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

- 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
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

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