Doctoral Program in Educational Leadership

Strategic Plan

2022 – 2025

September 2022

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With Special Thanks and Appreciation

Doctoral Program Strategic Planning Committee

The Strategic Planning Committee consisted of the EDL Faculty, including Dr. Daniel Alemu, Dr. Francesca Durand, Dr. Jerome D. Steele, Dr. Lynne Wells, Dr. Janice White, and Dr. Marlene Zakierski. Additionally, EDL Department would like to thank the following individuals who played an integral part in developing this strategic plan.

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Doctoral Program in Educational Leadership
Strategic Plan 2022-2025

The Doctoral Program in Educational Leadership at Russell Sage College was developed between 2005 and 2007. The first cohort of doctoral candidates entered the program for the Fall semester of 2007. In the Fall of 2012, an extension site was approved for New York City and the first NYC cohort entered the doctoral program in the Fall of 2013. Since its inception there have been 293 graduates of the doctoral program (see Table 1). These graduates serve in multiple capacities as administrators in PreK-12 educational organizations, higher education, BOCES, State Education Departments, regional and national organizations, and much more.

Russell Sage College Mission Statement

Russell Sage College is a community of scholars committed to empowering students…

TO BE: to provide the individual student with the opportunity and means to develop and advance personally and professionally, and thus to be successful in achieving life goals.

TO KNOW: to contribute to the larger society a group of diverse, thoughtful, and competent citizen-leaders who continue to be engaged in the pursuit of lifelong learning.

TO DO: to translate learning into action and application, recognizing the obligation of educated persons to lead and to serve their communities.

Russell Sage College's Strategic Plan

Strategic Vision for Russell Sage – One Sage: A Vision for the Future

Russell Sage students succeed! Russell Sage provides excellent professional preparation across the disciplines in a small college environment strongly supportive of student learning and emphasizing student wellness and well-being. We graduate liberally educated students in the professions and professionally prepared students in the liberal arts.

Strategic Direction #1: Big Impact of Small Scale: Teaching, Learning, and Student Success
Strategic Direction #2: Sage Students Succeed: Professional Preparation and Program Development
Strategic Direction #3: Human Touch in the Information Age: Technology and Sage of the Future
Strategic Direction #4: Location, Location, Location: Maximizing the benefits of our locations and our physical campus
Strategic Direction #5: Institutional Structure and Cost Savings

Mission Statement of the Doctoral Program in Educational Leadership

The Doctor of Education (Ed.D.) program at the Esteves School of Education is designed to develop visionary educational system leaders and thinkers who are reflective and ethical practitioners and who will create learning communities where all children experience a sense of belonging, discover the excitement of learning, and demonstrate achievement individually and collaboratively. The Doctoral Program in Educational Leadership prepares graduates for roles as school district leaders and for leadership positions in educational coordination and policy making at local, regional, and statewide levels.

Vision Statement

To creatively and effectively prepare the next generation of educational system leaders and thinkers to meet the challenges and opportunities of leading in the twenty-first century.

The Mission and Vision of the Doctoral Program in Educational Leadership is built upon the Esteves School of Education's Conceptual Framework.

The key concepts of the conceptual framework of the Esteves School of Education:

- **Technology:** a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.
- **Best Practices:** the pedagogical knowledge, skills, and practices that have been shown through research and evaluation to be effective and/or efficient and that candidates use to teach all learners.
- **Inclusion and Diversity:** the ability to collaborate and team with other professionals in developing and implementing strategies to accommodate diverse learners; the ability to develop solutions that will enhance the learning experiences of all children; and the ability of candidates to be aware of and sensitive to diversity issues and to use culturally and socially responsible pedagogy.
- **Reflection:** the ability to reflect and assess one's own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.
- **Dispositions:** the demonstration of respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.
- **Service Learning:** the strategies that integrate meaningful community service with instruction and reflection to enrich children's learning experience, teach civic responsibility, and strengthen communities.

Doctoral Program Core Values
- **Advocacy: "**A school leader advocates when s/he publicly communicates a recommendation and/or provides support for a policy, resource, student, staff member, or course of action" (NELP, 2018, p. 106).
- **Collaboration: "**Leaders collaborate when they work jointly with others on activities with the intent of producing or creating something" (NELP, 2018, p. 107)
- **Cultural Responsiveness: "**the ability of school leaders to create school contexts and curriculum that responds effectively to the educational, social, political, and cultural needs of students" (Khalifa et al., 2016, p. 1278).

