Personnel Resources in LEAD, the SED, Andrews University

In addition to the orientation, Roundtable meetings, and formal coursework, participants have access to faculty and staff in the Department of Leadership, the School of Education, and across the Andrews University campus. Some faculty have websites with resources available for downloading related to research and scholarship. Many faculty across campus have extensive training and expertise to advise graduate level research work. Most are eager to e-mail or talk by phone to explain research methods and direct participants to other resources useful in a specific research expertise. Andrews faculty who have worked with, and can guide, graduate research can be located through your advisor or program office.

Fellow participants, as well as recent graduates, are also an excellent source of understanding about research methods. They may be contacted via Leadership and Learning Groups or directly through e-mail or phone. When a participant has just gone through a dissertation or proposal has very useful advice to share with other participants.

Faculty outside Andrews University may also be available to participants to serve as research mentors or on dissertation committees to give specific methodological or content guidance (see the Dissertation Topic and Committee Approval section for more information).

In addition to faculty, many staff on-campus are familiar with research processes and protocols (see IRB section below). Participants can also secure services for fees of those who have editorial and typing skills. The Dissertation Secretary, your advisor, or the Leadership office staff may have contact numbers for such individuals.

Library Resources

The James White Library is a dynamic and rich resource on research available to all active participants. Thousands of databases can be accessed from off-campus locations through the website: https://www.andrews.edu/library/ocls/offcamp.html. Online tutorials, face-to-face support in the library, and special sessions at the orientation and the annual Roundtable conference are available to help participants develop the competence needed to do literature reviews for research. If library resources not held in the James White Library are needed, the library staff will order articles, books, or dissertations through interlibrary loan services. For additional resources or answers to library questions, contact Silas Oliveira, 269-471-6263 or silas@andrews.edu. He is responsible for and will assist you with Reference/Database/Off-Campus Services.

In addition, doctoral students are able to remain in the library to continue their study or research after it closes to other patrons. The doors will remain locked, but one library employee will be on duty at the Circulation Desk to let doctoral students in and to provide security for the building and its collection. If you wish to use the library after hours, please contact the library directly.

IRB Committee and Approval

One final important resource to assist in research competency development is Andrews University's Institutional Review Board (IRB). IRBs at many institutions of learning were established in response to federal mandates that all groups receiving federal funds must have a committee that systematically reviews research involving human subjects. Any research a participant will engage in that requires data collection or research on human subjects must be reviewed by this committee. To facilitate this process, forms are available and must be submitted to the Office of Scholarly Research for approval by the IRB. (See http://www.andrews.edu/services/research/) In addition to just fulfilling an important ethical protection purpose of human subjects, this process also serves as a useful quality control process to improve graduate research for participants. All individuals conducting research as a part of an Andrews program are required to pass an online tutorial and acquire a certificate which is presented with the IRB application.

Doctoral Dissertation

Dissertation Purpose and Credits

This section documents the dissertation and its processes (topic and committee selection, the proposal, the written dissertation and the oral defense). Those securing the EdD or PhD are securing terminal degrees. These degrees represent comprehension of an extensive knowledge base, as well as the completion of high quality independent research. The dissertation is where much of the ability to do high quality independent research is developed and documented. The dissertation is the most in-depth research many persons complete in their entire lifetime. For that reason, it is often the most difficult part of a program. Regardless of how prepared, capable, funded, or committed a person may be, the dissertation still requires extensive academic, social, emotional, and practical resources to complete. It also requires a tremendous amount of time commitment, usually two to three years for participants in full-time jobs.

Nevertheless, the completion of the dissertation can be one of the most rewarding graduate experiences. Participants who are passionate about an issue can devote

