

Texas A&M University-Commerce

Department of Educational Leadership

**Strategic Plan and Quality Assurance Model**

2007-2009

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## Programs

The Department of Educational Leadership was formed in 2006 and is the largest graduate department at Texas A&M University-Commerce. The department houses two doctoral programs, six masters programs, one undergraduate program, nine certification programs, and two graduate certificate programs.

### Doctoral Programs

EdD	Educational Administration (K-12)
EdD	Supervision, Curriculum, and Instruction-Higher Education

### Master Programs

MEd	Educational Administration (K-12)
MS	Higher Education-College Teaching
MS	Higher Education-Administration
MS/MEd	LTIS - Library and Information Science
MS/MEd	LTIS - Media and Technology
MS	Training and Development

### Baccalaureate Program

BS	Instructional Training and Design
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### Certification Programs (K-12)

Career & Technology Education (CATE) Teacher Certifications
<ul style="list-style-type: none"> <li>• Business Education</li> <li>• Marketing Education</li> <li>• Trades and Industry</li> </ul>
School Librarian
Standard Principalship
Superintendent
Technology Applications (All-Level)
Technology Applications (8-12)

### Certificate Programs

College/University Administration
College Teaching

In addition, the department houses four centers designed to augment and support the academic programs of the department.

#### Department Centers and Councils

Center for Career and Technology Education  
Center for Community College Education  
East Texas School Study Council  
Meadows Principal Improvement Program

In 2006-2007, the department's programs were delivered to 13 locations around Northeast Texas. In the Fall 2007 semester, selected courses in departmental programs were offered for delivery in the following locations:

Commerce, TX (Main Campus)  
Mesquite, TX (Metroplex Center)  
Dallas, TX (Universities Center at Dallas)  
Rockwall, TX  
Bonham, TX  
Forney, TX  
Cedar Hill, TX  
Waxahachie, TX  
Sherman, TX  
Anna, TX  
Mabank, TX  
McKinney, TX  
Corsicana, TX (Navarro Partnership)  
Mount Pleasant, TX

Course operations in 2007-2009 will begin to be consolidated in order to streamline faculty work load and reduce travel costs among so many locations, many of which are in close proximity to each other or to one of the main centers. Ultimately, course offerings will be structured so that most (but not all) will originate in Commerce or Mesquite and be stand-alone face-to-face and/or transmitted through videoconferencing technology to Corsicana and McKinney.

The Mount Pleasant and Mabank locations will continue to be instructional origin sites although some instruction at those sites will also be delivered through other means such as online and videoconference. The consolidation plan will provide resources for the department to investigate expansion into new markets around the Dallas Metroplex and Northeast Texas.

The department is dedicated to addressing the needs of its diverse student population through the offering of courses in modes that are mindful of time, geographic, and economic constraints placed on these students. In response to this obligation, a number of courses throughout the department have been modified to online or web-enhanced formats. Additional courses will be adapted for online delivery where appropriate to maximize accessibility for students and to alleviate barriers restricting enrollment in traditional courses.

## Human Resources

The department employs 18 full-time tenured or tenure-earning faculty members with three additional tenure-track positions vacant with active searches commencing. The department also currently employs 2 clinical faculty members and more than 20 adjunct faculty. The department has been actively recruiting tenure-track faculty over the past two years to increase its research and doctoral student capacity in order to maximize enrollment potential and semester credit hour (SCH) production.

Finally, the department depends on the employment of three full-time administrative assistants who are responsible for office operations, telephone and in-person support for students, and general support to the department faculty. The department also employs three full-time graduate assistants at the Commerce and Mesquite campuses to assist with department needs and research initiatives. In sum, the department utilizes 31.5 full-time equivalents (FTE) plus adjunct faculty.

The faculty members of Educational Administration are Drs. Wayne Bingham, Charlie Blanton, Casey Brown, Rex Carr, Michael Copeland, Wade Fish, Ernest Horany, Anita Johnston, Timothy B. Jones, Jane MacDonald, Sam Roberson, David Stanfield, and James Vornberg. The faculty members of Higher Education are Drs. Jason Davis, Sue Espinoza, Madeline Justice, Richard Lumadue, Bill Ogden, Rodger Pool, Joyce A. Scott, Jon Travis, Rusty Waller, and Leah Wickersham.