- **Data Literate:** "The leader's ability to gather, synthesize, and build knowledge from data, and to communicate that meaning to others" (NELP, 2018, p. 108).
- **Diversity:** "Diversity is inclusive of student and adult subgroups as well as individual differences. In education, individual differences include differences in personality, interests, learning modalities, learning abilities, and life experiences" (NELP, 2018, p. 108).
- **Equity:** "Educational leaders support equity when they work to eliminate prejudice and barriers based on student individual and subgroup differences, and when they work to ensure that students achieve equitable outcomes. Educational leaders understand that equitable does not always mean the same thing as equal, particularly when working to meet individual student needs" (NELP, 2018, p. 109)
- **Reflection:** According to Warren Bennis (2003), "reflecting on experience is a means of having a Socratic dialogue with yourself, asking the right questions at the right time, in order to discover the truth of yourself and your life" (p. 54).
- **Ethical Leadership** According to Brown et al. (2005), ethical leadership is defined as "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making"(p. 120). The EDL department believes that the following traits are also what make an ethical leader: **Integrity, Transparency, Honesty, and Trust.**
- **Scholarship –** Using and applying research
- **Systems Thinking:** "Systems thinking is a conceptual framework, a body of knowledge and tools that has been developed over the past fifty years, to make the full patterns clearer, and to help us to change them effectively" (Senge, 2006, p. 7).
- **Building purpose, identity, and relationships:** Wheatley and Kellnor-Rogers (1998) noted that "the most important work we can do at the beginning of an organizing effort is to engage one another in exploring our purpose. We need to explore why we have come together. How does the purpose of this effort connect with the organization? Does it connect to our individual hopes and desires? Is the purpose big enough to welcome the contributions of us all" (p. 58)?
- **Well-Being:** "Educational leaders are concerned about the well-being of students, staff members, parents, and community members as well as their own well-being" (NELP, 2018, p. 114).

Purpose of the Strategic Planning Process

The purpose of this process has been to review the effectiveness and success of the doctoral program in conjunction with the overall strategic plan for Russell Sage College and the implications for future sustainability. The three pillars of consideration that formed the basis of this process are Recruitment, Sustainability, and Expansion.

Figure 1

Pillars of the Strategic Plan
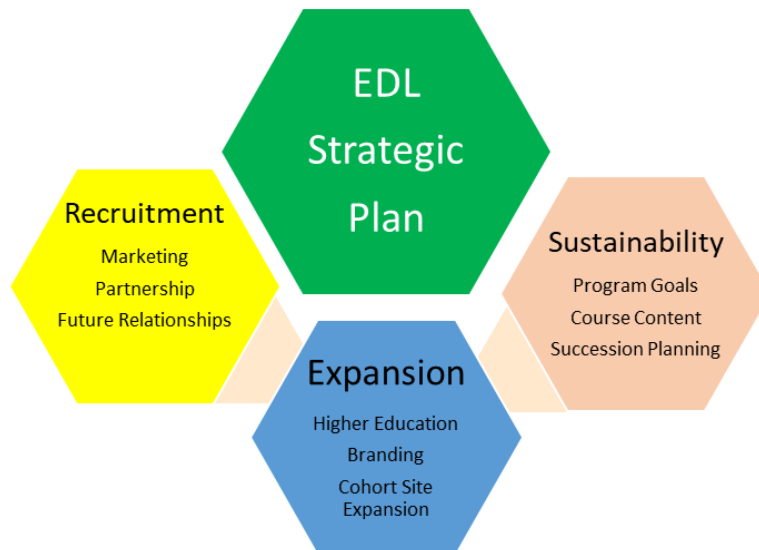
Tables 1, 2, and 3 provide some context for implementing the tactical action plans and the strategic goals outlined in this plan.

What does the data indicate regarding the success of the EDL program?

Table 1 indicated the number of candidates that started the EDL program beginning with the first cohort in 2007. As of May 2022, 293 candidates have graduated with their Doctorate in Educational Leadership. This represents a completion rate of 85%.