themselves wholeheartedly to a topic and thoroughly explore a valued question in great detail. They can read literature they have always wanted to read and collect data to answer deep professional concerns or pursue personal interests. They then share their discoveries with others through written and oral presentations and apply their work to their own leadership context. Given these dynamics, the dissertation can be a very rewarding experience.
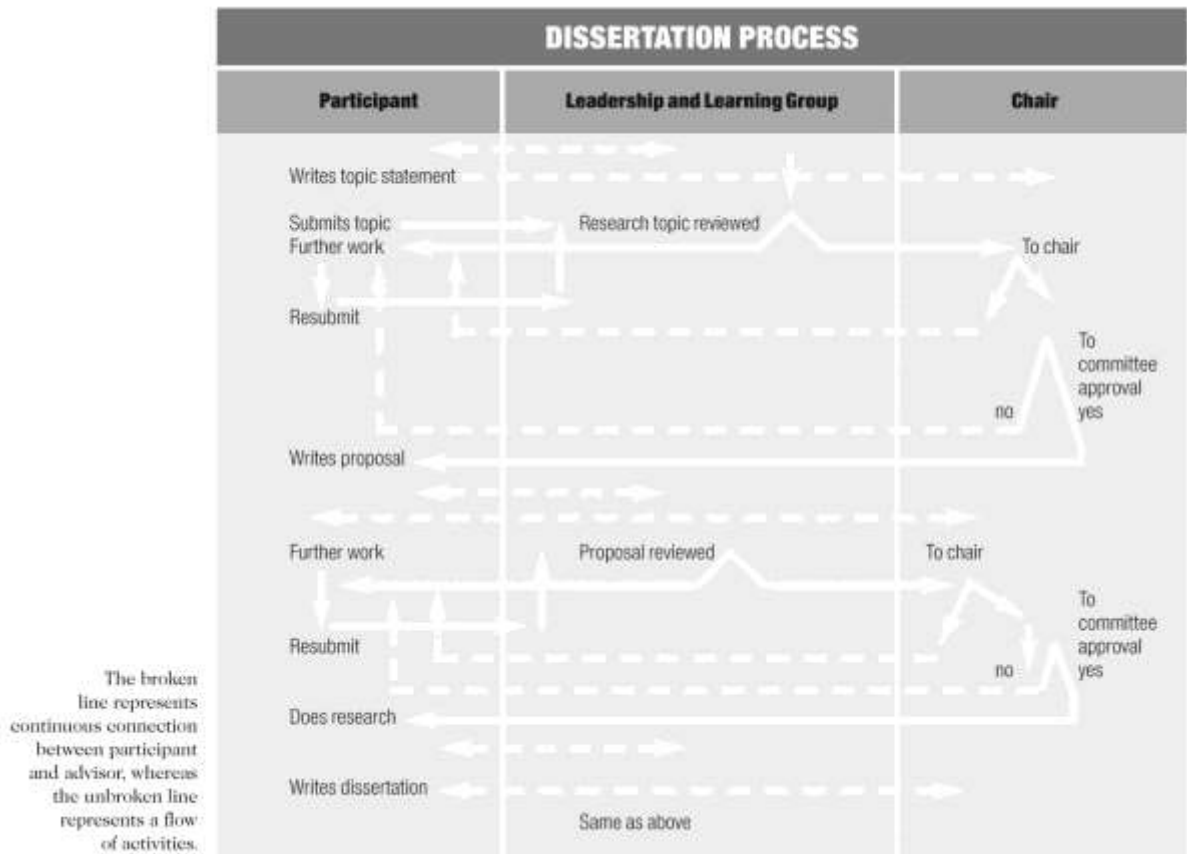
While there is (and should be) great diversity between dissertations, dissertations in Leadership must do the following:

- Reveal familiarity with the literature pertinent to the dissertation
- Demonstrate a participant's competence to conduct independent research
- Present a logically organized and readable account of the investigation, its findings, conclusions, and implications
- Relate to leadership and/or leadership competencies

Dissertations will also focus on a clearly defined problem of strong importance to the profession and employ well-planned and well-executed, acceptable research techniques.

There are two major, but overlapping, phases of the doctoral program: (1) competency/portfolio work, and (2) the dissertation. These two phases are closely related to each other. The completion of a successful dissertation fulfills many of the research competencies. The dissertation should, therefore, be viewed as a part of competency work. Participants should complete the dissertation at the end of their coursework but before the final presentation of their portfolio. This sequence allows them to use the dissertation as supporting documentation in their portfolio. This process significantly differs from traditional doctoral programs where the portfolio, which is equivalent to most institutions' comprehensive examinations, usually comes before the dissertation. However, in rare circumstances, participants may petition to follow this traditional sequence by doing the comprehensive examination (portfolio) before the dissertation. In such a case, research competencies will need to be documented using material other than the dissertation. For more details on this process see the Assessment section of this handbook.

During the dissertation stage of the program, participants will go through five major stages: selecting a topic and committee, writing a proposal, researching (collecting data), writing the dissertation, and, finally, orally defending the dissertation. These steps are illustrated in the following figure, which shows the iterative nature of doing the dissertation. Each of these five stages is reviewed below.

