

## UNIT REPORT

**Annual Highlights Report**

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**Cato College of Education Highlights 2021-22**

Start: 07/01/2021

End: 06/30/2022

Providing Department: College of Education

**ACADEMIC AFFAIRS UNITS: Goal #1:**

- A total of 786 Cato College of Education students earned a graduate degree in 2020-21.
- The overall pass rate for our traditional initial teacher licensure program completers (88%) on all licensure assessments (Praxis, Foundations of Reading, edTPA, and ACTFL tests) is well above the statewide pass rate (79%).
- Niner University Elementary added third grade and had a student enrollment of 112.
- Dr. Tisha Greene, Dr. Victor Mack, and Dr. Shanique Lee received a Chancellor's Diversity Fund Award for their project: The Making Education for New Teachers Obtain Results (M.E.N.T.O.R.) Program. The Belk Foundation has agreed to provide funding to expand this program during the next academic year.
- Scott Kissau and Shanique Lee received a Chancellor's Diversity Challenge Grant from The Office of Diversity and Inclusion to support the initiative: "Profound Niners: Creating an innovative pathway to teaching for men of color". A private donor provided funding to supplement this program.
- Scott Kissau, Teresa Petty and Shanique Lee received a grant from the UNC system's Future Teachers of North Carolina Program to offer an on-campus recruitment event in June, 2022 for high school juniors and seniors from across North Carolina.
- The Doctoral program in Counselor Education has received the Robert Frank Outstanding Counselor Education Program Award from the Association for Counselor Education and Supervision (ACES), the premier organization dedicated to quality education and supervision of counselors.

**Types of Accomplishments Discussed Above::**

External Partnerships (internships, joint ventures, community engagement)

Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)

New Student Support Programs

**ACADEMIC AFFAIRS UNITS: Goal #2:**

- U.S. News & World Report Rankings
  - Online Master's in Education ranks 14th.
  - Learning, Design and Technology (LDT) programs rank 10th in the Educational/Instructional Media Design category.
- Two new concentrations were approved in the Ph.D. in Curriculum & Instruction program that include Curriculum and Educator Development (CED) and Learning, Design and Technology (LDT), admitting a record number of 40 new students into the summer 2021 cohort.
- Online B.A. in Elementary Education (TA to Teacher) program launched
- 76 undergraduate and graduate students from the Cato College of Education presented their research alongside 20 faculty members at the Cato College of Education Research Symposium on April 7, 2022.

The faculty had an excellent year of publications. See table below for information regarding publications by department and college totals:

	Books	Book Chapters	Journal Articles
Department of Counseling	1	13	18
Department of Educational Leadership	3	14	77
Department of Middle, Secondary, and K-12 Education	6	17	39
Department of Reading and Elementary Education	1	11	32
Department of Special Education and Child Development	3	15	54

The faculty also had a good year related to grant procurement. The college received \$9,549,000 in external funding in 2021, compared to \$6,707,000 in 2020. That represents an increase of over 42%. The following awards were received:

- Dr. Florence Martin (EDLD), Dr. Erik Byker (REEL) and Weichao Wang (CCI) learned that their project entitled, Advancing Cybersecurity and Privacy of Educational Technologies Used in K-12 schools, was funded by the National Science Foundation.
- The Center for Educational Measurement and Evaluation (CEME) under the leadership of Dr. Rich Lambert, and with support from over 40 personnel, has received approximately \$3,000,000 in funding for this fiscal year.
- Drs. Rob Pennington, Virginia Walker, and Fred Spooner (SPCD) were awarded a Leadership Grant valued at \$1,236,790 from the Department of Education (Office of Special Education Programs) for their project entitled, Preparing Scholars in the Area of Extensive Support Needs.

- Dr. Xiaoxia Newton (EDLD) is part of a team that was awarded an NSF - Research Experiences for Undergraduates (REU) grant valued at \$401,565.
- Dr. Mark D'Amico (Co-PI; EDLD) partnered with the Education and Employment Research Center at Rutgers University and its Director, Michelle Van Noy (PI), to receive a \$498,633 award from the National Science Foundation - National Center for Science and Engineering Statistics.
- Dr. Brittany Anderson (PI; MDSK) was awarded a [Faculty Early Career Development \(CAREER\)](#) grant from the National Science Foundation (NSF) in the amount of \$1,062,034 to support the experiences of gifted Black girls in STEM Education. Dr. Anderson is the first faculty member in the Cato COED to be awarded this prestigious award.

#### COED Faculty Awards:

- Dr. Brittany Anderson (MDSK) was awarded the Early Career Award from the National Association for Gifted Children's Special Populations Network.
- Dr. Erik Byker (REEL) was awarded UNC Charlotte's Bonnie E. Cone Early-Career Professorship in Teaching.
- Dr. Tehia Glass (REEL) was selected as a mid-career fellow within the Student Experience Research Network.
- Dr. Tehia Glass (REEL) earned the Gambrell Faculty Fellowship.
- Dr. Heather Coffey (MDSK) was the 2021 winner of the UNC Board of Governors Award for Excellence in Teaching.
- Dr. Chance Lewis (MDSK) received the Texas A&M University Legacy of Excellence and Equity, Outstanding Research Award.
- Dr. Kristin Davin (MDSK) is the recipient of the 2022 NECTFL Stephen A. Freeman Award for best published article on language teaching.
- Dr. Kristin Davin (MDSK) was selected by the Southern Conference on Language Teaching (SCOLT) as the SCOLT 2022 Educator of Excellence.
- Dr. Kristin Davin (MDSK), Director of the Graduate Certificate and M.A.T in Foreign Language Education, was selected as the 2022 recipient of the Thomas L. Reynolds Leadership Award for Excellence in Graduate Program Administration.
- Dr. Ryan Miller (EDLD) was selected as one of only eight fellows for the University of California National Center for Free Speech and Civic Engagement.
- Dr. Xiaoxia Newton (EDLD) and Dr. Tehia Starker-Glass (REEL) were both selected to be a member of the Student Experience Research Network's (SERN) 2021-2022 Midcareer Fellows Program.
- Dr. Jae Hoon Lim (EDLD) and her colleagues were the recipients of the 2021 American Society for Engineering Education (ASEE) Military Veteran Division's Best Paper Award
- Dr. Virginia Walker (SPCD) was named the recipient of the TASH Early Career Researcher Award.
- The Cato College of Education, led by Drs. Michael Putman, Paola Pilonieta, Adriana Medina, Sam Gesel, Miranda Fitzgerald, and Erin Washburn (REEL), recently received a two-year Literacy Innovation Leaders Award funded by the University of North Carolina System Office through a donation from the Goodnight Education Foundation and the C.D. Spangler Foundation.
- Dr. Shawnee Wakeman (SPCD) was the recipient of the 2022 Research Award from The Council for Exceptional Children's Division on Autism and Developmental Disabilities.
- Alisa Wickliff in the Center for STEM Education received an award funded by the U.S. Army, Navy, and Air Force (Tri-Services) to host the North Carolina regional symposium of the Junior Science and Humanities Symposia (JSHS) Program.
- Dr. Shanique Lee, our Education Recruiter and recent graduate from the Ph.D. in C&I program, was awarded third prize in the annual 3-Minute Thesis (3MT) competition.
- Dr. Rob Pennington (SPCD) was the recipient of the Felix Barker Leadership Award from the North Carolina Council for Exceptional Children. The award recognizes an individual who has shown outstanding leadership in the field of special education.
- Drs. Adriana L. Medina and Erik J. Byker (REEL), along with colleagues from North Carolina A&T State University and UNC Wilmington, received the UNC System Undergraduate Research Program Award Grant.
- The Department of Reading and Elementary Education was awarded the NAPDS Exemplary Partnership Award for the ongoing partnership with Kannapolis City Schools.
- Dr. Clare Merlin-Knoblich (CSLG) received the Cato College of Education Early Career Award

#### COED Student Awards:

- Megan Carpenter, Doctoral Student in Special Education, received the Council for Exceptional Children Division for Research Student Research Award for Single-Subject Research.
- Jimmeka Anderson, doctoral candidate in the Ph.D. in C&I program, was the 2021-22 recipient of the Lucille P. and Edward C. Giles Dissertation-Year Graduate Fellowship.
- Marquis Mason, doctoral candidate in the Ph.D. in C&I program, was the recipient of the Faye Jacques Memorial Graduate Fellowship.
- Toni Rochester, a doctoral candidate in the Ph.D. in C&I program, was the recipient of the 2022 AERA Social Studies Research SIG Graduate Student Award.
- The 2021 winner of the Department of Educational Leadership Legacy Award for the best dissertation in the previous year was Dr. Tuba Gezer and her dissertation was *Providing Equal Access to English Learners in Educational Settings*.
- Brittany Glover, doctoral student in the Ph.D. in Counseling, was one of only 20 students to be selected for the highly prestigious 2021 NBCC Minority Fellowship (NBCC MFP).
- Hayley McNeill, a recent graduate from the B.A in Elementary Education and current M.Ed. candidate in Elementary Education, was selected by Kappa Delta Pi (KDP) and the Association of Teacher Educators (ATE) as recipient of the 2021 KDP/ATE National First Year Teacher of the Year Award.
- Dr. Christine Reed Davis, UNC Charlotte Ed.D. Higher Education concentration alumna (and Charlotte's Associate Vice Chancellor and Dean of Students) was awarded the NASPA Melvane D. Hardee Dissertation of the Year Award.
- Ph.D. in Counseling student Mr. Todd Bolin received the Association for Assessment and Research in Counseling Exemplary Professional Practice, Doctoral Award.
- Ph.D. in Counseling student Ms. Jenais Means received the APA Interdisciplinary Minority Fellowship.