### Teaching Productivity

The Department of Educational Leadership graduates more than 400 students each year and produces more than 15,000 semester credit hours (SCH). Faculty utilize a variety of innovative teaching processes to reach a diversified student population across the state.

Texas A&M University-Commerce has the highest graduation rate among Texas public institutions for doctoral programs. The Department of Educational Leadership ranks at the top in Texas in the preparation of K-12 Principals and second in the state in the preparation of K-12 Superintendents (*Black Issues News Alert* for 8/02/05). The department also ranks second in the state in the preparation of College Presidents (Lumsden & Lothringer, 2001).

In calendar year 2006, fourteen dissertation proposals were successfully defended, moving these students to official doctoral candidate status, and 17 dissertations were defended.

Courses within the department are taught face-to-face, online, and via video-conferencing technologies. For Academic Year 2006-07, there were a total of 149 face-to-face courses, 26 online, and 57 utilizing the video-conferencing (ITV) equipment. These totals do not reflect the number of practicum or internship courses.

Faculty in the department have received numerous honors and awards during their careers in recognition of skills and abilities in teaching and service to the profession. Among those are: three Paul W. Barrus Distinguished Faculty Awards (Texas A&M University-Commerce), National Institute for Staff and

Organizational Development (NISOD) Excellence in Teaching Award (University of Texas-Austin), Neil Humfield Award (Texas A&M University-Commerce), President's Award (Phi Delta Kappa), Honorary Life Membership by the Texas Parent Teachers Association, Administrator of the Year for the Dallas County Community College District, President's Hall of Honor (Phi Theta Kappa), Shirley B. Gordon Award of Distinction (Phi Theta Kappa), Michael Bennett Lifetime Achievement Award (Phi Theta Kappa), Legacy Award (National University Telecommunications Network), Texas Council of Professors of Educational Administration Living Legend Award for Outstanding Achievement in Leadership Preparation (American Association of School Administrators), Community in Schools Founders Award, Elementary Principal of the Year (Association of Texas Professional Educators), Administrator of the Year (Association of Texas Professional Educators), Lifetime Achievement Award (Society of Information Technology and Teacher Education), and American Hero In Education Award.

The Department of Educational Leadership utilizes a variety of methods of evaluation in its individual programs ranging from traditional written comprehensive and certification examinations to electronic portfolio assessment.

The Department of Educational Leadership generated a total of 15,855 SCH for Academic Year 2005-06. The following table provides SCH production by program and the number of degrees, certifications, and certificates awarded.

<b>Program</b>	<b>Semester Credit Hours 2005-06</b>	<b>Degrees Awarded 2005-06</b>
<b>Doctoral</b>		
EdD Educational Administration (K-12)	1221	16
EdD Supervision, Curriculum, and Instruction-Higher Education	1284	10
<b>Masters Divisions</b>		
Educational Administration	8823	147
Higher Education to include:	3504	
• MS - College Teaching		1
• MS - Higher Education Administration		2
• MS/MEd - LTIS - Library and Information Science		8
• MS/MEd - LTIS - Media and Technology		13
• MS - Training and Development		9
<b>Undergraduate Classes</b>		
• Educational Technology	1023	N/A
• Training & Development		
<b>Career &amp; Technology Certification Programs (CATE)</b>		<b>Certifications Awarded</b>
• Business Education		5
• Marketing Education		0
• Trades and Industry		0
<b>Certification Programs</b>		
• School Librarian		11
• Standard Principalship		204
• Superintendent		18
• Technology Applications (All Level)		7
• Technology Applications (8-12)		0
<b>Certificate Programs (New in Fall 2007)</b>		
• College/University Administration		
• College Teaching		

## Scholarly Productivity

Department faculty served on the editorial boards for *The Journal of Faculty Development, Teaching & Learning: The Journal of Natural Inquiry and Reflective Practice, Christian Higher Education: A Journal of Research and Practice, Family Relations: Interdisciplinary Journal of Applied Family Studies, Journal of Technology and Teacher Education, and School Leadership Review*. The faculty produced 18 peer-reviewed journal articles, 4 book chapters, and 6 other scholarly publications. Additionally, faculty members conducted 20 peer-reviewed presentations, reviewed proposals for 9 conferences, and submitted 1 grant proposal. Educational Leadership faculty also successfully guided 16 dissertation proposals and 18 dissertation defenses during 2006. The list of proposals and defenses follows.