DISSERTATION PROCESS

Participant	Leadership and Learning Group	Chair
Writes topic statement		
Submits topic / Further work	Research topic reviewed	To chair
Resubmit		To committee approval — no / yes
Writes proposal		
Further work	Proposal reviewed	To chair
Resubmit		To committee approval — no / yes
Does research		
Writes dissertation	Same as above	

The broken line represents continuous connection between participant and advisor, whereas the unbroken line represents a flow of activities.

While going through these stages, the participant will register for dissertation credits. All registration of dissertation credits must be approved by the dissertation chair, usually at the rate of 2-3 credits a semester depending on the pace of progress in the dissertation. Participants must register for a total of at least 16 dissertation credits prior to graduation. Two of these credits are allocated for the Dissertation Proposal Development course (LEAD880 or EDRM880). The remaining 14 credits are to be taken while developing the dissertation proposal and the dissertation itself. Participants extending their program beyond the 7-year limit will have to register for 3 dissertation credits each semester including the summer semester until they graduate from the program.

The dissertation topic and the committee are often selected before registering for any dissertation credits. However, sometimes participants wish to take time to fine-tune a dissertation topic or select their dissertation committee. During that time they may register for the first two dissertation credits. No further dissertation credits can be registered for until the topic is approved. If more time is needed, and no more course credits are available, participants must register for Leadership Program Continuation (LEAD650) until they have an approved topic and committee.

Once the topic and committee are approved, the participant may register for the 2-credit course, EDRM880 or LEAD880 (Dissertation Proposal Development). The dissertation chair must approve this registration. Appendix C contains a LEAD880 Self-Evaluation Form to assist in determining one's readiness for the course. Polishing the dissertation proposal and getting it approved may take another 2 dissertation credits (to a total of 6). No further dissertation credits will be allowed until the proposal is approved. If needed, participants must register for Leadership Program Continuation (LEAD650) to fulfill continuous registration requirements.

After the proposal is approved, additional dissertation credits can be taken. It is recommended that participants pace their completion of dissertation credits so that should their dissertation take longer than planned, they can still register for dissertation credits. As they experience more progress on their dissertation, they may increase their credits. Please see the time limits section for more considerations about pacing your program. Here is a summary of the five stages of the dissertation process with the suggested credit allocation:

Stage 1: Topic & committee approved (no more than 2 credits total)   2 cr.

Stage 2: Dissertation Proposal Development (LEAD880/EDRM880)   2 cr.

Stage 3: Proposal development & approval (no more than 6 credits total) 2 cr.

Stage 4: Data gathering   4 cr.

Stage 5: Completion of dissertation & oral defense   6 cr.

Topic and Committee Approval

Participants should think about their dissertation topic and committee soon in the graduate process. However, they should have a significant knowledge base in leadership content as well as methodology before starting to work with their academic advisor on selecting a dissertation topic and committee. This process does not have a regular progression of steps. But it should lead to the approval of the dissertation topic by the participant's chosen dissertation committee.

Dissertation Topic Prospectus

Frequently, consideration of the dissertation topic, dissertation chair, and other members of the dissertation committee takes place simultaneously. Some participants select a topic before approaching a faculty member about being the chair of the committee. Others approach faculty first and together select a topic.

Discussing ideas for potential dissertation topics with several faculty members helps in selecting a topic and in choosing a chair and committee. Selecting a chair then facilitates selection of the rest of the committee. As ideas about topics and committee members crystalize, it is important to discuss them with the advisor or chair. It is wise to treat the topic as negotiable in its details and to consider other topics that might be recommended. The final topic is usually a result of much discussion.

To facilitate faculty decisions to serve on a dissertation, participants should create a brief statement (one to four pages) outlining their research plan. The Dissertation Topic Prospectus in Appendix C will guide in the writing of this prospectus. This brief statement should include a title, a description or nature of the topic, the problem, its importance to the researcher, the literature to be surveyed, and a brief statement about the proposed methodology. When completed, this prospectus will be attached to the Request for Doctoral Dissertation Committee and Topic Approval form. Based on this prospectus, chair or member decisions can be made. Participation on a committee is a faculty member's choice. This choice can be based on many different factors. If a participant is not able to secure a chair or members, participants may have to interest other faculty members in their topic or work with the advisor or chair to craft a different topic.