#### Types of Accomplishments Discussed Above::

External Partnerships (internships, joint ventures, community engagement)

Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)

Faculty Success (Publications, grants, awards)

#### ACADEMIC AFFAIRS UNITS: Goal #3:

- Dr. Sam Gesel (SPCD) and Dr. Erin Washburn (REEL) received an award from the Belk Foundation (\$237,951) to scale up Dr. Gesel's reading tutoring program.
- Dr. Mark D'Amico (PI) and fellow colleagues in the Department of Educational Leadership (Ryan Miller, Sandra Dika and Cathy Howell) received over \$450,000 in funding from the John M. Belk Endowment to learn more about how different groups of students navigate the transfer process and move toward baccalaureate completion.
- Alisa Wickliff (Associate Director of the Center for STEM Education: C-STEM) received a continuing award from the Burroughs Welcome Fund. With its partners, C-STEM has established a high school NC STEM Research Academy to increase the pipeline of diverse students engaged in STEM research in rural NC school districts.
- The Women + Girls Research Alliance awarded seed funding to Dr. Brittany Anderson (MDSK), Jimmeka Anderson (Ph.D. in C&I student), and Deneen Dixon-Payne (Ph.D. in C&I student) for their research projects focused on the disproportionate, negative impact that the COVID-19 pandemic has had on women and girls as it relates to the workforce, health, and community.
- Dr. Clare Merlin-Knoblich (CSLG) received funding from the City of Charlotte's Mayor's Youth Employment Program to conduct longitudinal research and program evaluation.

#### Types of Accomplishments Discussed Above::

External Partnerships (internships, joint ventures, community engagement)

Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)

Student Access (new or increased online delivery, number of course offerings, time to degree)

#### Examples of Data-Based Improvements :

- All initial teacher licensure programs (undergraduate and graduate certificate) transitioned from CLASS/STAR to the CPAST (Candidate Pre-Service Assessment of Student Teaching) as an evaluation instrument for SLO 1 and 3 during 2021-22. CPAST is directly aligned to the 10 INTASC standards, has established validity and reliability, and was specifically designed to meet accreditation standards of the Council for the Accreditation of Educator Preparation (CAEP). A consistently low-scored indicator during the initial year of implementation was Analysis of Teaching, and multiple programs have included instruction around this content as an area of focus for 2022-23.
- edTPA is a nationally-normed pedagogy assessment required for initial teacher licensure by the NC State Board of Education. Students complete the assessment during student teaching internship in their final term. A core team of edTPA specialists with representatives from each department met once during the fall and spring terms to discuss results and make needed changes to practice. A college-wide meeting (edTPA Liaisons, or TPALs) was also held during the fall and spring terms to review student performance data and gather faculty feedback. These regular efforts have yielded consistently improving pass rates over the last few years. A 93.58% pass rate in fall 2020, for example, was improved to 95.26% in fall 2021. First attempt pass rates also improved from 85.32% in fall 2020 to 90.4% in fall 2021.
- Teacher candidates have consistently expressed concerns around the cost of edTPA external scoring (\$300 per portfolio) since the university-provided vouchers that previously covered that cost were exhausted. During 2021-22, the college sought approval of a \$300 fee to be assessed for all student teaching courses that will allow the college to continue to purchase edTPA vouchers for students in future terms. That request is in the final stages of approval and is expected to be implemented in fall 2022. When implemented, the fee will allow students to use financial aid to cover the cost of edTPA submission and scoring.
- To work towards developing CAEP accreditation requirements for advanced programs, the college conducted focus group interviews during 2021-22 for graduates of the MEd in Reading Education, MAT and MEd in Elementary Education, MAT in Special Education, MAT in Child and Family Studies, and MEd in Special Education and Child Development. An example of the results and planned program improvements for our advanced Special Education licensure programs is available [here](#).
- The COED Office of Assessment and Accreditation maintains over 90 [data dashboards](#) using Tableau. Dashboards are organized by assessment for initial teacher licensure programs and by SLO for advanced programs. Results from program exit surveys and, for initial licensure programs, recent graduate and employer surveys administered by the NC Department of Public Instruction are also included in the dashboards, which can be filtered in a variety of ways (e.g., program, term, race/ethnicity, teacher of record status). The dashboards are updated each term and shared with faculty, and results are utilized during the SACSCOC annual SLO reporting process.

#### Diversity Initiatives:

- MDSK faculty increased the amount of internal funding for diversity-centered projects in 2021 with awards totaling \$43,615 for special research, curriculum, or diversity projects. Faculty won a variety of Faculty Research Grants (FRG), SOTL grants, and Chancellor's Diversity Grants.
- Dr. Erik Byker (PI; REEL), received a UNC System Undergraduate Research Grant with an inter-institutional team from the Cato College of Education at UNC Charlotte and the College of Education at North Carolina Agricultural and Technical (A&T) University to facilitate a professional development series entitled, Preparing Teachers as Researchers: Equitable Quantitative Analysis through a Culturally Responsive Lens.
- Drs. Tracy Rock and Amy Good (REEL) co-led the Social Studies Equity Grant project, which was designed to help further the work of the Cato College of Education to center equity in its teacher preparation program. This project seeks to (a) create a library of video-based resources to use for equity-based instruction with diverse populations; (b) improve explicit instruction of the facets for practice of equity within elementary social studies instruction; (c) further the Cato College of Education's efforts to center equity within its professional preparation of teachers; and (d) strengthen partnerships with teachers and schools of diverse student populations.
- Drs. Gloria Campbell-Whatley, Greg Wiggan, and Victor Mack (MDSK) received the Chancellor's Diversity Fund grant for the D.I.E.T. Initiative - Diversity, Inclusion, & Equity through Teaching Initiative.
- Faculty continue to engage with college-level activities for professional development focused on diversity, equity and inclusion, including participation in the various book studies, the Educator Practice in Action Cadre, and syllabi audit workshops.
- The College focused on recruitment of students of color through partnerships with Profound Gentlemen and a federal Teacher Quality Partnership grant.

- Drs. Clare Merlin-Knoblich and Taryne Mingo (CSLG) received Faculty Research Grants to conduct research on topics related to anti-racism and diversity.
- Drs. Erin Miller (REEL), Tehia Glass (REEL), and Bryan Stare (CSLG) received the Chancellor's Diversity Grant for professional development entitled "Expanding History and Challenging Tradition: De/Anti Colonizing Research for Diversity and Inclusion."

## Counseling Department Highlights 2021-22

**Start:** 07/01/2021

**End:** 06/30/2022

**Providing Department:** Counseling

### NON-ACADEMIC AFFAIRS UNITS ONLY: Highlights of the Year:

Doctoral program in counselor education received the Robert Frank Outstanding Counselor Education Program Award from the Association for Counselor Education and Supervision (ACES), the premier organization dedicated to quality education and supervision of counselors.

Dr. Taryne Mingo received the 2022 Association for Adult Development and Aging Outstanding *Adultspan Journal* Article award

Dr. Taryne Mingo received the 2022 Chi Sigma Iota, MTB Outstanding Faculty

Dr. John Nance received Outstanding service award from the Association for Adult Development and Aging

Dr. John Nance received Outstanding service award from the American Counseling Association Southern Region

Dr. Clare Merlin-Knoblich received the Cato College of Education Early Career Award

Dr. Opiola launched Trauma Invested Teaching Practices, Policies Continuing Education Certificate

### ACADEMIC AFFAIRS UNITS: Goal #1:

We had the highest enrollment in the MA program in the 2021-2022 academic year.

Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
178	174	165	193	206

We had 100% passing rates for the Praxis and National Certification Exams.

