

Evolving Modalities for Doctoral Education

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Purpose of the Session

- Advance understanding of newer modalities for doctoral education.
- Identify points of convergence and differentiation between newer and traditional models.
- Reflect on changing interests of students and national/global trends.



The Speakers

- Both former professors and senior administrators of graduate programs at traditional private research universities.
- Each now senior administrators at innovative, professionally focused graduate institutions.
- Charles McClintock:
 - Dean, Human and Organizational Development, Fielding Graduate University and former professor and administrator at Cornell University for 27 years.
- Orlando Taylor:
 - President, DC Campus, The Chicago School of Professional Psychology & former Graduate Dean & Vice Provost Research at Howard University for 16 years.

Graduate Education: Evolves to Meet Changing Demands

- It Has Always Been That Way
 - More research Post WWII with rise of NSF.
 - More emphasis on diversity during civil rights era.
 - Greater emphasis on technology with rise of the Internet.
 - More global focus as the world becomes “flatter.”
- Today
 - Greater research activity to meet national demand.
 - More STEM focus to advance competitiveness.
 - Economic downturn drives demands for more efficiency.
 - More delivery options for changing demographics.

The Context: Two Recent Major Reports

- *A Data-Based Assessment of Research-Doctorate Programs in the United States*: National Research Council of the National Academies. 2010.
- *The Path Forward: Graduate Education in the United States*. Commission on the Future of Graduate Education in the United States—Council of Graduate Schools & Education Testing Service. 2010.
- Both reports describe multiple cultures for doctoral education.



National Research Council Report

- Focuses on Carnegie research universities.
- Faculty-centered quality criteria, e.g., publications, citations, grant support, etc.
- Students typically seek to be headed for tenure track academic or technically advanced non-academic careers.



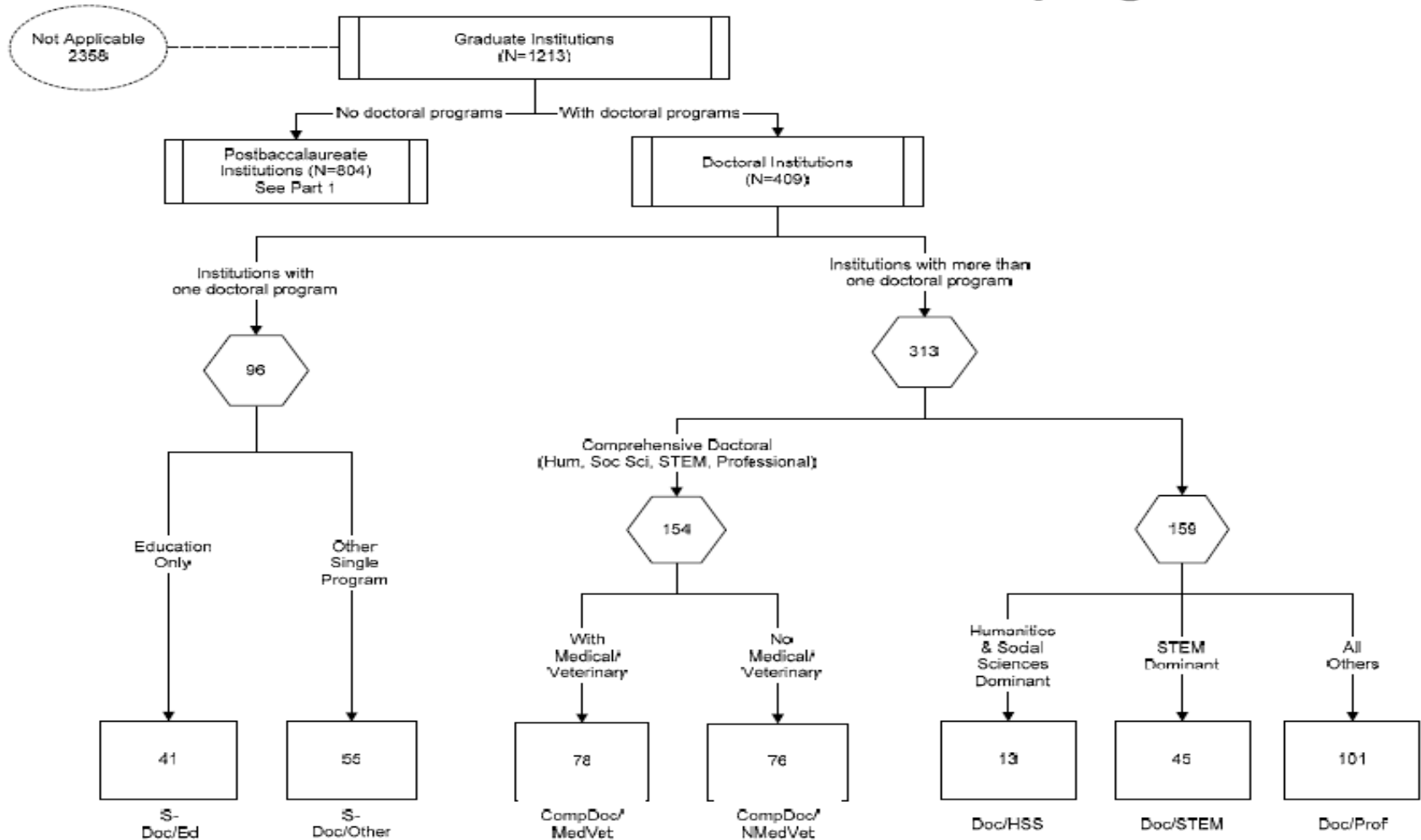
Commission on the Future of Graduate Education Report