Table 1

EDL Cohorts from 2007 – 2022

Cohort	Total Started Program	Graduated On Time	% On Time	Finished Eventually	%	Total Finished	%	Left Program	%	Leave of Absence	%	Still Enrolled
Albany1	18	18	100%	0	0	18	100%	0	0	0	0	0
Albany2	16	11	69%	1	6%	12	75%	4	25%	0	0%	0
Albany3	15	12	80%	2	13%	14	93%	1	7%	0	0%	0
Albany4	15	11	73%	2	13%	13	87%	2	13%	0	0%	0
Albany5	11	10	91%	1	9%	11	100%	0	0%	0	0%	0
Albany6	15	14	93%	1	7%	15	100%	0	0%	0	0%	0
Albany7	11	9	82%	0	0%	9	82%	2	18%	0	0%	0
Albany8	11	8	73%	1	9%	9	82%	2	18%	0	0%	0
Albany9	11	9	82%	2	18%	11	100%	0	0%	0	0%	0
Albany 10	20	13	65%	1	5%	14	70%	5	25%	0	0%	1
Albany 11	15	12	80%	1	7%	13	87%	2	13%	0	0%	0
Albany 12	13	13	100%	0	0%	13	100%	0	0%	0	0%	0
Albany 13	16	11	69%	0	0%	11	69%	3	19%	0	0%	2
NYC1	19	15	79%	1	5%	16	84%	2	11%	0	0%	1
NYC2N	16	13	81%	2	13%	15	94%	1	6%	0	0%	0
NYC2Y	18	11	61%	2	11%	13	72%	4	22%	0	0%	1
NYC3	14	12	86%	0	0%	12	86%	2	14%	0	0%	0
NYC 4	21	19	90%	0	0%	19	90%	1	5%	0	0%	1
NYC5N	15	13	87%	0	0%	13	87%	1	7%	0	0%	0
NYC5Y	14	12	86%	0	0%	12	86%	1	7%	0	0%	0
NYC6	20	16	80%	0	0%	16	80%	2	10%	0	0%	1
NYC7	20	14	70%	0	0%	14	70%	1	5%	0	0%	5
Total Albany	187	151	81%	12	6%	163	87%	21	11%	0	0%	3
Total NYC	157	125	80%	5	3%	130	83%	15	10%	0	0%	9
Total Program	344	276	80%	17	5%	293	85%	36	10%	0	0%	12

Table 2

2017 – 2021 enrollment and yield for the EDL program.

	2017				2018				2019				2020				2021			
	APPS	AC	EN	% YIELD	APPS	AC	EN	% YIELD	APPS	AC	EN	% YIELD	APPS	AC	EN	% YIELD	APPS	AC	EN	% YIELD
EDL Enrollment and Yield	124	55	44	80%	122	48	33	69%	91	44	34	77%	119	51	35	69%	122	52	32	62%

APPS = Applications
AC = Acceptances
EN = Enrolled
% Yield = total enrolled/total acceptances

Source: Office of Admission/Office of Institutional Research, Annual Date of Data Collection: Fall Census

Table 3

EDL Fall Enrollment for all cohorts 2017 - 2021

	2017	2018	2019	2020	2021	One Year Change	Five Year Change
EDL Fall Enrollment	107	115	111	104	102	-2	-5

Source: Office of Admission/Office of Institutional Research, Annual Date of Data Collection: Fall Census

Table 4 provides the number of doctoral candidates admitted to the program between 2017 through 2021 based on race and gender. This table indicates that the EDL program is diverse both in terms of race and gender. Table 5 provides the completion rate for race and gender for all cohorts through 2020.

Table 4

Admissions Data by Race and Gender

Albany Cohort	# Starting	White	BIPOC	% BIPOC	Male	Female	% Female
10	20	11	9	45%	8	12	60%
11	15	12	3	20%	6	9	60%
12	13	11	2	15%	5	8	62%
13	17	13	4	24%	9	8	47%
14	16	7	9	56%	2	14	88%
15	7	6	1	14%	4	3	43%
Total Albany	**88**	**60**	**28**	**32%**	**34**	**54**	**61%**
MHV Cohort	**# Starting**	**White**	**BIPOC**	**% BIPOC**	**Male**	**Female**	**% Female**
1	7	6	1	14%	2	5	71%
Total MHV	**7**	**6**	**1**	**14%**	**2**	**5**	**71%**
NYC Cohort	**# Starting**	**White**	**BIPOC**	**% BIPOC**	**Male**	**Female**	**% Female**
NYC5N	15	3	12	80%	2	13	87%
NYC5Y	14	3	11	79%	2	12	86%
NYC6	20	6	14	70%	10	10	50%
NYC7	20	4	16	80%	6	14	70%
NYC8	19	1	18	95%	2	17	89%
NYC9	19	1	18	95%	4	15	75%
Total NYC	**88**	**17**	**71**	**81%**	**22**	**66**	**75%**
Total EDL	**176**	**77**	**99**	**56%**	**56**	**120**	**68%**

