



Newsletter

Issue 1

September 2026

A Community Committed to Inquiry, Improvement, & Stewardship

The Sul Ross State University Doctor of Education in Educational Leadership was created to serve a region too often overlooked by traditional doctoral education. Stretching across Far West Texas, the borderlands, and communities extending north toward the Permian Basin, the program exists to strengthen leadership capacity where educational leadership matters most.

This publication serves as a record of that work. Not merely of a doctoral program.

But of a community committed to learning together in service of improvement.

Director's Notes

Leadership Creates Responsibilities.

The most significant challenges facing schools and communities rarely yield to technical solutions alone.

They require leaders capable of understanding context, engaging complexity, and working collaboratively toward improvement.

This doctoral program was designed from a different premise than many leadership programs.

We are not preparing people to become leaders.

We are working alongside leaders who already carry responsibility for schools, organizations, and communities.

That distinction matters.

Dates & Deadlines

- **August 24, 2026**
Fall Term Begins
- **September 23, 2026**
588 Coop Meeting
Dr. Decman in Alpine
- **October 27-30, 2026**
CPED Convening
- **September 7, 2026**
Applications for Cohort 2
Open
- **Summer 2027**
Cohort Two Begins



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Director's Note cont.

The success of this program will never be measured by the credentials earned by individual participants. It will be measured by the collective impact created through the communities, organizations, and systems they influence.

Leadership creates responsibilities. Improvement requires communities. Stewardship demands both.

Scholarly Life

Communities of Improvement

The doctoral program is intentionally connected to larger communities of inquiry and professional learning.

SACSCOC, in its website, identifies SRSU as a doctoral-granting institution. This is a significant milestone for the university.

CPED

On June 15, Sul Ross State University was accepted as a member of the Carnegie Project on the Education Doctorate (CPED), a national consortium committed to strengthening the professional doctorate in education. Membership connects our Ed.D. program with institutions engaged in shared inquiry, continuous improvement, and the preparation of scholarly practitioners who can address complex problems of practice. It provides our faculty and candidates access to a national community of expertise, research, and promising practices while creating opportunities to contribute what we are learning from rural, borderland, and under-resourced communities.

Scholarly Life cont.

CPED membership is both an affirmation of the program's intentional design and a commitment to its continued growth, rigor, and relevance.

From the Corridor

Before There Was a Cohort



Long before the first doctoral application was submitted, a small group of faculty members began meeting weekly to explore the ideas, assumptions, and practices that would ultimately shape the doctoral program.

During Spring 2026, faculty engaged with thirteen editions of *The Compass* and participated in thirteen sessions of the Colloquium. Those early conversations focused on building a doctoral culture, establishing shared expectations, and considering the responsibilities associated with preparing future scholar-practitioners.

With the arrival of the first cohort, the conversation has become more immediate. This fall, *The Compass* and the Colloquium continue as faculty examine the work now unfolding across the program: how candidates identify consequential problems of practice, why context must shape both inquiry and action, and how researchers' identities, experiences, roles, and relationships influence what they see and how they understand it.

The Corridor documents the evolution of these conversations—from imagining the culture of the program to engaging the intellectual and ethical complexities of the work itself. More importantly, it documents a community of educators committed to learning alongside its candidates and becoming better than it was the week before.

The work continues.

Cohort One

More Than a Collection of Candidates

Cohort One was intentionally curated.

The cohort includes leaders serving diverse educational contexts while maintaining a shared commitment to inquiry, improvement, and service.

Each participant enters the program with an authentic problem of practice situated within a real organization and community.

The challenges under study are not hypothetical.

They are present.

They are consequential.

And they matter to the people who experience them every day.

The cohort therefore serves as more than a group of doctoral students.

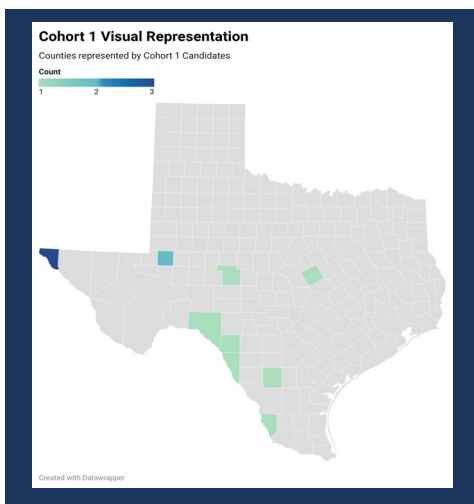
It serves as the foundation of a growing Networked Improvement Community.

Distributed by Geography.

Connected by Purpose.

Driven by Improvement.

Where We Serve



The inaugural cohort represents a geographically distributed network of practicing leaders serving communities across Texas.

These leaders work in distinct contexts and confront different challenges, yet they share a common commitment:

To improve outcomes for the communities they serve.

The doctoral program begins in Alpine.

Its impact will not stay there.

**Lead. Research.
Inspire.**

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Waypoint

Meaningful improvement is rarely the result of a single leader acting alone.

The communities served by this doctoral program deserve more than isolated expertise.

They deserve networks of leaders willing to learn together, challenge assumptions, share responsibility, and pursue improvement over time.

Cohort One is the beginning of that work.

Cohort Two will build upon it.

Future cohorts will build upon both.

The journey continues.