- Argues for multiple cultures to maintain innovation in doctoral education
- Career paths for doctoral education need to include:
 - Non-tenured and adjunct faculty positions
 - Careers in government, non-profit & business
- More doctoral programs need to include:
 - Professional skills development
 - Innovative training using technology and learning styles for the professorate of the future



Graduate Instructional Program

Part 2: Institutions with doctoral programs



Scholar Practitioner Doctoral Programs

- Many are:
 - Professionally oriented in social/behavioral science based programs such as psychology, education, business, public policy, health and social work.
 - Student-centered and sensitive to the needs of older students with careers and families.
 - Considers traditional, as well as non-traditional students headed for career advancement or change and for whom completion rates and time to degree are important.
 - Located in traditional, special focused and propriety institutions, e.g., UMBC, Fielding and Argosy.



Aspects of Scholar Practitioner Doctoral Programs

- Adult Learning Model—often driven by problems of interest to students.
- Applied and Qualitative Research— values freedom to ask cross-disciplinary questions.
- Term Contracts for Faculty—with meaningful and periodic performance reviews.
- Program Delivery—from online to on-ground to blended to distributed.



Demographic Change and Technology Advances

- More adult students in graduate education.
- More graduate students with children.
- More discussion of student/life balance.
- Increased demand for job preparation.
- Increased number of students from the millennial generation.
- More available technology for advancing student learning and research.



Case Illustration for Fielding Graduate University

- Three Schools in Education, Psychology and Organizational Development.
- Distributed Delivery Model.
- Criteria for doctoral learning outcomes—rubrics for assessing students' written work.
- Other doctoral outcomes are longer term and documented in research with alumni.



Fielding Learning Outcomes CM

Intellectual	Psychological	Behavioral
Critique of Theory and Research*	Use of Personal Voice*	Reflective Professional Practice
Synthesis of Ideas*	Positive Emotionality	Dialogue and Communication Skills
Use of Logical Argumentation*	Self Confidence	Analysis Based on Diversity & Social Justice*
Scholarly Writing Standards *	Expanded Consciousness	Resilience and Continuous Learning
Use of Scholarly Research Methods*	Integrated Sense of Self	Capacity to Pursue Meaningful Change

Stevens-Long, J., Schapiro, S., & McClintock, C. (in press).

Passionate scholars: Transformative learning in doctoral education. *Adult Education Quarterly*



Case Illustration for The Chicago School

- Nation's largest & oldest non-profit graduate institution that focuses on psychology and related behavioral sciences.
- Over 3,500 graduate students on Campuses in Chicago, Southern California, DC and online.
- Created the *Engaged Practitioner* Model as an extension of Scholar Practitioner Model.
- Significant global activity.
- Innovative specialties, e.g., Health Psychology

What's "Really" Different in Institutions Embracing Evolving Modalities?

- More value on applied and qualitative research
- More market and workforce driven.
- More creative recruitment strategies.
- New degree permutations.
- More uses of creative delivery models and pedagogies at the doctoral level: e.g., online, blended, distributed, service learning, etc.



Is Quality Eroded in Institutions Focusing on New Modalities

- Rigor of admissions standards?
- Status of program accreditations?
- Do graduates get jobs?
- Are graduates hired as faculty members?



Challenges of Institutions Embracing New Modalities

- Economic downturn.
- Insufficient financial aid.
- Few faculty prepared to teach in new environments & new student demographics.
- Perceptions by some of poor quality.
- Presence of “Institutional Exploiters” (often proprietary) that compromise reputation.



Implications for Traditional Institutions

- Build Preparing Future Faculty programs for graduate students seeking careers in evolving institutions and modalities.
- Offer more online, blended & distributed programs.
- Learn marketing and pedagogy strategies used by newer institutions.
- Launch joint research projects on such topics as human learning in evolving modalities.
- Consider joint applied programs in areas of national need, e.g., military psychology, migration studies.