Table 5

Race and Gender Completion

Albany Cohort	# Starting	White	BIPOC	# comp	White Comp	% White Comp	BIPOC Comp	% BIPOC Comp	Male Comp	% Male comp	Fem Comp	% Fem Comp
1	18	16	2	18	16	100%	2	100%	9	100%	9	100%
2	16	13	3	12	10	77%	2	67%	5	63%	7	88%
3	15	13	2	14	13	100%	1	50%	8	100%	7	88%
4	15	11	4	13	10	91%	3	75%	8	100%	5	71%
5	11	11	0	11	11	100%	0	0%	6	100%	5	100%
6	15	12	3	15	12	100%	3	100%	10	100%	5	100%
7	11	11	0	9	9	82%	0	0%	4	80%	5	83%
8	11	9	2	9	7	78%	2	100%	3	75%	6	86%
9	11	6	5	11	6	100%	5	100%	4	100%	7	100%
10	20	11	9	14	9	82%	5	56%	6	75%	8	67%
11	15	12	3	13	12	100%	1	33%	5	83%	8	89%
12	13	11	2	13	11	100%	2	100%	5	100%	8	100%
Total Albany	**171**	**136**	**35**	**152**	**126**	**93%**	**26**	**74%**	**73**	**90%**	**80**	**88%**
NYC Cohort	# Starting	White	BIPOC	# comp	White Comp	% White Comp	BIPOC Comp	% BIPOC Comp	Male Comp	% Male comp	Fem Comp	% Fem Comp
NYC1	19	4	15	15	3	75%	12	80%	4	67%	11	85%
NYC2N	16	3	13	14	3	100%	11	85%	4	100%	10	83%
NYC2Y	18	3	15	13	2	67%	12	80%	3	100%	11	73%
NYC3	14	4	10	12	3	75%	9	90%	4	100%	8	80%
NYC4	21	1	20	19	1	100%	18	90%	1	100%	18	90%
NYC5N	15	3	12	13	3	100%	11	92%	2	100%	12	92%
NYC5Y	14	3	11	12	3	100%	10	91%	2	100%	11	92%
NYC6	20	6	14	16	5	83%	11	79%	6	60%	10	100%
Total NYC	**137**	**27**	**110**	**114**	**23**	**85%**	**94**	**85%**	**26**	**81%**	**91**	**87%**
Total EDL	**308**	**163**	**145**	**266**	**149**	**91%**	**120**	**83%**	**99**	**88%**	**171**	**87%**

RECRUITMENT

Marketing

How do we bolster our recruiting and retention process to ensure the sustainability of the doctoral program?

Questions 1: How do we market our program to potential doctoral students?

Discussion
- Current marketing is through our alumni
- Personal emails to principals, assistant superintendents, and superintendents
- Webinars have been held but few attend
- Booth at NYSCOSS Winter and Fall Institute
- Reach out to the BOCES- contacting DS and then make in-person and virtual visits to discuss the program
- Meet with Senior Director for Marketing and Communications at RSC

Conclusions
- Table 1 indicates that the EDL program has been successful
- More needs to be done to recruit potential doctoral students

- Continue to build partnerships with outside organizations
- Personal contact with each of the BOCES District Superintendents
- Alumni are our best recruiters

Tactical Action Plans

- Collaborate with the Senior Director for Marketing and Communications at RSC, create a marketing strategy using social media i.e., Facebook, Instagram, LinkedIn.
- Create Alumni Ambassadors to help recruit
- Create short video of graduates promoting the EDL program
- Develop partnerships with the following BOCES to recruit new doctoral candidates
  - Capital Region BOCES
  - Questar BOCES
  - Champlain Valley Educational Services BOCES
  - WSWHE BOCES
  - HFM BOCES
  - Madison-Onieda
  - Ulster BOCES
  - Herkimer BOCES
  - Cattaraugus Allegheny BOCES
  - Dutchess BOCES
  - Sullivan BOCES
- Continue to have a recruitment booth at NYSCOSS Institutes
- Make necessary changes to the EDL Webpage

Additional Partnerships

Question 2: What additional partnerships could be created to recruit doctoral candidates?