### *Dissertation Proposals*

Broadway, Kimberly (2006). Teacher certification method: Implications for student achievement (Texas A&M University-Commerce, 2006).

Committee Chair: Jim Vornberg, Members: Jane MacDonald, Katy Denson.

Brown, Carol (2006). Leadership and followership: A gender perspective (Texas A&M University-Commerce, 2006).

Committee Chair: Rex Carr, Members: Casey Brown, Katy Denson.

Fain, Tommy (2006). The contributions of Aslabel Smith to education in Texas (Texas A&M University-Commerce, 2006).

Committee Chair: Madeline Justice, Members: Bill Ogden, Ricky Dobbs.

Freeman, Valerie (2006). The impact of movies on public perceptions of educational leaders: The perspective of stereotypes and primordial archetypes (Texas A&M University-Commerce, 2006).

Committee Chair: Jane MacDonald, Members: Bill Ogden, Sharon Chambers, Ed Seifert.

Larkin, Charlotte (2006). Instructional techniques for online interaction in higher education (Texas A&M University-Commerce, 2006).

Committee Chair: Jon Travis, Members: Jason Davis, Dayle Yeager.

Lincoln, Mona (2006). A study of superintendent gender and student achievement (Texas A&M University-Commerce, 2006).

Committee Chair: Timothy B. Jones, Members: Wayne Bingham, Jane MacDonald, Leah Wickersham.

Lockett, Kathleen (2006). An examination of student retention patterns and change in AEIS campus accountability ratings for Texas elementary schools with first to fifth grades (Texas A&M University-Commerce, 2006).

Committee Chair: Gordon Gates, Members: Jane MacDonald, Leanne Moore, James Vornberg.

McClendon, David (2006). Perceptions regarding performance appraisals, job competencies, and professional development needs among human resource directors in Texas public school districts (Texas A&M University-Commerce, 2006).

Committee Chair: Jane MacDonald, Members: Michael Copeland, Leah Wickersham.

McElhany, Julie (2006). Interrelationships between faculty concerns and the design, development, and delivery of on-line courses in select community colleges in Texas (Texas A&M University-Commerce, 2006).

Committee Chair: Leah Wickersham, Members: Timothy B. Jones, Sharon Chambers.

O'Connor, Kerri (2006). High school students and dual credit courses (Texas A&M University-Commerce, 2006).

Committee Chair: Madeline Justice, Members: Bill Ogden, Bill Thompson.

Ross, Henry (2006). The major concerns of african american faculty employed at predominately white, doctoral extensive universities (Texas A&M University-Commerce, 2006).

Committee Chair: Jon Travis, Members: Madeline Justice, Frank Ashley.

Rousseau, Joy (2006). An historical case study of the SUPERNET consortium: A distributed professional learning community (Texas A&M University-Commerce, 2006).

Committee Chair: Sherion Jackson, Members: Sue Espinoza, Casey Brown.

Sasser, Nesa Gail (2006). Principals' and alternatively certified teachers' perceptions of the impact of alternatively certified teachers on teacher quality and student achievement in the state of Texas (Texas A&M University-Commerce, 2006).

Committee Chair: Jane MacDonald, Members: Wayne Bingham, Richard Lampe.

Sheppard, Jody (2006). Factors that influence college choice: decisions of graduate students (Texas A&M University-Commerce, 2006).

Chair, Jon Travis, Members: Jason Davis, Rick Kreminski, Rick Balkin.

Smith-Jones, Jennifer (2006). A study of trust and leadership: Implications for principal and teacher relationships (Texas A&M University-Commerce, 2006).

