

Sample Educational Leadership Dissertations

The list below represents a selection of relatively recent WMU Educational Leadership dissertations that are good examples for others to review, as broken down by their methodology (*and listed in order by date*). Other examples will be added in the future.

Students can obtain full copies from ScholarWorks (for those from the past few years), or from ERIC/ProQuest. Here is a link to WMU's library databases. <http://libguides.wmich.edu/EDLD>

Survey-based Research

Ladewski, B. (2017). *Expanding a path analytic model of quality management to include the management of safety.*

Al Ghamdi, A. (2016). *The empowerment of academic women leaders at Saudi universities and its relationship to their administrative creativity.*

Moore, S. (2016). *Principals' perspectives on the professional development process and its outcomes.*

Nelesen, M. (2016). *The relationship between clergy attachment style, leadership behaviors and clergy longevity.*

Meemar, S. (2014). *Tatweer school principals' perceptions of new authorities granted in the initial steps of decentralization.*

Mulligan, C. (2014). *Perceptions of general education deans and department chairs of their colleges as learning organizations.*

Urban, E. (2012). *Value of U.S. higher education for international students in the context of higher education internationalization.*

Andersen, M. (2011). *Adapted survey of CC math instructors' knowledge of, attitudes about, and practices of reform instruction. Tests theory on the KAP gap in diffusion of innovations theory.*

Phenomenology Research

Leonard, R. (2016). *Females in automotive careers: Career decision-making influences and experiences during university preparation and beyond.*

McKean, R. (2016). *Exploration of experiences and perceptions of Saudi Arabian Students within a team project setting at an U.S. university.*

Travis, T. (2015). *From networked learning to operational practice: Constructing and transferring superintendent knowledge in a regional instructional rounds network.*

Anthony, C. (2014). *The lived experiences of veteran elementary urban school teachers: Why and how they stay.*

Kowalski-Braun, M. (2014). *An examination of how feminist perspectives and generational differences influence the leadership practices of women administrators in higher education*

Severson, J. (2013). *A phenomenological exploration of superintendents' and principals' experiences in a shared professional development process.*

Case Study Research

Gruber, M. (2016). *Exploration of peer learning in a formal cohort healthcare leadership development program.*

Merchant, J. (2014). *From altruism to investment: Venture philanthropy and its impact on shared governance at liberal arts colleges.*

Beidinger Burnett, H. (2013). *Effective leadership behaviors: How one principal made sense of and integrated research-based behaviors into his daily practice.*

Van Hof, J. (2012). *Establishment and maintenance of academic optimism in Michigan elementary schools: Academic emphasis, faculty trust of students and parents, collective efficacy.*

Other Qualitative Approaches

Dirks, D. (2011). *Transgender people on university campuses: A policy discourse analysis.*

Existing State or Local Data Base Research

Mabin, T (2016). *Student-teacher connection, race, and relationships to academic achievement.*

Lockwood, L. (2015) *Using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) oral reading fluency data to predict Michigan Educational Assessment Program outcomes.*

National Data Base Research

Gao, X. (2016). *Correlates and effects of data-informed decision-making: An examination of the loose coupling theory using a national data set.*

Hoye, J. (2015). *A national study of alternatively and traditionally certified teachers.*

Multi-Article Dissertation Approach

Fila, M. (2016). *Work stress: A review, analysis, and extension of the job demands-control-support model.*