Discussion
- The EDL program has partnered with the following organizations
  - Center for Integrated Training and Education (CITE) New York City
  - Council of School Supervisors and Administrators (CSA) New York City
  - New York State Council of School Superintendents (NYSCOSS) Future Superintendents' Academy
  - Capital Area School Development Association - CASDA
  - Ulster BOCES – Mid Hudson Valley extension site

Conclusions

- Current partnerships are strong
- Develop additional partnerships educational organizations
- Expansion of partnerships with urban, suburban, and rural school districts
- Partnership with St. Rose as a feeder for RSC Doctoral Program both for Albany and NYC Cohorts
- To facilitate leadership recruitment process for our graduates?
  - District Superintendents
  - Search Consultants
  - Portfolio development
  - Online Journal – Journal of Applied Educational Leadership

Tactical Action Plans

- Initiate discussions with urban school districts to create a pathway for their administrators to Enter the EDL program
- Re-initiate a discussion with the New York City Department of Education regarding the EDL program to review our goals and connect yearly
- Continue and potentially expand our relationship with CITE -Review and connect yearly
- Initiate a conference for teacher leaders sponsored by CASDA/RSC/U Plattsburgh Creating a teacher leader to administrator/director level pipeline
- Dissemination of research to the field
  - Hochsprung Center - Webinars
  - Journal of Applied Educational Leadership
    - EDL Department Journal – Spring 2023

Future Relationships

Question 3: What future relationships can we explore to help in the recruiting process for the EDL program?

Discussion

- Develop partnership agreements with others beyond the Future Superintendent Academy.

Conclusions

a. Develop partnerships with other external organizations (like FSA) to help with expansion/recruitment. External organizations are separate organizations outside of Russell Sage College with which the EDL program could partner. Potential partners that the committee suggests:

- NYSCOSS
- FSA- Cap Region and Oswego
- NYSSBA
- BOCES throughout the state
- CITE- other location help with recruitment?
- SAANYS
- Teacher/Leader Unions
- CASDA
- NYSAWA
- Alumni

Tactical Action Plans

- Prioritize which partnerships to focus on first
- Develop partnerships one at a time with external organizations to help with expansion of program
- Define what formal partnerships might look like
- Develop formal partnership agreement template
- Develop partnership data collection plan

Sustainability

Key Questions

Program Goals

Question 1: What modifications should be made to the EDL program goals to improve student retention?

Discussion
- Revise assessments #1 (SDL exam) and #4 (executive coach/candidate experience) to provide better data for program review
- Dispositions that exist do not align with system leadership responsibilities and are a requirement for AAQEP accreditation
- There is no data collection tool for EDL department PD as suggested by AAQEP such as Hochsprung seminars
- Reviewed 2021-22 department goals

Conclusions

- Two current assessments do not adequately align with the EDL program goals
- Current dispositions are general and broad and should be streamlined to emphasize system leadership responsibilities
- A data collection tool for EDL PD is needed for AAQEP
- Problems of Practice are developed by faculty only
- There are not regularly scheduled events to stay connected to alumni
- Colloquium events are attended by a small contingent of people

Tactical Action Plan

- Design program assessment tools aligned with program goals for leadership proficiency and executive coaching experience
- Revise dispositions to align with focus on system leadership responsibilities using the NELP standards
- Design a data collection tool for EDL department as PD (Hochsprung seminars, guest lecturers, etc.)
- Broaden the base of support for Problems of Practice by soliciting feedback from stakeholder groups (executive coaches, alumni, BOCES sups, Etc.) on topics to be included as part of the development of POPs.
- Design regular EDL alumni events (regional, virtual, on campus) with PD element to stay connected to alumni
- Expand the reach of the colloquium by increasing attendance

COURSE CONTENT

Question 2: How should the program design be improved?