Committee Chair: Timothy B. Jones, Member: Wayne D. Bingham, Katy Denson.

Wright, Marylyn (2006). Texas community college music appreciation courses: Online and traditional (Texas A&M University-Commerce, 2006).

Committee Chair: Jim Hardy, Members: Sue Espinoza, Chris White.

#### *Dissertation Defenses*

Boehm, Pamela (2006). Promoting academic integrity in institutions of higher education (Texas A&M University-Commerce, 2006).

Committee Chair: Madeline Justice, Members: James Hardy, Sandy Weeks.

Swope, Joyce (2006). The history of the Arlington Baptist College (Texas A&M University-Commerce, 2006).

Committee Chair: Jon Travis, Members: Sue Espinoza, Jim Conrad.

Crawford, Martin (2006). The millennium superintendent: The nation at risk nexus. A study of the Texas public school superintendent as a transformational leader (Texas A&M University-Commerce, 2006).

Committee Chair: Rex Carr, Members: Casey Brown, Sandra Kimbrough.

Dick, Phillip (2006). Actual and desired use of instructional technology in studio art courses (Texas A&M University-Commerce, 2006).

Committee Chair: Sue Espinoza, Members: Jim Hardy, Larry Chaloupka.

Edwards, Angela (2006). The training of future professors: Supervisors' views on doctoral teaching assistant training (Texas A&M University-Commerce, 2006).

Committee Chair: Sue Espinoza, Members: Jon Travis, Wendell Edwards.

Garrett, Stephanie (2006). School size and incidents of school violence in Texas public high schools: A correlational study (Texas A&M University-Commerce, 2006).

Committee Chair: Casey Brown, Members: Jane MacDonald, Gail Johnson.

Garrett, R. (2006). The quality of the doctoral experience in education at historically black colleges and universities (University of North Texas, 2006).

Committee Chair: Barry Lumsden, Members: Rusty Waller, John Anthony.

Gilmore, Kimberly (2006). The relationship between school size and student achievement in Texas middle schools (Texas A&M University-Commerce, 2006).

Committee Chair: Wayne Bingham, Members: Michael Copeland, Joyce Miller.

Hendricks, Stacy (2006). An examination of bias variables that influence a school board member's perception of job performance evaluations (Texas A&M University-Commerce, 2006).

Committee Chair: Rex Carr, Members: Casey Brown, Katy Denson.

Loesch, Richard (2006). Females who hold a superintendent's certification and have not become superintendents (Texas A&M University-Commerce, 2006).

Committee Chair: Madeline Justice, Members: Casey Brown, James Hardy.

Mathews, Kevin (2006). The relationship between the high school principal's perception of the deployment of technology to increase student achievement and actual student achievement based on the campus accountability rating (Texas A&M University-Commerce, 2006).

Committee Chair: Casey Brown, Members: Rex Carr, Gail Johnson.

McAnally, Maribeth (2006). Using virtual manipulatives in courses for preservice teachers of mathematics (Texas A&M University-Commerce, 2006).

Committee Chair: Sue Espinoza, Members: Jon Travis, R. Daniel Creider.

McMillen, Jeremy (2006). Learning outcomes enhancement, campus culture, and change in the learning-centered community college (Texas A&M University-Commerce, 2006).

Committee Chair: Jon Travis, Members: Jim Hardy, Linda Matthei.

Redmon, Matthew (2006). The cosmopolitan and local orientation and sources of succession in Texas public school superintendents (Texas A&M University-Commerce, 2006).

Committee Chair: Rex Car, Members: Casey Brown, Randall Odom.

Sanchez, H.T. (2006). An analysis of school-based factors that contribute to incarceration rates in Texas counties (Texas A&M University-Commerce, 2006).

Committee Chair: James A. Vornberg, Members: Timothy B. Jones, Karen Raney.

Tapper, Paul (2006). Character education programs in Texas (Texas A&M University-Commerce, 2006).

Committee Chair: Wayne Bingham, Members: Randall Odom, David Stanfield.

Un, Ka Sai (2006). Perceptions of doctoral graduated college faculty members on their graduate teaching assistant experiences as preparation for college teaching (Texas A&M University-Commerce, 2006).

