**			**x**	6
Friends		**x**		**x**			**x**			**x**								**x**				4
Support						**x**		**x**			**x**			**x**								4
Negative:																						
Specific Problem				**x**					**x**				**x**			**x**	**x**		**x**		**x**	7
Minimal Diversity			**x**	**x**																	**x**	3
Poor interaction			**x**														**x**			**X**		3

Table E.8. Incident table for robust curriculum.

	Andrew	Fran	Lucy	Jean	Hank	Sam	Darrell	Connie	Heather	Hattie	Randi	Stan	Hugh	Bobby	Kelly	Bonnie	Frank	Ken	Stuart	Tammy	Wendy	Totals
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**19**	**A**	
	m	**f**	**f**	**f**	**m**	**m**	**m**	**f**	**f**	**f**	**f**	**m**	**m**	**m**	**f**	**f**	**m**	**m**	**m**	**f**	**f**	
	1	**2**	**2**	**2**	**1**	**1**	**1**	**1**	**2**	**2**	**1**	**1**	**2**	**1**	**2**	**2**	**1**	**1**	**1**	**1**	**1**	
Only Positive			x		x	x	x	x		x	x			x	x					x	x	11
Both		x		x												x	x	x	x			6
Only Negative												x	x									2
No Comment	x								x													2
Positive																						
General		x		x	x		x	x		x				x	x			x			x	9
Qual Research			x				x	x										x		x		5
Theories							x			x				x		X			x			5
Highly Applicable							x			x				x				x	x			5
Social Justice					x	x					X					X						4
Ethics																		x	X		x	3
Critical Analysis						x										X						2
Collateral Courses								x												x		2
Sociology																	X		X			2
History														x								1
Core Courses															x							1
Negative																						
Catholic Irony		x											x				x		x			4
Too Much Education		x		x									x			x						4
Too Little Leadership				x									x					x				3
Not													x									1

Applicable																					
One-Sided to the Left											x					X					2

Table E.9. Incident table for dissertation passion.

	Andrew	Fran	Lucy	Jean	Hank	Sam	Darrell	Connie	Heather	Hattie	Randi	Stan	Hugh	Bobby	Kelly	Bonnie	Frank	Ken	Stuart	Tammy	Wendy	Totals
Cohort	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**19**	**A**	
Gender	**m**	**f**	**f**	**f**	**m**	**m**	**m**	**f**	**f**	**f**	**f**	**m**	**m**	**m**	**f**	**f**	**m**	**m**	**m**	**f**	**f**	
1=Ed, 2=Non	**1**	**2**	**2**	**2**	**1**	**1**	**1**	**1**	**2**	**2**	**1**	**1**	**2**	**1**	**2**	**2**	**1**	**1**	**1**	**1**	**1**	
Only Positive	**x**	**x**	**x**	**x**	**x**	**x**	**x**						**x**	**x**				**x**		**x**		**11**
Both								**x**	**x**	**x**		**x**			**x**	**x**						**6**
Only Negative											**x**						**x**		**x**		**x**	**4**
Positive																						
General	x	x	x	x				x		x			x		x			X				9
Committee Chair	x											x		X		x		X		X		6
Learning								x	x					X	x					X		5
Flowed Into My Career		x			x		x		x				x									5
Expanded Perspective			x			x																2
Personal Impact						x								x	x							3
Collecting Data		x		x																		2
Freedom to Select Topic		x					x															2
Good Process										x										X		2
Negative																						
UST Should Help More								x			x					x			X		x	5
Inconsistent Treatment										x					x		x		x			4

General									x		x	x										3
Hard in a Bad Way											x						x				x	3

Table E.10. Incident table for gender and profession with respect to the findings.

	Percent of Participants			
Inner Self	**Male**	**Female**	**Educators**	**Non-Educators**
Sense of Inner Self (collectively)	90	72	85	75
Self Confidence	60	55	62	50
Self-Satisfaction	30	27	31	25
Self-Confidence	30	27	38	13
Becoming Critical	80	62	77	75
Equity Vision	90	55	77	63
Respecting, Trusting, and Valuing Others	80	82	85	75
Driven to Finish	80	91	85	88
Faculty				
Only Positive	60	45	54	50
Both	30	55	38	50
Only Negative	10	0	8	0
Cohort				
Only Positive	70	38	69	38
Both	30	37	31	38
Only Negative	0	15	0	25
Curriculum				
Only Positive	40	64	62	37
Both	30	27	22	37
Only Negative	20	0	8	13
No Comment	10	9	8	13

Dissertation				
Only Positive	70	37	54	50
Both	10	45	15	50
Only Negative	20	18	31	0

Table E.11. Incident table for timing with respect to themes.

	Temporal Quadrant				
Number of Participants	5	5	5	6	21
	A	B	C	D	To t
Sense of Inner Self	5	4	3	5	**17**
Becoming Critical	3	4	4	5	**16**
Equity Vision	3	2	5	5	**15**
Respecting, Trusting, and Valuing Others	5	4	3	5	**16**
Driven to Finish	4	4	5	5	**18**
Faculty					
Only Positive	4	4	2	1	**11**
Both	1	1	3	4	**9**
Only negative	0	0	0	1	**1**
Cohort					
Only Positive	3	4	4	1	**12**
Both	1	1	1	4	**7**
Only negative	1	0	0	1	**2**
Curriculum					
Only Positive	2	4	3	2	**11**
Both	2	0	0	4	**6**
Only negative	0	0	2	0	**2**
No Comment	1	1	0	0	**2**

Dissertation					
Only Positive	5	2	2	2	**11**
Both	0	3	2	1	**6**
Only negative	0	0	1	3	**4**

Table E.12. Incident table for overall doctoral experience.

	Andrew	Fran	Lucy	Jean	Hank	Sam	Darrell	Connie	Heather	Hattie	Randi	Stan	Hugh	Bobby	Kelly	Bonnie	Frank	Ken	Stuart	Tammy	Wendy	Totals
Cohort	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	19	A	
Gender	m	f	f	f	m	m	m	f	f	F	f	m	m	m	F	f	m	m	m	f	F	
1=Ed, 2=Non-Ed	1	2	2	2	1	1	1	1	2	2	1	1	2	1	2	2	1	1	1	1	1	
Summary	x	x		x	x	x	x	x	x	X			x	x	X	x	X	x	x	x	x	18
Valuable learning		x			x		x			X			x		X		X		x	x		9
Fun & magic		x			x	x	x	x	x					x			x					8
Journey was key						x		x	x	X								x		x	x	7
Program format				x			x	x								x						4
Set Me Up for Life							x		x					x								3
Scholars Club	x												x									2