

An NCPEA Publication of Doctoral Research in Education Administration Education Leadership Review of Doctoral Research (ELRDR)

Purpose: to disseminate the results of doctoral research in education leadership and administration

Practical interest is to publish doctoral dissertation research: (a) to provide doctoral students (and their advisors) a specific publishing outlet for the dissemination of their research, (b) to assist doctoral students in successfully publishing their work, and (c) to provide NCPEA members (and the field at large) a significant and specialized data base of the most recent studies, findings, and implications. In addition, such a data base would continue to serve *up and coming doctoral students* with a literature review that is most current and dynamic.

Problems:

1. *It would be expected that the dissemination of results of dissertation research should be a routine part of the process of post-graduate study and its aftermath* (Dinham & Scott, 2010). However, the limited amount of research looking at these phenomena indicates otherwise—a significantly large number of authors of completed dissertations rarely seek dissemination of their research beyond submitting them for inclusion in national data bases (ERIC, ProQuest, etc.). Though hard data are not real evident, the conjecture is that very few dissertations in education administration programs result in other forms of dissemination (e.g., formal, rigorous peer-reviewed journal publications).
2. The existing national dissertation data bases, though significantly assembled, do not provide researchers with a FREE full-text access as an Open Education Resource.
3. A 20-30 page published manuscript which highlights the methodology and findings of a 300-400 page dissertation is much more applicable and useful to the scholars and practitioners in our field.
4. Presently, the journal review/selection process is not especially “friendly” toward doctoral students attempting their first official publication.
 - a. Truly, one of the issues is the realization and skill of the new author to reduce the 300 page dissertation into a 20 page capsule and re-voice for a different audience (e.g., practitioners in the field).
 - b. Competition is fierce as the aspiring/first-time author must face the ranks of the more seasoned and successful researcher/author. In addition, journals are not always willing to view dissertation research with the same scale and criteria used for the more traditional journal manuscript.
5. To date, our field (education administration) gives little attention to peer-reviewing, publishing, and disseminating the very best research reported in completed dissertations from over 250 university doctoral programs across the U.S.

We (NCPEA Publications) have been thinking for some time about how best to encourage/promote/support doctoral students who have completed their dissertations and seek to publish their first article. In addition to encouraging doctoral students to publish their results, we realize the value added to the profession as significant scholarly contributions to the knowledge base in education administration.

As we all know, the process is much more complicated than many doctoral students realize. They must trim down their work significantly, prepare for a completely different audience, and then face the fierce competition that includes mostly scholarly/experienced authors. With the presently small number of submissions to professional journals, rejection is more common than not. Evidence reveals if rejected, the dissertation authors are not likely to ever try again—and that's the end of it. In more cases than not, the dissertation makes the short trip to university library shelves or electronic data bases, to spend eternity.

We are publishing the ELRDR as companion journal to the ELR, devoted ENTIRELY to the submissions of recent doctoral students' work. The new doctorates will be competing among themselves and they will have a more-friendly outlet for disseminating their dissertation research and findings—and, peer reviewed on equal footing with the more common journal manuscript. Before formal submission, each manuscript will be assigned an NCPEA mentoring editorial team member to work closely with the author and dissertation advisor, for the purpose of addressing style and structural issues required by NCPEA Publications. The purpose of this preliminary step is to make certain the manuscript is appropriately prepared to move on to full review by the editors and editorial reviewing team.

We have selected four new editors, who are very experienced with doctoral students and programs to oversee the new publication. In addition, we have selected a small editorial/review team who will be paired with a submitting author for preliminary assistance and guidance. The editorial team will also assist the editors in overseeing the review process, and making final selection decisions. We will continue to use our electronic FastTrack system for submissions and the Publication Directors will complete the actual formatting and publishing of the journal.

Reference

Dinham, S., & Scott, C. (2010). The experience of disseminating the results of doctoral research. *Journal of Further and Higher Education*, 25(1), 45-46. DOI: 10.1080/03098770020030498