Committee Chair: Sue Espinoza, Members: Jon Travis, Richard Kreminski.

Waugh, Karen (2006). Computer literacy teaching objectives for secondary school as stated in periodical literature: 1980-2002 (Texas A&M University-Commerce, 2006).

Committee Chair: Bill Ogden, Members: Jason Davis, Larry Chaloupka.

### Service Productivity

The department's faculty are actively involved in service to the University; the academic community; the individual disciplines; many national, state, and regional professional organizations; local communities; independent school districts; regional service centers; and innumerable education agencies. In 2006, this included more than 60 college and department committee appointments; 31 University committee appointments; 12 professional organization leadership roles at national, regional, and state levels; and dozens of community service roles and other professional service rolls. Additionally, the departmental faculty provide a variety of services to a multitude of school districts, community colleges, and other stakeholders.

## **Governance and Leadership**

Departmental governance is through the Department Head, Assistant Department Head, and Program Coordinators in the areas of Higher Education, Educational Administration, Educational Technology, and Training and Development. The department was formed in Fall 2006, bringing together programs from the Secondary and Higher Education and Educational Administration Departments. The new Educational Leadership Department is streamlining policies and procedures between divisions in order to formulate one operations manual. Faculty members have been oriented in all program areas in order to guide students to the programs that best meet their needs and interests. While the two main divisions will continue to exist from an academic perspective, the merging of the operations of these two divisions will be a priority of the 2007-2008 academic year.

Ad hoc committees are formed to facilitate functions and responsibilities as needs arise. Faculty members accept leadership roles for program and departmental challenges. The department's members lead and serve on college and university committees to represent departmental perspectives and provide university-wide service. Faculty members have provided adjunct instructors with orientation, training, and support to ensure the high quality and integrity of the programs and department.

With the vastness of degree and certification programs and in the true spirit of the functions of the academy, the department employs a governance process that

best utilizes faculty backgrounds and expertise. Each major program of the department maintains a standing governance committee led by a Program Coordinator. The governance committees are empowered to make all policy and operations decisions of the applicable degree and/or certification program including admissions, program and course curriculum, procedures, and graduation audits. The committees also facilitate recruitment, orientation, comprehensive examination administration, and handbook revisions. Governance committees are required to function within University, College, and Department policy, strategic plans, and other operating documents. The Department Head and the Assistant Department Head provide oversight of the governance process and committees and are responsible for enforcement of Governance Committee decisions.

#### Governance Committees

- Career and Technology Education
- Department Policy Formulation and Maintenance
- Doctorate in Educational Administration
- Doctorate in Higher Education
- Educational Technology
- Higher Education/College Teaching and Administration
- Standard Principal Program
- Superintendent Program

**Mission**

*The Department of Educational Leadership at Texas A&M University-Commerce prepares graduates for teaching, service and leadership roles in a variety of educational, business, governmental and industrial contexts.*

**Vision**

*The Department of Educational Leadership at Texas A&M University-Commerce envisions exemplary programs that challenge highly-qualified students to excel in their respective disciplines and careers through engagement in a rigorous and transformative learning environment linking theory to practice while expanding the knowledge base of the learner, the profession, and the respective academic discipline.*

## Beliefs

- We believe that faculty lead by example.
- We believe that department success is directly attributable to individual program quality and competitiveness.
- We believe that the quality and competitiveness of the department's programs are a primary responsibility of the tenured and tenure-earning faculty within those disciplines.
- We believe that the academic peer-review process is critical to ensuring faculty quality and accountability.
- We believe that the best way to sustain departmental vitality is to:
  - Offer high-quality programs
  - Recruit, mentor, and retain diverse and talented faculty
  - Ensure collegial involvement of all tenured and tenure-earning faculty in all faculty review processes
  - Utilize faculty and curriculum development as defined by their areas of expertise
  - Require class attendance and student engagement
  - Follow grading practices that reflect high expectations for student performance
  - Develop professional relationships with students and stakeholders
  - Connect theory and practice as we prepare students to be consumers and producers of research
  - Reward faculty productivity through merit pay, faculty release time, tenure, and promotion
  - Recognize and reward office staff as valued contributors to departmental quality programs.
- We believe that high-quality programs must include students who exceed academic and professional standards for admission, continuation, and completion.
- We believe that faculty members have an obligation for service to the department, college, university, academic discipline, and their profession.
- We believe that research incorporating peer-reviewed publications is an obligation and priority of faculty.