Dissertation Committee

The dissertation committee consists of a minimum of three members, including the chair. The chair and one other member shall be selected from among the current full-time Andrews graduate faculty. The third member may be from the Andrews graduate faculty or a person outside of the University. Participants should work with their advisor or chair to determine appropriate and qualified members for their dissertation committee. If a dissertation committee member is chosen who is not a resident faculty member at Andrews University, the participant is responsible for the cost of that committee member's travel and participation.

The Leadership Connection of the Dissertation Topic

The dissertation topic must be in leadership or an area of leadership competency. Also, the topic must be one where Andrews University resources, or other available resources, can support the dissertation research.

Leadership and Learning Groups can help in the topic and committee development. They can be an additional forum for discussing potential topics and may be able to provide feedback on the faculty they have worked with who might be most useful for a given topic or method.

Dissertation Methodology & Topic Approval

Once a topic has been selected and the acceptance of a chair and members has been secured, the chair should process the topic and committee approval form (Request for Doctoral Dissertation Committee and Topic Approval). This form lists the necessary names, the dissertation topic, the research methodologies that are evidenced in the participant's course plan, and other related information. EdD participants must show competency or a course plan methodology at the basic level in one of these areas: documentary, evaluation, measurement, qualitative and/or statistics. PhD participants must show one at the advanced level and two at the basic level. Committee members' signatures, as well as appropriate department chair and Graduate Programs Office approval, is needed before the form is considered approved. Only after approval of the topic and committee is a participant ready to begin the dissertation proposal process.

Proposal

Once the topic is selected and a committee has been formed, the participant starts working with their chair to create a dissertation proposal. This process will vary depending on the participant, chair, and member preferences. As the previous figure (p. 45) shows, this is an interactive process. Most often the participant works closely with the chair to polish the proposal before it is sent for additional input to the rest of the committee. At other times, the proposal is created in a more dynamic and collaborative process with the whole committee. Approval of the dissertation proposal indicates that the topic and the procedures for investigating are methodologically appropriate as well as relevant to leadership. The proposal must be approved by the committee and Institutional Review Board approval must be secured before data collection can begin.

Format and Content

In matters of format, graduate written work must follow the latest edition of *Andrews University Standards for Written Work*. This is especially true of the proposal and the dissertation. In matters of style, the Leadership and Educational Administration Department follows the APA (American Psychological Association) style of scholarly writing. (See *Publication Manual of the American Psychological Association*, 6th ed., and APA Style Guide to Electronic References, available from http://books.apa.org/books.cfm?id=4210509). If there is a difference between APA and Andrews University Standards for Written Work, AU Standards must be followed. AU Standards, as well as other documents and forms related to the dissertation, are reviewed on our web page in more detail. In addition to explaining format and style rules, these documents explain procedures and policies that are important in the dissertation process. They also provide templates and directions for preparing the dissertation in Microsoft Word.

Ultimately, the Dissertation Office of the School of Graduate Studies is responsible for assuring conformity to the *Andrews University Standards for Written Work*, and the chair, department, school, and graduate division ensure compliance with other policies. When participants first begin writing their proposal, they are encouraged to make a brief visit with the Dissertation Office or arrange a consultation via e-mail at dissertationoffice@andrews.edu. This will allow the Dissertation Office to alert participants early on to policies and format issues they need to attend to.

In addition to format, proposals share some common elements. The items to include and the location of the items within sections may vary, but the following are normally included in a research proposal:

A. Chapter 1: Introduction

1. Introduction and background of the problem
2. Statement of the problem
3. Purpose of the study
4. Research questions or objectives/hypotheses and sub-hypotheses
5. Research design
6. Theoretical/conceptual framework
7. Significance/importance of the study
8. Assumptions
9. Definition of terms
10. Limitations and/or delimitations of the study
11. Summary
12. Outline of the remainder of the proposal

B. Chapter Two: Review of Literature

A brief overview and description of representative literature related to the topic should be included. When appropriate, this overview of the proposed literature search should support the methodology used in the research. For certain types of research, such as statistical or clinical studies, this may require a brief description of procedures and instrumentation of previous studies. The committee may want to know the proposed search strategy to be used in the various databases, as well as the key words that will be used.