### We have a number of MA and Doctoral students receive awards:

Doctoral student Mr. Todd Bolin received the Association for Assessment and Research in Counseling Exemplary Professional Practice, Doctoral Award

Doctoral student Ms. Jenais Means received the APA Interdisciplinary Minority Fellowship

Doctoral student Ms. Brittany Glover received the NBCC Minority Fellowship  
Scholarship Recipients: Burke Scholarship, Christine Halterman

Meredith Luke Patterson Scholarship: Kevin Bonilla, Suraksha Rajpal, Rikki Farquharson

McCullough Scholarship: Amy Biang, Keely Craig, Stacy Tarantino (Spransy), Maria Brown

### Mu Tau Beta Awards:

Outstanding Masters Students- Emilie Adams & Jenny Graham

Outstanding Doctoral Student- Sara Jean-Phillipe

Outstanding Research Award- Amy Biang

Service to the Chapter Award- Kiauhna Haynes

Outstanding Doctoral Student Professor- Meg Garcia

### Types of Accomplishments Discussed Above::

Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)

New Student Support Programs

### ACADEMIC AFFAIRS UNITS: Goal #2:

CSLG Faculty published 18 peer-reviewed manuscripts, 1 book, and 13 book chapters. Publications were in top-tier counseling journals such as, Counselor Education and Supervision, Professional School Counseling, and Journal for Specialists in Groupwork.

Faculty also conducted presentations at major counseling conferences such as American Counseling Association, Association for Counselor Education and Supervision, and Evidence-Based School Counseling Conference.

Dr. Merlin-Knoblich received funding from the City of Charlotte's Mayor's Youth Employment Program to conduct longitudinal research and program evaluation.

Dr. Opiola launched Trauma Invested Teaching Practices, Policies Continuing Education Certificate

**Types of Accomplishments Discussed Above::** Faculty Success (Publications, grants, awards)

New Educational Programs

Other Accomplishments

**ACADEMIC AFFAIRS UNITS: Goal #3:**

CSLG had 221 students in school, clinical mental health, and addictions settings.

Dr. Merlin-Knoblich established a School Counselor Equity Fellowship with CMS and WCPSS to host 25 practicing school counselors in a program designed to develop their social justice school counseling practices

Dr. Nance created a partnership with Right Moves for Youth and established 10+ new affiliation agreements with clinical sites

Dr. Opiola continued partnerships with United Community School and Veritas Community School to support play therapy services

Dr. Mingo conducted site supervisor training with CMS schools and began serving as Regional Vice President of the North Carolina School Counselor Association

**Types of Accomplishments Discussed Above::** External Partnerships (internships, joint ventures, community engagement)

Faculty Success (Publications, grants, awards)

External Public Relations/Outreach

Other Accomplishments

**Examples of Data-Based Improvements :**

CMHC Program revised curriculum and student learning outcomes to align with the social justice vision and mission of the department.

Reviewed FTE ratios to maintain compliance with CACREP in course delivery.

**Other Major Accomplishments: :**

We returned to on-campus instruction in Fall 2021. Faculty, staff, and students worked hard to respond to the many challenges with their return to the university as the pandemic continued.

**Diversity Initiatives:**

Dr. Bryan Stare received the Chancellor's Diversity Challenge Fund Grant for professional development "Expanding History and Challenging Tradition: De/Anti Colonizing Research for Diversity and Inclusion"

Dr. Clare Merlin-Knoblich received Chancellor's Diversity Challenge Fund grant for School Counselor Equity Fellowship Program

Dr. Mingo received Chancellor's Diversity Challenge Fund, "Our Grandmothers are with Us: Honoring our Shared Experience of Trauma, History and Hope"

Hosted Barrett Lecture Series & Multicultural Issues in Counseling Conference

Drs. Nance and Haynes hosted Clinical Site Supervisor Training - Addressing intersectionality in Supervision

Urban School Counseling Collaborative hosted Cato College panel presentation on Asian Americans and Myth of Model Minority

Urban School Counseling Collaborative hosted a national panel discussion on Supporting Black Males in Schools

We initiated more recruitment for our admitted students this year. We hosted a panel discussion for all admitted students featuring current students, we hosted a panel specifically for admitted students of color, and MA peers organized formal tours of campus and the COED for admitted students who were interested.

## **Educational Leadership Highlights 2021-22**

**Start:** 07/01/2021

**End:** 06/30/2022

**Progress:** Complete

**Providing Department:** Educational Leadership

**ACADEMIC AFFAIRS UNITS: Goal #1:**

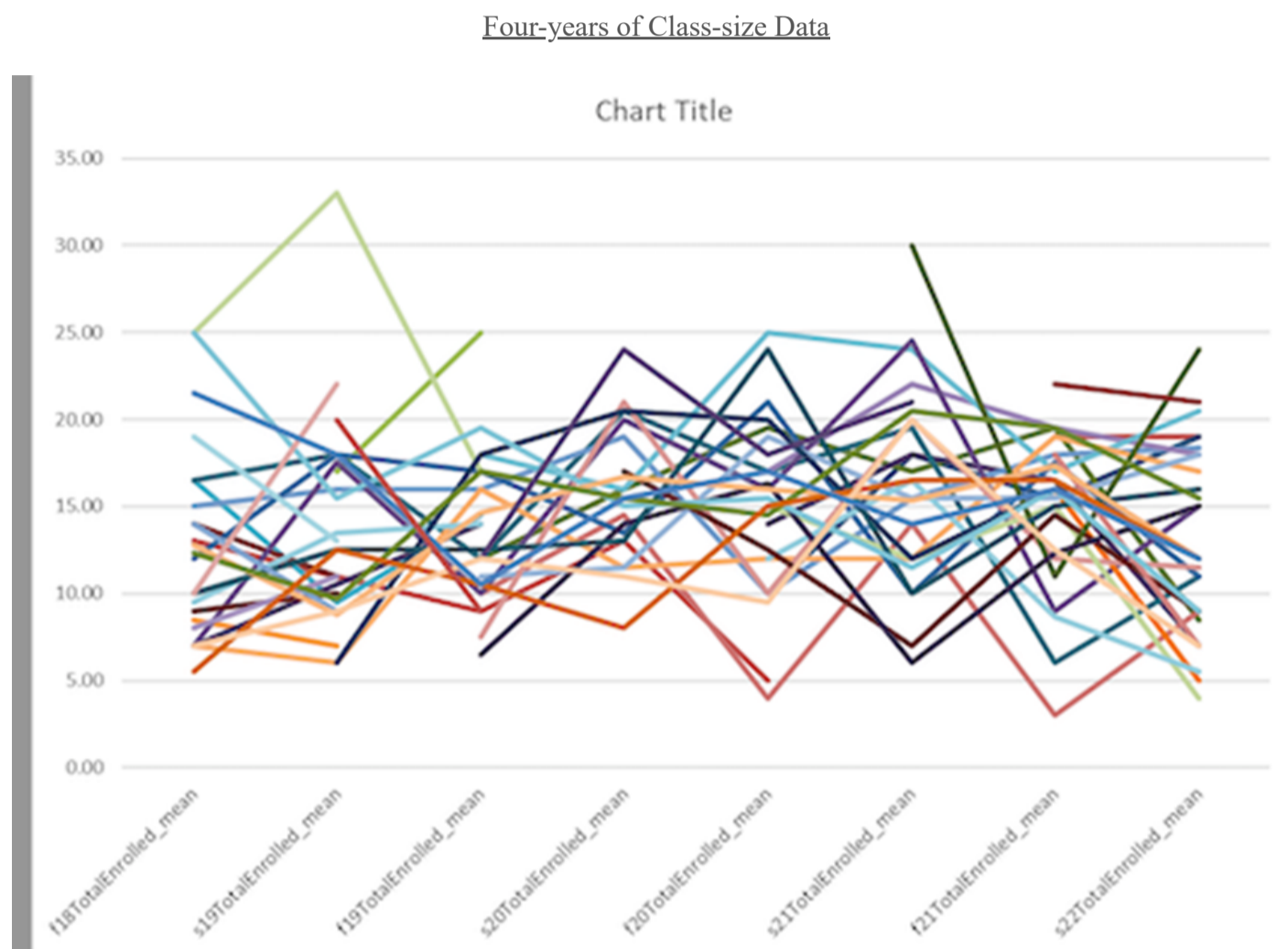
The core of the department's formal diversity work is focused on a departmental working group chaired by Dr. Jae Hoon Lim, the Race and Equity Working Group. The working group was formed in 2020-21 and met regularly in 2021-22 with significant interaction with the whole department. It has been on the agenda for each departmental meeting throughout the year. There are five sub-committees: RTP/Scholarship; Curriculum; Course Evaluations; Faculty Mentoring; and Workload (teaching and service). The two sub-committees that have reached guiding results are the Faculty Mentoring Committee and the Workload Committee.