- We believe that to succeed and excel in an increasingly competitive educational environment, resources must be focused on endeavors that optimize departmental expertise and capacity.
- We believe that competing in today's educational environment necessitates programs that employ timely and flexible delivery.
- We believe that high-quality programs are achieved through faculty expectations that instill academic rigor, specific measurable outcomes, student accountability, and deliberate evaluation and feedback.
- We believe that faculty have a major role in mentoring student entry into the ranks of academia.

## One-Year Goals

### Students

- To continue recruitment efforts in all Educational Leadership program areas to attract and retain high quality students commensurate with faculty capacity.
- To increase student involvement in faculty research efforts, activities, and presentations/publications in academic professional organizations.

### Faculty and Staff

- Reduce reliance on adjunct faculty by increasing the percentage of tenure seeking faculty.
- Foster the goal of continued training of 100% of adjunct faculty annually.
- Increase scholarly productivity of all faculty teaching in the department's graduate programs.
- Continue to reward faculty and staff productivity through meritorious based increases.
- Hire high-quality faculty who are ethnically and academically diverse.

### Academics and Programs

- To collect and evaluate data on cohort pilot.
- Master's degrees and Certification programs will be standards-based and competency-driven by end of the academic year.
- To review total hour requirements for degrees to be competitive with other institutions and delivery formats.

- Merge operational policies and manuals.
- Explore feasibility of cooperative doctorate venture with Texas A&M University-Texarkana.

### Resources

- Acquire 1 new faculty line (for LIS) and fill 4 open, ad-interim, or non-tenure earning lines (2-EDAD, 1 HIED, 1 TDEV).
- Seek increase in merit pay allocations and necessary equity/market adjustments based on current demand.

### Marketing

- Ensure that the department's website and program websites contain up-to-date information.
- Develop interactive inquiry process within the department website.
- Collect program satisfaction information via online or classroom survey.
- Develop all program brochures to successfully market programs.

### Delivery and Environment

- Increase number of faculty trained in creating and delivering online courses.
- Attend faculty development best practices session(s) for instructional design in distance education.
- Increase number of course offerings in all programs utilizing distance and/or online delivery formats.

## Two-Year Goals

### Students

- Create an electronic student data management system to track student entry, progression, and post graduation status.
- Increase the retention and graduation rates of students in all program areas.

### Faculty and Staff

- Reduce reliance on adjunct faculty by increasing the percentage of tenure seeking faculty.
- Increase scholarly productivity of all faculty teaching in the department graduate programs.
- Foster the goal of continued training of 100% of adjunct faculty annually.
- Hire high-quality faculty who are ethnically and academically diverse.
- Continue to reward faculty and staff productivity through meritorious based increases.

### Academics and Programs

- Structure course offerings for greater efficiency in delivery.
- Implement cohort model based on evaluation.
- Request a waiver of the 51% residency requirement on the HIED doctoral program.

- Implement cooperative doctorate venture with Texas A&M University-Texarkana.

### Resources

- Retain full-time tenured and tenure-earning faculty.
- Make faculty and staff salaries competitive.

### Marketing

- Ensure that all faculty have websites/portfolio.
- Increase face-to-face contact with students and shareholders.

### Delivery and Environment

- Increase number of faculty trained in creating and delivering online courses.
- Attend faculty development best practices session(s) for instructional design in distance education.
- Conduct needs assessment and feasibility study for possible complete on-line programs.
- Increase number of course offerings in all programs utilizing distance and/or online delivery formats.

## References

Lumsden, L. & Lothringer, R. L. (2001). Community college presidents: Academic lineage and doctoral degrees held. *The Catalyst*, 30(2), 12-15.