C. Chapter Three: Methodology

Research methods vary depending on the nature of the study. For example, historical, philosophical, and developmental studies each have their own unique requirements. The

following is a list of the most common elements included in the methodology for quantitative educational research:

1. Description of the population, setting, and any sampling procedures used.
2. Identification of the independent, dependent, and classification variables and, sometimes, formulating a workable statement of the research hypotheses in null form to prepare for a research design permitting statistical inferences.
3. Instruments used, tests, measures, interview or observation schedules, scales and questionnaires including details of validity and reliability, or
4. A design for instrument development, including procedures for showing validity and reliability.
5. Pilot studies.
6. Procedures:
   a. Field, classroom, or laboratory procedures
   b. Data collection and recording
   c. Null hypotheses, data processing, and data analysis

Types of Proposals

Two types of proposals are acceptable in the School of Education: (1) the most common type is the three-chapter proposal preferred by most chairs, and (2) the short proposal. Both types must review major elements of the A, B, and C content listed above.

1. **First three chapters**: This type of proposal develops the actual first three chapters of a dissertation. This is the most common type used by participants because it provides more detailed guidance to the data collection process. It also represents work that will have to be done for the dissertation and therefore encourages the participant further along the dissertation completion process.

2. **The short proposal**: This second type is much shorter. It can be as succinct as ten-to-fifteen pages long, but it still has to cover the key areas of the dissertation content in an overview style. In addition it needs to have an extensive bibliography attached that shows the participant's adequate scholarly preparation of the content area.

Proposal Procedures and Roles

During the proposal writing process, typically all drafts are submitted to the committee chair for evaluation and comment. After the chair has given approval, the draft may be

shared with the other members of the committee. As noted in the figure (p. 78) this is a very iterative process which also may involve feedback from members outside the committee (specialists, Leadership and Learning Groups, copy editors, etc.). Participants are encouraged to utilize specialists and Leadership and Learning Group members, but should remember that final decisions are made by the chair and the committee.

Some participants may find it necessary to engage a copy editor or avail themselves of the free writing tutors available at the Andrews University Writing Center in Nethery Hall. The copy editor or tutors may assist with grammar, syntax, and format; however, they are not to take responsibility for the content.

When both the committee chair and the members of the committee have evaluated the proposal, the participant can request that the chair call the committee for formal consideration of the proposal. The participant is strongly encouraged to listen to the advice of the chair as the committee should not be assembled prematurely for a proposal presentation.

Two weeks before the committee meets for the proposal presentation, the participant sends the final corrected draft of the proposal to the committee chair and each of the committee members. The full committee shall meet with the participant to discuss any relevant issues before approving the proposal. Approval may require an executive session of the committee for which the participant is not present. If members of the committee or the participant are not present on campus, the Leadership program usually requires an alternative format that facilitates a synchronous meeting of the committee with the participant that allows actual dialogue with the participant (e.g., by teleconference, video conference, Voxwire, Skype, etc.). The committee's acceptance of the proposal is indicated on the "Report of the Student's Dissertation Committee" form. All members of the committee, the department chair/coordinator, and the Graduate Programs Office sign this form and a copy of the proposal is attached to this document.

IRB approval must be secured before the participant can begin collecting data. In some cases, the chair may require IRB approval prior to the final approval of the proposal. In other instances, the approval is allowed to come after the proposal is accepted. In all cases, data cannot be collected without IRB approval. See the following website for forms and procedures: http://old.andrews.edu/GRAD/OSR/IRB/.

Completing the Dissertation

This section will guide you in the final stage of your dissertation.

Data Collection and Document Polishing Process

Once the proposal and IRB approval have occurred, participants are then to follow their research design to secure and analyze data. While collecting data, participants should continue to refine their proposal so that it matures into the first three chapters of their dissertation. During both the data collection process and the polishing process, participants should keep in contact with their chair. This become especially important if data collection methods are not working as planned and modification to the research process may need to occur. Significant changes in research protocol must not only go through the committee but also IRB.

Participants should not get discouraged during this phase of their dissertation as research is often fraught with setbacks, time delays, and detours. The committee will be ready to provide guidance and encouragement throughout this process. It is also suggested that participants have a buddy system, coach, or other forms of support outside the University to provide ongoing support and wisdom.

Writing Completion Process

When coming to the end of the dissertation process, there will often be many drafts of the document that must be completed by the participant. This is typical and should not be seen as overly demanding. Part of the document polish process will also include the Dissertation Secretary (reviewed earlier). Several crucial steps exist at the ending stages of the dissertation process that must be taken into consideration for both the written and oral presentation parts. Given that each participant and dissertation committee is faced with various time constraints and deadlines, and differ in nature and makeup, two tracks are possible:

> Track One: At least four weeks before pre-defense, the participant submits a complete dissertation to the Dissertation Secretary, after which the participant makes the required changes. The participant then provides each of the committee members with the new corrected document for the pre-defense. If the required changes from the Dissertation Secretary were extensive, a corrected version must be submitted to the Dissertation Secretary for further review. At this point, no further major changes to the document are anticipated.