The Faculty Mentoring committee identified the mentoring of new faculty into research and grant getting as their primary focus, since the college already has a teaching mentoring process. This committee developed a proposed process for mentoring new faculty in the research area and met with Associate Dean Kissau who was in the process of developing such a plan for the whole college. The sub-committee expects to merge its work into the college plan.

The Workload Sub-committee has done extensive work on equity in teaching assignments and equity in service, with several reports to the department through the year. The results are we have a data gathering process for each area and a way to analyze teaching assignments and service assignment for any inequities.

All our selection processes for selecting new graduate students are keenly aware of the need for diversity in the selection pools and in the final selection. One example of results is the fact that over the history of the Ed.D. in Educational Leadership's over 240 doctorates, approximately a third of them have been earned by minorized students.

An example regarding the number of students each faculty member teaches, where there is sometimes a feeling that some faculty may be teaching more students than others, we collected eight semesters of class enrollment data and asked Dr. Claudia Flowers to evaluate it. Here is the final chart she produced which led her to the conclusion that while in each semester some faculty may have more students than others, over time that evens out. She judged that the data did not show inequities over time in the number of students faculty teach.



If someone were carrying more students than others over time, there would be straight lines across the upper part of the chart.

Our faculty searches involve early discussion of how to build a diverse pool of candidates and the search committees utilize the advice and recommendation from the College Diversity Committee. This was the case for the one new hire we had for 2022-23.

The Race and Equity Working Group will continue to operate next year and will work to refine results already achieved and to move other initiatives along.

We are also pleased to note that we had a colleague who is Black, promoted to Full Professor.

**Types of Accomplishments Discussed Above::** Faculty Development

**ACADEMIC AFFAIRS UNITS: Goal #2:**

***Programs and Enrollment***

The following degree and certificate programs are housed in the Department of Educational Leadership:

Ed.D. in Educational Leadership – Superintendency

Ed.D. in Educational Leadership – Higher Education

Ed.D. in Educational Leadership – Learning, Design, and Technology

Ph.D. in Ed Research, Measurement, and Evaluation

M.Ed. In Educational Leadership

M.Ed. In Learning, Design and Technology (and IST)

Masters of School Administration

Post Master's Certificate in School Administration

Post-Master's Certificate in Univ. and College Teaching

Graduate Cert. in Learning, Design, and Technology (and IST)

Graduate Certificate in Quantitative Analysis

All the degree and certificate programs saw growth in fall 2021 over fall 2020 with one exception that remained flat. While the growth varied by program, overall, there was a 6.5% increase in graduate growth. The table below provides the data by program.

#### Enrollment for Fall 2021 & Spring 2022

Program	Enrollment					
	Fall 2020	Spring 2021	Fall 2021	Spring 2022	% Change F20-F21	% Change Sp21-Sp22
Ed.D. in Educational Leadership – 3 components	92	84	94	95	2%	13%
Ph.D. in Ed Research, Measurement, and Evaluation	17	17	19	17	12%	-
M.Ed. In Educational Leadership	33	29	36	25	10%	-14%
M.Ed. In Learning, Design and Technology (and IST)	48	46	53	39	10%	-15%
Masters of School Administration	69	69	75	75	9%	9%
Post Master's Certificate in School Administration	43	43	45	45	5%	5%
Post-Master's Certificate in Univ. and College Teaching	27	32	29	29	.07%	.07%
Graduate Cert. in Learning, Design, and Technology (and IST)	46	46	49	53	.07%	15%
Graduate Certificate in Quantitative Analysis	9	14	9	5	-	15%
Total	384	380	409	383	6.5%	1%

The Department of Educational Leadership is recommending another certificate program—a Certificate in Qualitative Analysis to be paired with the Certificate in Quantitative Analysis. It was approved by the department and is moving through the university processes.

#### Research and Publications

The Department of Educational Leadership has an accelerating program of research and publication. The table below illustrates this.

Type	2019	2020	2021	2020—2021 Increase
Journal Articles	33	56	76	36%
Book Chapters	10	14	14	--
Books	5	2	4	100%

Faculty productivity is accelerating. In addition to the published journal articles identified above, the faculty has another 20 journal articles in press in peer-reviewed journal at the time of reporting.

Faculty in the department are represented on two project teams selected for special research interest and support by the recent university competition: Educational Measurement and Evaluation (Led by Rich Lambert with Kyle Cox, Carl Westine, Stella Kim, and Rebecca Shore and one on Cybersecurity (Florence Martin is focused on cybersecurity in this project)

### External Grants

Faculty in the department have been very adept at getting external funding. Its contract and grants funding totaled \$5,190,607 for this past year. The grants are described below and included in a summary table.

D'Amico, M. M. [Principal Investigator], Dika, S. L., & Miller, R. A. [Co-Principal Investigators], Howell, C. D. [Co-Investigator]. (2021-2023). *Understanding experiences of vertical transfer students in North Carolina*. John M. Belk Endowment. Funded: \$456,788.

Van Noy, M. [Principal Investigator-Rutgers University], & D'Amico, M. M. [Co-Principal Investigator-Sub-recipient]. (2021-2023). *Building the non-degree credential data infrastructure—Community college noncredit program analysis across states*. National Science Foundation-National Center for Science and Engineering Statistics. Funded: \$498,633 (sub-award: \$51,832).

Mark D'Amico is Co-PI for a \$498,633 from the NSF-Science and Engineering Statistics to build non-degree credential data infrastructure-CC noncredit program analysis across states.

Debra Morris, Mark D'Amico, Jim Watson, Walter Hart, Rebecca Shore, Jillian La Serna, and Jamie Kudlats received nearly \$750,000 for a sixth year of funding for their Transforming Principal Preparation Program (TP3) from the North Carolina Principal Fellows Commission, the North Carolina State Education Assistance Authority, and the UNC General Administration.

Rich Lambert (PI) Evaluating the Implementation of a Formative Assessment System in North Carolina Kindergarten Classrooms. North Carolina Department of Public Instruction, \$217,651, 2021-22.

Rich Lambert (PI) Professional Development for BK Licensed Teachers in Non-public School Classrooms. North Carolina Department of Health and Human Services, \$1,921,798, 2021-22.

Rich Lambert (PI) Mentoring, Performance Evaluation, and Professional Development for BK Licensed Teachers in Mecklenburg County. Mecklenburg County Commission, \$793,654, 2021-22.

Rich Lambert (PI) Professional Development for BK Licensed Teachers in Non-public School Classrooms. North Carolina Department of Health and Human Services, \$1,921,798, 2020-21.

Rich Lambert (PI) Mentoring, Performance Evaluation, and Professional Development for BK Licensed Teachers in Mecklenburg County. Mecklenburg County Commission, \$537,781, 2020-21.

Martin, F., Wang, W., & Byker, E. [Principal Investigator] (2021-2024).

Advancing Cybersecurity and Privacy of Educational Technologies Used in K-12 schools, National Science Foundation, SATC:EDU, \$499,971

Clayton, P. [Principal Investigator], Miller, R. A., & Borrego, M. [Co-Principal Investigators]. (2021-2025). *Empowering engineering scholar-activists through community-driven research experiences*. National Science Foundation, Broadening Participation in Engineering. Funded: \$473,913.

Miller, R. A. [Principal Investigator]. (2021-2022). *Bias response teams revisited: Navigating free speech, equity, and inclusion*. University of California National Center for Free Speech and Civic Engagement. Funded: \$25,000.

### Summary of External Grants

PI or Co-PI	Amount	Title	Source
D'Amico	\$456,788	Vertical Transfer	Belk Endowment
D'Amico	\$51,832 (sub)	Non-degree Credential	NSF
Morris	\$750,000	Principal Fellows	PF Commission
Lambert	\$217,651	Kindergarten Assessment	NC DPI
Lambert	\$1,921,798	PD for BK Teachers	NC HHS
Lambert	\$793,654	PD for BK Teachers	Mecklenburg County
Martin	\$499,971	Cybersecurity and Privacy in K-12	NSF



Miller	\$473,913	Empowering Engineering Scholars	NSF
Miller	\$ 25,000	Free speech, equity, and inclusion	University of California
Total	\$5,190,607		

We should add the ongoing grant that supports the Principal Fellows Program in the department that was previously awarded.