Discussion
- Certain themes such as DEI, SED policy, higher ed and PK system alignment are not clearly specified in syllabi documents.
- Reflections embedded in all courses are sometimes duplicative and have not been reviewed to see the flow and make revisions.
- Alumni and focus group feedback suggest guest lecturers add value

Conclusions
- There are some strands of content that should be emphasized related to system leadership and political expertise DEI, SED policy, higher ed and PK-20 system alignment in courses explicitly

- Explore the possibility of an ABD program
- Reflection prompts have not been systematically reviewed for redundancy and scaffolding
- Engagement of students improves with connection to guest lecturers with expertise

Tactical Action Plans
- Embed themes of political expertise, DEI, SED policy, higher ed leadership PK-20 system alignment emphasizing where system leaders can partner and understand the PK-20 continuum in course objectives explicitly where indicated.
- Review reflection prompts and make revisions as needed to ensure that they are purposeful and intentionally built each semester.
- Embed guest lecturers throughout the core coursework as appropriate
- Invite alumni to speak in EDL 745 about the importance of flexibility in selecting a dissertation topic and the POP process

SUCCESSION PLANNING

Question 3. What strategies can be employed to preserve the qualities of excellence of the EDL program specifically related to sustainability of faculty?

Discussion
- The full-time faculty have carried a mean faculty load ranging from 27.1 to 32.8 for the past eight years when full time load is 21 credits. (See Table 6)
- Maximum of 5 dissertation chair/full time faculty/year and 5 second committee and one POP team is 15.5 faculty load credits per year without class load, and full time is 21 credits.
- Table 7 represents a sample faculty load based upon 5 dissertations, 5 second committee assignments, and one POP team as well as 11 credits for coursework. This translates into 29.25 total credits.
- The average enrollment of new students each year is 35 in two cohorts.
- Faculty overload costs are between $50k and 60k each year. That would fund a new position.
- The range of adjunct costs for adjunct faculty ranges from $37K to $80K per year depending on number of cohorts. (See Table 7)
- Currently the NYC cohort has adjunct faculty teaching all four core courses for the first year. This is not conducive to alignment and connection
- Outreach to the educational community about the research is through the annual colloquium and the Hochsprung Center.

Table 6

Faculty Load 2014-2022

YEAR	FACULTY LOAD RANGE	NUMBER OF FACULTY	TOTAL CREDIT LOAD	MEAN FACULTY LOAD	NOTES
2014-15	24.4-31.25	6	162.65	27.1	
2015-16	23.7-30.5	7.5	209.3	27.9	3 Cohorts IIN and IIY (1.5 Visiting Professor)
2016-17	22.4-35.6	7	186.6	26.7	Full time professor
2017-18	28.7-35.6	6.5	195	30	DA Sabbatical 3 Cohorts VN and VY
2018-19	22.25-33.5	7	196.4	28	
2019-20	25.45-36.25	6.5	183.65	28.2	RR Phased Ret.
2020-21	28.75-36.55	6	189.5	31.5	No replacement for RR
2021-22	31.05-37.80	6	196.85	32.8	3 Cohorts MHV Cohort

Table 7

Sample Faculty Load 2021-2022

Semester	Courses	Credits	Load	2022 - 2023 Cohort Y Dissertation Load	2021 - 2022 Cohort X Dissertation Load
Fall 2021	EDL 715	4	5		1 Team, 5 Chair, 5 2nd Reads 4.5
	EDL 750	1	1.25		
	EDL 748	2	2.5		
Spring 2022					1 Team, 5 Chair, 5 2nd Reads 4.7
Summer 2022	EDL 737	2	2.5	1 Team, 5 Chair, 5 2nd Reads 3	1 Team, 5 Chair, 5 2nd Reads 3.3
	EDL 744	2	2.5		
Totals by function		11	13.75	3.0	12.5
Total Load 21-22	29.25				