Track Two: Occasionally, it is advisable for the participant, because of time constraints, to submit the dissertation to the Dissertation Secretary on a chapter-by-chapter basis as the committee approves each chapter. This is especially true between the months of March and July when many participants are preparing to defend. Ultimately, the document format needs to be approved by the Dissertation Secretary. When the dissertation content, format, and style have been approved by the committee and the Dissertation Secretary, then a final copy is given to the Dean of the School of Education who arranges for an external examiner to be secured and sent a copy of the dissertation. At this point, a dissertation defense date may be set.

After registering for LEAD880 or EDRM880, the participant must register for at least 1 dissertation credit each semester, including summer, until the dissertation is successfully defended. This may require the participant to register for more than 16 dissertation credits.

Pre-Defense Meeting of the Dissertation Committee

Before finalizing the defense date, the committee meets and signs off the dissertation as "ready to defend," which means no further changes are anticipated. This is a crucial meeting. The meeting must convene no later than three weeks before the proposed defense date. If the committee votes that the participant is ready to defend, the chair confirms the requested defense date with the Secretary of the SED Graduate Programs by completing a "Readiness of Dissertation for Defense" form. If the committee votes that the participant is not ready to defend, another meeting will be rescheduled to assess the readiness for defense. The pre-defense meeting may occur more than once—until it is determined the participant is ready to defend.

Oral Defense Process

The oral defense of the dissertation is an important part of the dissertation process. It is a way to test the participant's ability to defend the concepts and data of the dissertation and to give the participant an opportunity to show an understanding of the larger context in which the dissertation lies. Participants should see the schedule of graduation deadlines to avoid missing deadlines and postponing graduation. The School of Education reserves the right to schedule defenses according to time and faculty availability. It is advised that participants defend their dissertation one semester prior to the semester they plan on graduating. If, however, it is necessary to defend the same semester as graduation, it is imperative that the participant be familiar with the Graduation Countdown Chart. Contact the Graduate Programs Secretary for the most current copy.

The dissertation committee and external examiner compose the defense examining committee. The external examiner is chosen by the Dean of the School of Education in accordance with the policy of the Graduate School. The Dean usually consults with the chair in making such a selection. **The Graduate Programs Secretary will communicate the name of the external to the candidate. This name must be added to the dissertation's signature page, and the candidate is required to bring 3 signature pages to the defense.** Any expenses related to the defense examining committee will be the responsibility of the candidate. Under no circumstance is the participant to dialogue with the external examiner prior to defense. The Graduate Programs Office permits observers at the defense upon request.

Normally two-and-a-half hours are scheduled for the oral defense. Committee members bring written questions based on their review and reading. As the examination progresses other questions usually emerge. The School of Education Dean or the Dean of Graduate Studies, or their appointee, will chair the defense, which usually consists of three rounds of questions. After questioning, the candidate and observers leave and the committee convenes in executive session. At the oral defense of the dissertation, the examining committee will determine the participant's ability to defend the dissertation document. The vote taken will be either (1) to approve the defense, (2) to approve with changes, (3) to reject the defense with the opportunity for another defense, or (4) to reject the defense with no further opportunity for defense. The vote is recorded on the appropriate form.

Following the defense and prior to publication, the dissertation is to be submitted in the form outlined in the AU Standards for Written Work, 11th ed., to the Dissertation Secretary (see previous section on the role of the Dissertation Secretary in the written completion process). Participants have two options:

> Option 1: The participant submits a master copy of the completed dissertation, along with the signed approval page. The Dissertation Secretary arranges for duplicating the dissertation with Andrews University LithoTech. At this point, the Dissertation Secretary submits the Notification of Thesis/Dissertation Completion form to the Records Office and the participant's dissertation process is complete. Subsequently, the student receives two bills: one from LithoTech, which covers only the printing charge; and a second bill, which covers the costs for binding and copy editing (computed on a sliding-scale basis for length of dissertation), plus all associated taxes. This bill also will reflect any personal bound copies the participant has ordered (beyond the four copies that remain with Andrews University). In addition, a PDF file of the dissertation should be submitted to the Dissertation Secretary, either electronically or on a CD. The Dissertation Secretary will send the student a "Digital Dissertations and Theses Submission Agreement" to

fill out and return to her. The digital file will then be uploaded to a special web site at the James White Library.