Morris, D. S., [Principal Investigator], D'Amico, M. M., Watson, J., Hart, W., La Serna, J., Kudlats, J., & Shore, R. [Co-Principal Investigators]. (2020-2025). *Transforming principal preparation program (TP3): UNC Charlotte and Southwest Regional Education Service Alliance collaborative project*. North Carolina Principal Fellows Commission, North Carolina State Education Assistance Authority, and the University of North Carolina General Administration. Funded: \$3,748,616.

### ***Honors and Awards***

Florence Martin received the College Distinguished Faculty Award for 2022

Jae Hoon Lim's research team's paper received the 2021 ASEE (American Society for Engineering Education) Military Veteran Division's Best Paper Award.

Mark D'Amico (Ryan Miller, Sandra Dika, Cathy Howell) – John M. Belk Endowment, Transfers (\$450,000)

Florence Martin (and others) – NSF, Cybersecurity Education (\$499,000)

Florence Martin, Chuang Wang (others) AECT Division of Distance Learning Best Practice Award

Florence Martin, Carl Westine (and others) AECT Division of Distance Learning Distance Education Journal Award

Xiaoxia Newton – Fellow for 2021-22 in the Midcareer Fellows Program from the Student Experience Research Network.

Rich Lambert (3 grants) – NC Dept. of Public Instruction; NC Dept. of Health and Human Services; Mecklenburg County

Ryan Miller, Co-PI NSF, LGBTQ Engineering Students

Florence Martin co-recipient (with Doris Bolliger) of the AECT Learner Engagement Division's 2021 Outstanding Publication Award for their article, "Factors Underlying the Perceived Importance of Online Student Engagement Strategies.

**Rick Tankersley: I am pleased to let you know your nomination supported the area of "Educational Measurement and Evaluation"** that was categorized as an "**Area of Unique Distinction**" was included in the final slate of areas of focus and distinction. The Commission's final report includes brief descriptions of each of the areas. Team from CEME and department:

- Rich Lambert
- Carl Westine
- Kyle Cox
- Stella Kim
- Amanda Vestal
- Rebecca Shore

Florence Martin is on the team for Cybersecurity which was designated an area of existing excellence. Her focus is on cybersecurity education

Tisha Green was a co-recipient of a Chancellor's Diversity Fund Award: The Making Education for New Teachers Obtain Results (M.E.N.T.O.R.) Program.

Carl Westine and Stella Kim - Improving Peer Observation of Online Teaching in Higher Education (SOTL Grant)

Ryan Miller was named Editor of the *College Student Affairs Journal*.

Rebecca Shore edits the journal, *National Head Start Association Dialog: A Research to Practice Journal for the Early Education Field* which is changing its name to *Head Start Dialog: A Research to Practice Journal for the Early Education Field*.

Mark D'Amico is Co-PI for a \$498,633 from the NSF-Science and Engineering Statistics to build non-degree credential data infrastructure-CC noncredit program analysis across states.

Christine Davis's dissertation received the NASAP 2022 Melvene D. Hardee Dissertation of the year award (Jae Hoon Lim (chair), Mark D'Amico, Ryan Miller, Hank Harris (members).

Xiaoxia Newton is a member of a team (Co-PIs Grabchak and Li, Mathematics and Statistics) that has received a \$401,565 NSF Research Experiences for Undergraduates grant.

Debra Morris, Mark D'Amico, Jim Watson, Walter Hart, Rebecca Shore, Jillian La Serna, and Jamie Kudlats received nearly \$750,000 for a sixth year of funding for their Transforming Principal Preparation Program (TP3) from the North Carolina Principal Fellows Commission, the North Carolina State Education Assistance Authority, and the UNC General Administration.

Lisa Merriweather will become a co-editor of the journal *Adult Education Quarterly* (AEQ) effective June 1, 2022, for a three-year period.

#### **Types of Accomplishments Discussed Above::**

Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)

Faculty Success (Publications, grants, awards)

External Public Relations/Outreach

#### **ACADEMIC AFFAIRS UNITS: Goal #3:**

Our academic programs have extensive contact with our partners, stakeholders, and community. Since all our programs are at the graduate level that contact varies from undergraduate programs and across the graduate programs.

#### Ed.D. in Educational Leadership – Superintendency

Faculty in this program work extensively with school districts, their boards, and superintendents across the state. Among the examples of this are:

- Training for administrators; individualized coaching for principals (Iredell-Statesville)
- Training for the board of education (Asheboro City Schools; Lexington City Schools)
- Conducted Summer Administrative Retreat on Leadership (Gates County Schools)
- Board of Directors, (Lincoln Economic Development Association)

#### Ed.D. in Educational Leadership – Higher Education

This is primarily a part-time program for those who are employed in higher education or plan to be. So, there are working relations between units in UNC Charlotte and other higher education entities in region. For example, UNC Charlotte's division of student affairs has a close working relation with the doctoral program, with employees teaching courses from time to time, and faculty providing advice to units.

#### Ed.D. in Educational Leadership – Learning, Design, and Technology

This is a new program just admitting its second doctoral class. It has working relations with the Center for Teaching and Learning at UNC Charlotte and with similar centers at other universities in the region.

#### Ph.D. in Ed Research, Measurement, and Evaluation

The program, known as ERME, prepares graduates to be faculty members or institutional researchers in school systems, universities, or state educational administrative entities. Through CEME, there are several large grants to serve the state and school districts in the state.

For example, there are regularly majors grants with NC DPI, NC HHS, or individual counties in the state. Details can be found in the research and grants section of this document.

#### M.Ed. In Educational Leadership

This program has the same relation to higher education entities as the doctoral program in Educational Leadership. Often student accepted for this program are seeking employment in higher education. The program has organized the time frame for potential students to seek assistantships or other forms of employment by working with a wide range of units both on campus and at surrounding universities. This provides opportunities for graduate students but also provides feedback to the program about what higher education units are looking for in their workforce.

#### M.Ed. In Learning, Design and Technology (and IST)

This is a popular and long-established program that provides preparation for people wanting to work in K-12, colleges or universities, and industry or non-profits. So, the program arranges contacts in the three areas by way of an advisory committee that has representation from the three areas.

#### Masters of School Administration

MSA program is the licensure program for principals in NC. The program has extensive outreach to school districts in North Carolina from recruiting to consultation with districts on intractable problems, to overseeing the internships of all students in the program, to mentoring them in their internship.

There is a real effort to meet the needs of school districts where they are. In any given year the MSA is being offered on site in multiple school districts.

The faculty are engaged in a wide range of consultations such as the following:

- Crucial Conversations work (Stanley County Schools; Iredell-Statesville)
- Leveraging Teacher Evaluations to Increase Student Achievement (Charlotte Islamic Academy)
- LEA Board member, elected official (Chapel Hill)
- Liaison with the Southwest RESA superintendents and HR Directors concerning the NC TP3 (Principal Fellows) Grant.

- Dual Language Program Support (Durham Public Schools)
- Advisee and collaborator representing K-12 educators and educational leaders on an interdisciplinary team (Duke University Autism Center)
- Member supporting fundraising and grant writing as well as various projects that support students in PK-12 (CHCCS Public School Foundation)
- Liaison with private schools for the Master Program
- A faculty member serving on the State-wide Principal Fellows Commission.

The Department and its programs are committed equity, diversity, and inclusion, to growing its programs, to giving its students an excellent education, to building interaction as part of the program with the area they expect to be employed, and to increasing research, publications, and grant productivity to support our programs and to support the university's goal of R1 status.

#### Types of Accomplishments Discussed Above::

External Partnerships (internships, joint ventures, community engagement)  
 Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)  
 External Public Relations/Outreach

#### Examples of Data-Based Improvements :

Looked at faculty teaching assignment and number of students taught to assess fairness in this area. Assignments and loads were deemed to be fair

#### Diversity Initiatives:

See material under Goal 1.

### MDSK Department Highlights 2021-22

**Start:** 07/01/2021

**End:** 06/30/2022

**Progress:** Complete

**Providing Department:** Middle Grades, Secondary & K-12

#### ACADEMIC AFFAIRS UNITS: Goal #1:

**Recognition for Teaching Excellence, Research, and Service** – MDSK faculty received several honors as well as recognition for their contributions to the field in 2021-2022. Dr. Heather Coffey received the Service-Learning and Experiential Education SID Outstanding Conference Submission Award from AERA and was a nominee for the UNC Board of Governors Award for Excellence in Teaching. Dr. Kristin J. Davin was recognized by the ACTFL-Middlebury Research Forum, and Dr. Susan Harden was recognized as New Award and PI at the Niner Research Reception. The National Council for Social Studies recognized Dr. Tina Lane Heafner with the National Service Recognition for Board of Directors Leadership, and Dr. Spencer Salas was recognized by the U.S. Department of State English Language Specialist 30@30 Anniversary Cohort. Finally, Dr. Chance W. Lewis received the Outstanding Research Award from Texas A&M University Legacy of Excellence and Equity. In the spring of 2022, MDSK faculty were awarded six of the seven possible college awards that include (1) Cato COED Distinguished Faculty Award (Jones), the Cato COED Diversity Award (Butler), the Cato COED Excellence in Teaching Award (Dack), the Cato COED Sustained Service to Public Schools Award (Jones), the Cato COED Excellence in Research Award (Davin), and the Cato COED Staff Employee of the Year (Steele). Dr. Davin also won the prestigious 2022 Thomas L. Reynolds Leadership Award for excellence in graduate program administration for her work with the Foreign Language Education Program in the college.