Table 8

Adjunct Costs 2016-2022

Year	Fall Credits	COST	Spring Credits	COST	Summer Credits	COST	Total Credits	TOTAL COST	
2016-17	17.5	$ 16,600.00	5.9	$ 5,310.00	14.6	$ 15,100.00	38	$ 37,010.00	
2017-18	22.4	$ 24,980.00	18.2	$ 21,000.00	32.2	$ 34,450.00	72.8	$ 80,430.00	3 cohorts
2018-19	20.2	$ 24,600.00	16.2	$ 18,425.00	18.8	$ 19,650.00	55.2	$ 62,675.00	
2019-20	13.4	$ 14,510.00	10.2	$ 11,000.00	16.3	$ 17,575.00	39.9	$ 43,085.00	
2020-21	12	$ 11,025.00	14.9	$ 17,225.00	17.9	$ 19,925.00	44.8	$ 48,175.00	
2021-22	13	$ 13,800.00	15.05	$ 16,012.50	14.05	$ 15,112.50	42.1	$ 44,925.00	3 cohorts
TOTAL	**98.5**	**$ 105,515.00**	**80.45**	**$ 88,972.50**	**113.85**	**$121,812.50**	**292.8**	**$ 316,300.00**	

CONCLUSIONS

- Full time faculty are not able to fully cover dissertation committee work with the 35-mean number of candidates per year.
- That would indicate 7 full time faculty needed for dissertation load which is half of faculty load.
- Additional sites and cohorts would require 8 full time faculty
- Tasks such as recruitment, advisement and department responsibilities are roles of full-time faculty. Carrying an additional 7-10 load credits as well is not sustainable.
- Reliance on adjuncts has compromised the sustainability of the EDL program.
- Communication with adjuncts is inconsistent.
- The intentional expansion of outreach of research is essential to sustainability and can enhance recruitment and credibility of the program.

Tactical Action Plan

- Create a guidance document using historical data and findings about the recommended faculty load including dissertation load to be shared with college administration.
- A ratio of one full time faculty for every 5 candidates who enter each fall would indicate a minimum of seven full time faculty recommended.
- Any consideration of expansion would be dependent on additional faculty to meet these guidelines, for a total of 8.
- There should be an expectation for inclusion of adjuncts in relevant EDL faculty meetings to ensure program alignment.
- Expand and include RSC faculty who have expertise in higher education leadership to teach courses as indicated.

- Consider strategies for faculty to observe instruction, provide feedback and communicate with adjuncts regularly.
- Improve the flow of information and communication between the adjuncts and faculty so that there is common alignment of department goals
- Create an online research journal of dissertation research annually. Develop an online journal to inform practice beyond the EDL program
- Use Hochsprung fellowship award recipients to promote the research on SEL
- Focus Hochsprung seminars to share research of alumni of EDL on mental health and school safety

Expansion

Key Questions

Higher Education and All but Dissertation (ABD) Component

Question 1: Should we add a Higher Education Program/Focus to the current K12 - centered Leadership program as well as an All but Dissertation Component?

Discussion

- Should we provide a HE leadership focused program?
- What will that entail?
- What if we have a HE concentration?
- Or should we continue the way we are with some HE people in the Cohort?
- The All but Dissertation concept was discussed but will not be recommended

Table 9

Admissions Data for Higher Education and New York State Education Department Candidates

Cohort	Year Started Program	Total Started	Total Completed	% Total Completed	# NYSED started	# NYSED Completed	# HE started	# HE completed	# P12 Started	# P12 Completed
MHV 1	2021	7			0		0		7	
Albany 15	2021	7			1		0		6	
Albany 14	2020	16			0		3		13	
Albany 13	2019	17	14	82%	1	0	3	2	13	10
Albany 12	2018	13	13	100%	0	0	2	2	11	11
Albany 11	2017	15	13	87%	1	1	0	0	14	12
Albany 10	2016	20	14	70%	0	0	3	2	17	12
Albany 9	2015	11	11	100%	0	0	2	2	9	9
Albany 8	2014	11	9	82%	1	0	0	0	10	9

Conclusions

- Continue as we have been with accepting candidates with HE focus and making sure curriculum is attending to their needs in core content classes
- Update marketing materials/website to emphasize that HE students are included and that classes have aligned curriculum to address HE context.

Tactical Action Plan

- Identify courses and materials that specific HE skills/dispositions/requirements can be added
- Review recruitment materials- make sure that they focus on the strengths of the program (cohort model, networking, executive coaches, faculty experience/support)
- Develop digital testimonials of alumni and current students from all backgrounds- including HE, K12, private/public schools and differing levels of leadership to demonstrate strengths of program and show that this program is for all kinds of leaders who want to be systems thinkers.

