Visiting Professorship in Education, Health and Human Development

BUILDING ON A COMMITMENT TO ADVANCE THINKING.

WHAT IT TAKES
The Campaign for MONTANA STATE UNIVERSITY
ELEVATING DOCTORAL PROGRAMS IN EDUCATION, HEALTH AND HUMAN DEVELOPMENT.

Attracting and retaining renowned research scholars who provide advanced instruction is critical to supporting the doctoral programs in the College of Education, Health and Human Development (EHHD). The scholars who rotate through the college’s visiting professorship will also enhance the culture of the program to reflect the college’s cutting-edge knowledge and initiatives.

RESEARCH THAT SERVES MONTANA.

Scholars selected for the visiting professorship will have the capacity to provide support and guidance on graduate student committees, and be sought for their expertise with rural, Native American and other underserved communities. This will serve Montana by helping to build bridges between MSU and its communities.

ADVANCING GRADUATE STUDIES IN EDUCATION, HEALTH AND HUMAN DEVELOPMENT THROUGH ACCESS TO PREEMINENT SCHOLARS. $1 MILLION IN PRIVATE SUPPORT WILL MAKE IT POSSIBLE.
The important work being done by the College of Education, Health and Human Development

1st
and only PhD in Education program in Montana

25%
of all MSU doctoral degrees are awarded to EHHD graduates

472
EHHD Master's Degrees conferred from 2010–2014

$11 million
current college total of state and federal grant funding

OFFERING OPPORTUNITIES FOR ENGAGED LEARNING.

The visiting professorship will help MSU attract preeminent researchers and experts in working with communities. As role models and mentors engaged with the college, these passionate scholars will provide guidance on the design of service-learning experiences ensuring that students are prepared to address the complex challenges of the future.

CRITICAL AREAS OF GRADUATE STUDIES.

- Adult and higher education
- Curriculum and instruction
- Technology education
- Educational leadership
- Community health
- Family science
- Early childhood education
- Nutrition
- Sustainable food systems
- Health and human performance

Privately funded support for the visiting professorship in Education, Health and Human Development will enable MSU to:

- Recruit and retain more nationally and internationally recognized faculty.
- Increase curricular experiences for students that integrate learning, discovery and engagement.
- Raise the percentage of graduates pursuing advanced degrees.
- Expand the number of graduate students presenting at national symposiums.
Why it matters. STORIES OF STUDENT SUCCESS

MIKE RUYLE AND TRAVIS ANDERSON

Visiting professors offer students fresh perspectives. When Dr. C. John Tarter, Ed.D. came to MSU he worked hand-in-hand with doctoral students, opening their eyes to cutting edge research.

As the foremost authority on “academic optimism,” which examines the ability of an organization to work together to meet community expectations, Dr. Tarter inspired many of his students.

Mike Ruyle, Bozeman High assistant principal and Program Director at Bridger Alternative School and Travis Anderson, Director of Education Services, Southwest Montana School Services, both discovered new tracks for their dissertations.

“I struggled with the direction of my dissertation, I wanted something powerful and relevant that could impact my work,” Ruyle said. “Dr. Tarter’s workshop helped crystalize my ideas. I used academic optimism as a major prong in my research.”

Ruyle revisited Tarter’s theories, adding some of his own research regarding competency-based learning, where students earn credits based on skills, not on the time spent in a classroom. Working with the Bridger Alternative School, Ruyle instituted the new system and found a win-win solution.

Travis Anderson took a slightly different perspective still utilizing Tarter’s research on academic optimism.

“I looked at academic optimism and transformational leadership through the organizational change process,” Anderson said. “Everyone deals with change differently.” Anderson examined the beliefs and perceptions of teachers during times of changing administrations and systems.

Anderson’s work involves providing professional development workshops for district schools across Montana, benefiting many teachers and students through his research with Dr. Tarter, a preeminent scholar of educational paradigms.

“It also helps me to work with other school administrators dealing with organizational change,” Anderson said. “I looked at the process associated with performance-based learning, which shifts from a teacher-centered environment to a student-centered environment. It’s a very dramatic shift.”

“Dr. Tarter shaped my writing, but he also helped me to understand the research perspective that’s going on right now,” Anderson said. “That was fantastic.”

“I looked at the whole system and made a connection between the students and the optimism of teachers.

-Mike Ruyle