**New Internal and External Grants:** MDSK faculty increased the amount of internal funding in 2021 with awards totaling [\$\$1,105,649] for special research, curriculum, or diversity projects. Faculty won a variety of Faculty Research Grants (FRG), SOTL grants, and Chancellor's Diversity Grants. MDSK faculty continue to seek opportunities for external funding with colleagues from different departments. In 2021, several major grant applications were submitted but unfunded [\$2,415,300]. However, MDSK faculty are working collaboratively across the college on large scale external grants that contribute to the research mission of the university. For example, Dr. Michelle Stephan continues to work as a co-Investigator with Co-PI's Wilson, Schwartz, & McCulloch on a NSF grant [\$2.9 million] to co-design statewide alignment of a vision for high quality mathematics instruction. Dr. Bettie Butler continues to serve as the content specialist on the NTACT: Collaborative grant with Val Mazotti [a five-year \$20 million-dollar grant (2020-2024) funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Service (OSERS). Dr. Butler directs the DEI (diversity, equity, and inclusion) initiatives and leads efforts to operationalize DEI and help to build capacity around culturally responsive practices among transition specialists, state leaders, and researchers across the county.

**Official Quality Matters Recognition.** In 2022, the department successfully received official certification from Quality Matters (QM) for its 13th course. This adds to the Cato College of Education's total of 42nd courses to receive official certification by Quality Matters. Faculty across the department are currently working with the Center for Teaching and Learning on preparing their courses (MDSK 2100, MDSK 4253, MDSK 6220, MDSK 6691, MDSK 6354, SECD 5140, MDLG 5130, EDUC 5100, and EDUC 6000) for QM certification. I am working closely with CTL to identify and stagger opportunities for any faculty member who is interested in pursuing QM level certification to do so for courses in several of our high visibility programs. In 2022, a team of faculty members will submit QM program level review for the Graduate Certificate in Teaching Program.

**Increased Scholarship Productivity:** MDSK faculty published numerous books, book chapters, and articles during 2021. Their commitment to and research on educational issues were recognized in many distinguished journals, including *The Urban Review* and *Teachers College Record*. A total of **39 peer-reviewed articles** were published in 2021, and another **53 articles are currently in-press** for publication. For example, Dr. Spencer Salas co-authored "Irreconcilable Differences: Black Teachers' Lives and K-12

Schools,” a paper published in *The Urban Review*, and Drs. Bettie Ray Butler and Chance W. Lewis co-authored “Teaching to empower: Social justice action projects as imperatives for educational justice” in *Teachers College Record*. Among the **six books** published by MDSK faculty was a book co-authored by Dr. Wiggan titled *Teacher education to enhance diversity in STEM: Applying a critical postmodern science pedagogy* that was published by Routledge. Faculty members wrote or co-authored **17 book chapters**, including “Classroom design based research: Designing for proportional reasoning” in *Design Based Research in Education* by Dr. Michelle L. Stephan.

**Types of Accomplishments Discussed Above::** Faculty Success (Publications, grants, awards)

Student Access (new or increased online delivery, number of course offerings, time to degree)

Faculty Development

### ACADEMIC AFFAIRS UNITS: Goal #2:

**Student Accomplishments:** Students in graduate programs in the Department of Middle, Secondary, and K12 Education won a variety of awards and were recognized for their accomplishments in teaching, research, and service in 2021-2022.

- Toni Rochester (Ph.D. candidate, Urban Education) won the 2022 AERA Social Studies Research SIG Graduate Student Award. This award includes a financial award of \$250 to support her travel to present the following co-authored research paper: African American History and its Visual Portrayal in Textbooks.
- Nina Bailey (Ph.D. Candidate—Urban Math) and Ph.D. students from MTSU hosted a webinar via AMTE for a paper that won the NTLI award. The Webinar is called, Using a Framework to Teach Preservice Mathematics Teachers How to Professionally Notice within Technology Mediated Environments.
- James O’Neil, an alumnus of the M.Ed. in Curriculum and Instruction (Middle School Mathematics) is a 2021 North Carolina Finalist for the Presidential Awards for Excellence in Mathematics and Science Teaching. His lesson focus was “connecting the function rule to multiple representations; specifically, the dot pattern.”
- Dr. Andrew Cather (alumnus, Ph.D. in Curriculum and Instruction, ‘19), was announced as the Clover Virtual Academy’s Teacher of the Year for 2020-2021 for his leadership in virtual education.
- Nina Bailey (Ph.D. Candidate—Math Education, middle) is one of the 2021 AMTE Winners of the NTLI Fellowship as a collaborator on a the manuscript Using a framework to teach preservice mathematics teachers how to professionally notice within technology mediated environments. She and Dr. Anderson McCulloch on an NSF-funded grant. You can read more about her success at the following webpage: <https://tinyurl.com/y364wfs6>.
- Keith Burgess (Ph.D. Candidate—Urban Education, bottom) won a Borroughs Wellcome Grant — a very prestigious award — for his school, Druid Hills Academy. You may read more about this wonderful story here: <https://tinyurl.com/4ympszw7>
- Marquis Mason (Ph.D. Candidate—Urban Education) has earned the esteemed 2021-2022 Faye Jacques Memorial Graduate Fellowship.
- Jimmeka Anderson was also the recipient of the 2021 Lucille P. and Edward C. Giles Dissertation-Year Graduate Fellowship from the Graduate School.
- Candace Chambers has also been selected by the HBCU Buzz, a website dedicated to honoring HBCU alumni, as one of the 2021 Top 30 under 30 honorees

### Faculty Accomplishments

MDSK faculty published numerous books, book chapters, and articles during 2021. Their commitment to and research on educational issues were recognized in many distinguished journals, including *The Urban Review* and *Teachers College Record*. A total of 39 peer-reviewed articles were published in 2021, and another 53 articles are currently in-press for publication. For example, Dr. Spencer Salas co-authored “Irreconcilable Differences: Black Teachers’ Lives and K-12 Schools” that was published in *The Urban Review*, and Drs. Bettie Ray Butler and Chance W. Lewis co-authored “Teaching to empower: Social justice action projects as imperatives for educational justice” in *Teachers College Record*. Among the six books published by MDSK faculty was a book co-authored by Dr. Wiggan titled *Teacher education to enhance diversity in STEM: Applying a critical post-modern science pedagogy* that was published by Routledge. Faculty members helped pen 17 book chapters, including “Classroom design based research: Designing for proportional reasoning” in *Design Based Research in Education* by Dr. Michelle L. Stephan. **New Internal and External Grants:** MDSK faculty increased the amount of internal funding in 2021 with awards totaling **[\$1,105,649]** for special research, curriculum, or diversity projects.

### Conference Presentations 2021 Summary

- MDSK Faculty conducted 83 presentations in 2021.
- MDSK Faculty conducted 8 keynote presentations in 2021.
- MDSK Faculty conducted 29 presentations at national and international conferences in 2021.
- MDSK Faculty conducted 16 presentations at regional and state conferences in 2021.
- MDSK Faculty conducted 30 other presentations in 2021.