Branding

Question 2: How do we brand the EDL program most effectively?

Table 10

Start and completions for Superintendents, Other District Personnel, Counselors, Principals and Assistant Principals for Albany and MHV Cohorts

Cohort	Superintendents Start	Superintendents Complete	Other District Personnel Start	Other District Complete	Counselors Start	Counselors complete	Principals Start	Principals Complete	Asst. Principals Start	Asst.Principals Complete
MHV 1	0		5		0		2		0	
Albany 15	1		3		0		2		0	
Albany 14	0		7		0		1		5	
Albany 13	1	1	6	5	2	1	3	2	1	1
Albany 12	1	1	5	5	0	0	3	3	2	2
Albany 11	0	0	5	4	0	0	5	5	4	3
Albany 10	0	0	6	5	0	0	9	7	2	0
Albany 9	2	2	5	5	0	0	1	1	1	1
Albany 8	2	1	2	2	0	0	5	5	1	1

Discussion

- The Russell Sage Doctoral Program creates superintendents. Is that what we want to be?
- Do we want to be a program that creates system leaders/thinkers at all levels?

- If we focus on leaders at all levels (school, district, higher ed?) can we expand our reach that way? Recruitment? Change in curriculum?

Conclusions

- EDL should focus on creating systems leaders at all levels
- Marketing should focus on recruiting leaders of all kinds in education while still maintaining the admissions requirements.

Tactical Action Plans

- Develop collaborative relationships with marketing and communication at Russell Sage to revise and develop recruitment materials.
- Review recruitment materials- make sure that they focus on the idea of system leadership and that all levels of educational leaders are welcome. Maybe with examples
- Develop digital testimonials of alumni and current students from all backgrounds- including HE, K12, private/public schools and differing levels of leadership to demonstrate strengths of program and show that this program is for all kinds of leaders who want to be systems thinkers.
- Promote current program through new methods.
- Engage with more HE at other institutions to make program known for HE.
- Expand targets for admissions to counselors, directors of athletics, other ed professionals (OT, PT, Speech, psych, etc.), teacher leaders.
- Target educational leaders from neighboring states

Cohort Site Expansion

Question 3: What other regions could support cohort expansion?

Discussion

- Use CITE to fill a Westchester or LI cohort?
- Are there other areas that could be useful and not divide the Albany cohort?

Conclusions

- Focus on Long Island Cohort – perhaps for Fall 2023.
- Double cohorts in NYC when possible

Tactical Action Plan

- Explore Long Island Cohort with CITE

EDL DEPARTMENT STRATEGIC GOALS

The color-coded key below represents each of the pillars for the strategic plan. Also, each of the strategic goals below align to Russell Sage College's Strategic Directions 1 and 2.

Recruitment 〇   Sustainability 〇   Expansion 🔵

- Revise marketing strategies for the EDL program 🟡 🔵
- Create Alumni Ambassadors 🟡
- Develop partnerships with BOCES 🟡 🔵
- Revise and update the EDL Webpage 🟡 🔵
- Create new partnerships with school districts and other educational agencies and organizations 🟡 🔵
- Work with CITE to expand the program into Long Island 🔵
- Redesign program assessment and evaluation tools 🟠
- Engage EDL partners to identify current Problems of Practice for doctoral dissertations 🟠
- Create a guidance document that outlines the recommended faculty load inclusive of dissertation load 🟠
- Engage EDL Adjunct Professors to ensure the alignment of department goals 🟠
- Investigate the inclusion of a Higher Education strand within the EDL program 🔵

Implementation of Strategic Plan Goals

2022-2023
- Revise marketing strategies for the EDL program
- Create Alumni Ambassadors for recruitment of doctoral candidates
- Develop partnerships with BOCES
- Revise and update the EDL Webpage

- Engage EDL Adjunct Professors to ensure the alignment of department goals
- Work with CITE to expand the program into Long Island
- Create a guidance document that outlines the recommended faculty load inclusive of dissertation load

2023-2024
- Redesign program assessment and evaluation tools
- Investigate the inclusion of a Higher Education strand within the EDL program
- Engage EDL partners to identify current Problems of Practice for doctoral dissertations

2024-2025
- Create new partnerships with school districts and other educational agencies and organizations

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