The participant also submits a digital file of his/her dissertation to UMI Dissertation Publishing, a company that publishes more than 60,000 dissertations/theses each year. Deliver the digital file to http://www.etdadmin.com/andrews. There is no charge for this provided the student chooses "Traditional Publishing" (rather than "Open Access Publishing"). The Dissertation Secretary can assist the student in this process if needed.

Option 2: The participant can personally arrange for the duplicating of his or her dissertation. Four unbound copies (photocopied on 25% cotton rag paper) must be delivered to the Dissertation Secretary. At this point, the Dissertation Secretary submits the Notification of Thesis/Dissertation Completion form to the Records Office and the participant's dissertation process is complete. Subsequently, the student receives one bill, which covers the costs of binding and copy editing (computed on a sliding-scale basis for length of dissertation), plus all associated taxes. This bill also will reflect any personal bound copies the participant has ordered (beyond the four copies that remain with Andrews University). In addition, a PDF file of the dissertation should be submitted to the Dissertation Secretary, either electronically or on a CD. The Dissertation Secretary will send the student a "Digital Dissertations and Theses Submission Agreement" to fill out and return to her. The digital file will then be uploaded to a special web site at the James White Library.

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Dissertation Documents

There is a collection of documents and forms essential for the dissertation process available on the Leadership web page (www.andrews.edu/leaderpart). These are explained on the web page and in the appendix of this handbook.

ASSESSMENT

The Leadership program develops scholar-practitioners who can transform the power of knowledge into improved service. Progress towards this goal is measured by competency development which is presented and evaluated through a portfolio. Feedback from participants and advisors on competency development is designed to help individuals improve their learning (formative) and provide a final (summative) evaluation of their leadership development and program requirements. This section reviews the philosophy, processes, roles, documentation and oral presentation of the portfolio.

Competency arises in a dynamic of experiential learning which encompass (1) practical experience, (2) reflective observation, (3) abstract conceptualization, and (4) active experimentation leading to the implementation of new insights learned (Kolb, 1984). The documentation of knowledge and practice and the integration of knowledge and practice demonstrates competency development.

Competency assessment is the process of giving and receiving feedback about this learning process. It is evaluating processes and outcomes to improve participants learning and to evaluate the fulfillment of university, school and department requirements for a degree. This assessment process also provides a way to systematically and continuously evaluate and improve faculty services and programing.

Philosophy

Leaders grow and become competent in various areas over a lifetime of learning in differing contexts. Leadership participants use their work and life context as the laboratory for the development of leadership competence. They engage in experimentation with new leadership insights and skills, and continue to develop a knowledge base that drives improved theory and practice. Learning activities, past and present, from various experiences, from coursework, work projects, interaction with faculty, and collaboration with Leadership and Learning Groups (LLG) are designed to facilitate the development of required competencies and then documented in the portfolio. The Leadership program guides participants in maximizing their learning experiences to develop leadership competence.

The portfolio is currently the most useful comprehensive evaluation tool for capturing that learning and assessing leadership, more accurate and holistic than a written examination. It allows participants to showcase their transformational learning as leaders.

Angelo (1995) captures the process of assessment that is used in the portfolio when he wrote:

> Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education. (p. 8)

The dialogical dimension of assessment furthers the leader's growth and also enhances the institution's openness to learning and program improvement. In the Leadership Program the term "participant" does not only apply to those who see themselves as "students" but also to the members of the faculty. Together they are engaged as partners in learning, participating in a wider community of learning, giving and receiving feedback as a way to improve learning. Given this broad understanding of learning and assessment as a reciprocal and dynamic process, the portfolio development process results in these major elements:

1. **Portfolio**
   a. an electronic collection of artifacts, evaluations, and reflection papers that show competency development
2. **Synthesis Paper**
   a. a review and interpretation of overall leadership development
3. **Oral presentation**
   a. a two-hour presentation/dialogue with others about this leadership learning

The Portfolio Development Process

The development of competencies is planned in the LLP and documented in the portfolio. Given the centrality of portfolio development in the Leadership program, this section reviews the portfolio: what it is, what it contains, the role of others and feedback in the portfolio, and how the process is organized in the department.