### Funded Grants

1. **Anderson, B.N.** (2022). Fostering Early STEM Exploration with Gifted and High Ability Black Girls and Their Elementary Teachers through Culturally Relevant Experiential Learning Activities. NSF Grant- Faculty Early Career Development (CAREER) grant, \$1,062,034.
2. **Anderson, B.N.** (2021). *Fostering early STEM exploration with gifted/high ability Black girls and their elementary teachers* [Grant]. University of North Carolina at Charlotte. \$5,000
3. **Anderson, B.N.**, Anderson, J., & Dixon-Payne, D. (2021). “*Keepin’ it REEL: Black girls film camp - phase II* [Grant]. University of North Carolina at Charlotte Women and Girls Research Alliance Seed Grants. \$4,700
4. **Anderson, B.N.** (2021). *Exploring out-of-school STEM experiences for gifted/high-ability Black girls* [Grant]. Under review for the University of North Carolina at Charlotte Faculty Research Grants. \$5,500
5. FitzPatrick, E., **Coffey, H.**, & Holland, A. (2021-2022). *Inspiring Black girl magic: Engaging black middle school girls in STEAM to facilitate social justice activism* [Grant]. Chancellor’s Diversity Challenge Fund. (Funded). \$5,000
6. Barnes, M., **Coffey, H.**, & Arnold, L. (2021). *Critical ELA educator collaborative: Building a pipeline of culturally proactive teachers* [Grant]. Chancellor’s Diversity Fund. UNC Charlotte. \$4065
7. **Harden, S.B.** (Principal Investigator). (2021). *Evaluation for LENS-NC* [Grant]. Center for Racial Equity in Education, North Carolina (CREED-NC). \$5,500
8. **Lewis, C.** (2021). *Keepin it REEL: Black girls film camp* [Grant]. UNC Charlotte Women’s + Girls Research Alliance. \$3,850
9. Wilson, H., Schwartz, K., & McCulloch, A. (Co-PIs), **Stephan, M.**, & Mahwinney, K. (Co-Investigators). (2021-current). *Collaborative research: Co-designing for statewide alignment of a vision for high quality mathematics instruction [VISIONS]* [Grant]. National Science Foundation, \$2,900,000
10. **Stephan, M.** & Reinke, L. (2020-2021). *Developing middle school students’ ethical reasoning in mathematics* [Grant]. UNC Charlotte Faculty Research Grant. \$15,500
11. **Stephan, M.** (2021). *Design research in education: An international course* [Grant]. UNC Charlotte International Programs. \$1,500
12. **Triplet, N. P.** (2021). *E(race)ing dropout: A deeper look at how race effects dropout in NC public schools* [Grant]. University of North Carolina Charlotte Faculty Research Grant. \$8,000

13. Mack, V., Campbell-Whatley, G., & Wiggan, G. (2021). *Summer diversity institute: Color of education* [Grant]. Chancellor's diversity fund. University of North Carolina at Charlotte. \$5,500

#### Attached Files

[MDSK Highlights 2021YOR-SUBMIT.pdf](#)

#### Types of Accomplishments Discussed Above::

Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)

Faculty Success (Publications, grants, awards)

#### ACADEMIC AFFAIRS UNITS: Goal #3:

Jimmeka Anderson (Ph.D. candidate in Urban Education), spearheaded the inaugural Black Girls Film Camp through the Urban Education Collaborative at Charlotte. The camp was partnered with Charlotte's Film Studies Department, The Women + Girls Research Alliance, Anderson's non-profit I AM not the MEdia, Inc. For four weeks from May to June 2021, Anderson worked with award-winning film directors, and Ph.D. students in the Urban Education Collaborative to create an interactive virtual learning experience for ten high school girls. This film camp combined critical media literacy, technology, and film production to empower high school black girls to create counter-narratives through the art of storytelling regarding critical issues that influence their lives and identity. Special speakers for the camp included celebrity actress, Ryan Destiny, academy award winner, Karen Toliver, and many more. Films created by participants will be screened at this year's Mill Valley Film Festival in California and the girls will participate in a panel at the event in October 2021.

#### Faculty/Community Partnerships

Middle, Secondary, & K12 Education Service to Schools and the Community			
Community Partner	Hawaii Department of Education	Turning Point Academy	The New Kituwah Academy
Number of Participants	250	40	40
Engagement Activities	Webinars Curriculum folders and resources for each related topic Interactive PD and Q-A sessions in zoom	CMS Community Equity Committee (TPA Liaison) Co-Chair Student Wellness Subcommittee Participation in Family Parent Engagement Workshops CMS School Board Presentation (LMP) District-wide Policy Recommendation Proposal (Short-term Suspensions)	Conduct in person PD sessions and some virtual work to analyze unit plans
Community Partner	Lincoln County Schools	Veritas Community Charter	NTACT:C
Number of Participants	100	30	1000
Engagement Activities	co-development of curriculum resources across four units	yearlong professional development series on restorative approaches	Facilitated webinars and professional development workshops Presented at the national Capacity Building conference Developed Surveys and collected data on student engagement Developed tools and resources to share information on engaging students Produce conceptual frameworks, toolkits, presenter guides, and reports
Community Partner	Charlotte Mecklenburg Board of Education	Community	BrownLight Inc and Teach for America
Number of Participants	300	16	130

Engagement Activities	Regular monthly meetings with subcommittee, co-chair, and CMS Committee	To meet the needs of the community by providing enrichment in both literacy and STEAM To help bolster Black girls' motivation for learning by situating STEAM in an engaging,	Monthly online professional development sessions
Community Partner	Rowan-Cabarrus Community College	Greater Steps Scholars	Blythewood Academy (Alternative School)
Number of Participants	50	50	30
Engagement Activities	Leading yearlong professional development series on culturally responsive advising	Mentor survey development Evaluation and data analysis Facilitation of culturally responsive mentoring professional development	Leading a professional development summer workshop on restorative practices

## Attached Files

[Service - Sheet2.pdf](#)

**Types of Accomplishments Discussed Above::** External Partnerships (internships, joint ventures, community engagement)  
External Public Relations/Outreach

**Examples of Data-Based Improvements :****Use of Data for Program Improvement**

- **Program Assessment Calibration-** Program Directors, Advanced methods instructors, along with Laura Hart met to restructure the assessment of student evidence in Taskstream. Redundant assignments were replaced and essential rubrics were updated. The Analysis of Teaching Project team (led by Heather Coffey and Nick Triplett) assessed and calibrated the primary assessment in collaboration with all of the content experts in Math, Science, FLED, TESL, ELA, and Social Studies. MDSK collaborated with content experts in both the Math and English departments in this effort and implemented the new rubrics and changes in Spring 2022.
- **Reduction of Program Complexity-** As mentioned above, a new course (MDSK 4300/5300) was developed that combined the Assessment and Lab components for all content areas. Course evaluation data, faculty feedback, and advisor testimonials revealed that the separation of the Lab component for the methods course was unnecessarily complicated for both faculty and students. The combination of the 2+1 credit hour components into one 3-credit course will support students' completion of their programs faster and with fewer graduate petitions. The building of these courses in the schedule will also alleviate the administrative burden required to ensure accuracy in banner.

**Other Major Accomplishments: :****New Programs**

**(a) PhD in Curriculum and Instruction, LDT and CED Concentrations approved.** Two new strands were approved in 2021 that include the Curriculum and Educator Development (CED) and the Learning, Design and Technology (LDT). The CED strand frames research and theory applied to problems and applications of curriculum, instruction, learning, teaching, teacher education, professional development, and teacher leadership in K-12 and higher education. Emphases within the concentration include Elementary Education, Middle Grades and/or Secondary Education, K-12 Curriculum Specialization and Professional Development. Learning, Design and Technology (LDT) with research and theory applied in the design of effective learning experiences and environments that incorporate technology to address educational needs and problems in elementary, middle/secondary, or post-secondary settings with an emphasis on urban contexts. These additions resulted in the admission of 40 new doctoral students to the PhD in Curriculum & Instruction program in the summer 2021

**(b) MED - Addition of Curriculum Leadership Strand for Independent Schools** (c) New Course Development Undergraduates and Graduates in the Teacher Licensure Programs. A new concentration to the M.Ed. in Curriculum and Instruction, Curriculum Leadership was developed in response to the increasing needs to serve the independent schools community. This non-licensure concentration provides an avenue for education professionals who do not wish to seek or require advanced teaching licensure to pursue a Master's Degree. These teachers include those working in alternative school settings, including but not limited to independent schools.

