Defining and Supporting Professional Doctorates in Higher Education

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Background

• **About the Presenting Need**
  – University-wide Effort Around Doctoral Quality
  – Challenge of the Professional Doctorates

• **About the White Paper**
  – What is a Professional Doctorate?
    • *In relation to Ph.D. - distinctions*
  – The Methodology
  – The Outcome
    • *Guidance for Program Development & Evaluation*
Core Ideas

• **Equal but Different**
  – Pro.Doc is not and should not be a "Ph.D. Lite"
    • *Both Should be Doctoral Level*

• **The Formation of Scholars**
  – **Stewardship**
    • Generation
    • Conservation
    • Transformation
    • Advocacy (our addition)
  – Stewards of the **Discipline vs. Practice**
    • *Applied Disciplines... e.g. Education?*
Core Ideas

• Beyond a Masters Degree
  – What allows a student to “practice”
    • Masters-level credential for admissions.

• Research Training
  – Most Challenging Area
  – Key Assumptions
    • Knowledge Grounded in Practice-Application
    • Practice must be guided by Research
    • R & P to Assure Positive Social Change
  – The Seven Competency Areas
Core Ideas

• Research Training - cont.
  – Research Skills vs. Data Literacy
  – The Purpose of Knowledge for Stewards
    • Involvement of the "industry" leaders
    • Data "culture" in the Professions

• The Doctoral Capstone
  – Dissertation vs. Doctoral/Project Studies
    • Litmus Test for Doctoral Research Question
      • Justified, Grounded, Original, Researchable
  – 1 Guide vs. 6+ Guides
Core Ideas

• **Faculty Expectations and Training**
  – Who Should Teach Whom?
    • *The Deconstructed Professor*

• **Supplemental Competencies**
  – Specialized Experiences

• **Implementation of Recommendations**
  – Program Development
    • *An Existing Ph.D.?*
  – Program Evaluation
    • *Internal and External (Accreditation)*
Summary and Q&A

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• Materials
  • http://researchcenter.waldenu.edu/Research-Resources.htm