**(c) MDSK Online Graduate Education Program Recognized-** UNC Charlotte Distance Education has been recognized consistently by U.S. News & World Report during the past four years, with several programs earning increasingly higher rankings. Online Graduate Education Programs from the Cato College of Education are ranked 27th overall, up from 28th in 2020 and 29th in 2019. The M.Ed. in Curriculum and Instruction ranks 13th in the curriculum and instruction category, placing for the first time. ([tinyurl.com/top20uncc](https://tinyurl.com/top20uncc), [tinyurl.com/top20co](https://tinyurl.com/top20co))

**Diversity Initiatives:**

## MDSK Diversity Programs (Grant funded)

Middle, Secondary, and K12 Education Diversity Initiatives				
Applicant Last Name	Affiliation	Proposal Title	Project Type	Project Description

Campbell-Whatley, Wiggan & Mack	Cato College of Education Department of Special Education & Child Development; Department of Middle, Secondary, and K-12 Education; Office of Schools & Community Partnerships	The D.I.E.T. Initiative - Diversity, Inclusion, & Equity through Teaching Initiative	Guest speaker, Workshop/Training	The purpose of the DIET Initiative is to provide all faculty and staff with the opportunity to expand their knowledge, curriculum development, and teaching practices surrounding issues of diversity, equity, and inclusion. Through intensive workshops, participants will gain insights into applying culturally responsive teaching and curriculum development practices in their courses. Staff will also gain valuable professional development in relation to cultural sensitivity, awareness, and cultural competency as they execute their daily responsibilities that include interactions with and teaching students. A one-day conference for students will offer a focus on cultural competency and showcase the diverse talent pool of UNC Charlotte via presentations, panel discussions, and open forums.
Lewis, Glass & Lewis	CLAS (English), Center for the Study of the New South, Women's and Gender Studies, Cato College of Education, University College Advising Center	Race, Gender, and Education in the New South	Guest speaker, Community Engagement	Funds will be used to bring two virtual speakers, Dr. Jarvis Givens of Harvard University to discuss his book <i>Fugitive Pedagogy: Carter G. Woodson and the Art of Black Teaching</i> , in discussion with Charlotte Mecklenburg and University educators in August 2021 and Dr. Regina Bradley of Kennesaw State University to discuss Gender and Hip Hop pedagogy in the South with Women's and Gender Studies, Center for the Study of the New South, University College, AFRS, and greater University community in Spring 2022. Additional funds will be used toward a virtual invitation to Tressie McMillan Cottom in a Black Women Writers and Genius Honors English course in Spring 2022.
FitzPatrick, Coffey & Holland	Special Education	Inspiring Black Girl Magic: Engaging Black Middle School Girls in STEAM to Facilitate Social Justice Activism	Recruitment Effort, Community Engagement	This project -- led by Writing Project consultants, UNC Charlotte Faculty, and UNC Charlotte Teaching Fellows -- will support 10 Black middle school girls in a three-week virtual camp that focuses on the contributions of African Americans in the fields of science, technology, engineering, art, and technology. We seek funding through the Chancellor's Diversity Grant Program to support scholarships for culturally and linguistically diverse participants who might not otherwise be able to attend.

### MDSK Diversity Engagement

**Brittany Anderson :** During 2021, Dr. Anderson co-authored one book chapter and a data-based article published in *Frontiers in Education* titled "Allies in resistance: Black women's labor and ally development in an urban teacher education program." She also successfully authored three grant proposals that were funded for a total of \$15,200. She delivered three scholarly presentations at the national level and two invited speaker presentations. She was an advisory board member for the Texas Association for Gifted Children, Diversity Network for Teach Education. She is a member of the Urban Education Collaborative at the University of North Carolina at Charlotte. She also serves as a member of the Advancing Critical and Culturally Relevant Experiential Learning partnership between the College of Education's Urban-Multicultural Teacher Education Program (UMTEP) and the Great Smoky Mountains Institute at Tremont (GSMIT) which focuses on critical and culturally relevant experiential STEM learning with teacher candidates and their cooperating teachers at local elementary schools.

**Bettie Butler:** Bettie Ray Butler serves as the director of the Student Discipline Joint Task Force, and a content specialist for the National Technical Assistance Center on Transition. During 2021, Dr. Butler authored one invited book chapter and co-authored one refereed book review published in *Urban Education*. She also authored one refereed journal article published in the *Journal of African American Women and Girls in Education* titled "Ain't I a woman: Black women's endurance in higher education, the implications of linked fate, and the urgent need for greater cultural responsiveness." Bettie co-authored three refereed journal articles that were published in the *Teachers College Record*, *English Teaching Practice and Critique*, and the *Journal of African American Women and Girls in Education*. Presentations included one visiting scholar presentation, a paper presented at the national level, one invited speaking engagement at both the state and local levels, and two guest lectures.

**Heather Coffey:** During 2021, Dr. Coffey co-edited one book and co-authored two data-based refereed journal articles, including "Wobbling with culturally proactive teaching: Facilitating social justice through Youth Participatory Action Research with middle school students" in the *Teachers College Record* and "Empowerment through rejection: Challenging divisions between traditional, authentic and critical writing pedagogy" in *English Teaching: Practice and Critique*. She currently serves as the director of the UNCC Teaching Fellows Program, the director of the UNCC Writing Project, and a faculty fellow with the Office of Undergraduate Research.

**Kristin Davin:** During 2021, Dr. Davin co-authored two book chapters and three articles in refereed journals. Her work on data-based articles was published in the following journals: *TESOL Quarterly*, the *Modern Language Journal*, and *Profile*. Kristin was the sole author of "Critical language testing: Factors influencing students' decisions to (not) pursue the Seal of Biliteracy" in the *Harvard Educational Review*. She also published "The Seal of Biliteracy: College credit and placement" in *The Language Educator*. She co-presented at two national conferences and one international conference. She was the sole presenter of two paper presentations at two separate national conferences. Kristin was the chair of Teacher Development SIG for the American Council on the Teaching of Foreign Languages and the Vice Chair for the UNCC Faculty Council. She was honored by the ACTFL-Middlebury Research Forum.

**Susan B. Harden:** Susan B. Harden was a member of the CREED-NC/LENS-NC Research Group as well as the Autocracy and Education Research Group. She co-authored two refereed journal articles, including "From negotiator to note-taker: The role of women leaders and academic technology cultures" in the *Journal of Women in Educational Leadership*. The other article was published in *Southeastern Geographer*. Dr. Harden co-presented at two national conferences. She was awarded \$5,500 in grant funding from the Center for Racial Equity in Education in North Carolina and thus recognized as a New Award and PI at the Niner Research Reception. She was cited on WSOC-TV and delivered a Convocation address.

**Joan Rolston Lachance :** She was also one of the Keynote Speakers for the La Cosecha Dual Language Conference in 2021. She serves on eight editorial review boards and is an Editorial Board Member for *NYTESOL*. She continues to participate in multiple national, state, and local scholarly consultancies.

**Chance Lewis:** Dr. Lewis received the Legacy of Excellence and Equity, Outstanding Research Award from Texas A&M University in February 2021. During 2021, Dr. Lewis published three scholarly articles in the *Journal of Urban Mathematics Education*, *Teachers College Record*, and *The New Educator*. He also co-authored two published, refereed books, including *Reimagining school discipline for the 21st century student: Engaging students, practitioners and community members*, as well as a refereed book chapter. Dr. Lewis participated in multiple speaking engagements including invited presentations, keynote addresses, and Convocation keynote addresses.

**Nicholas P. Triplett** : Nicholas P. Triplett served as a member of the Board of Directors for the Charlotte Lab School since 2018. In 2021, Dr. Triplett co-authored a book chapter titled “An exploration of the intersection of subjective discipline and referral to law enforcement: Methods of removal.” He received \$8,000 in grant funding from the University of North Carolina Faculty Research Grant fund for his work on “E(race)ing Dropout: A deeper look at how race effects dropout in NC public schools.”

**Greg A. Wiggan** : Dr. Wiggan delivered an invited keynote address to Åbo Akademi University in Vaasa, Finland in March 2021. He also co-presented three paper presentations at national conferences. He was awarded \$5,500 from the Chancellor’s diversity fund at UNCC for his work on “Summer diversity institute: Color of education.”

**Supporting Documentation:** Attached Files

[Copy of COED Diversity Grants 2021-2022 - Sheet4.pdf](#)

## REEL Department Highlights 2021-22

**Start:** 07/01/2021

**End:** 06/30/2022

**Progress:** Complete

**Providing Department:** Reading & Elementary ED

### ACADEMIC AFFAIRS UNITS: Goal #1:

Faculty from the department won multiple university awards and external fellowships, including Bonnie E. Cone Early-Career Professorship in Teaching, UNC Charlotte's Faculty International Education Award, Fellow to the American Council for International Education for the Central Asia, and Student Experience Research Network Fellowship.

Faculty from the department were finalists for several prestigious awards, including Bonnie E. Cone Award for Civic Engagement, UNC Charlotte Teaching Excellence Award, and Bank of America Award for Teaching Excellence.

A department initiative focused on embedded clinical experiences won the 2021 NAPDS Exemplary Partnership award.

The department launched the TA to Teachers program, a distance education version of the B.A. in Elementary Education program for adults working as teacher assistants.

The department is leading efforts associated with a System Office grant awarded to UNC Charlotte as part of the Literacy Innovation Leaders initiative.

The department launched an embedded clinical internship model at Niner University Elementary.

Members of the faculty developed and delivered a virtual summer reading camp at Niner University Elementary.

### Types of Accomplishments Discussed Above::

External Partnerships (internships, joint ventures, community engagement)

Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)

Faculty Success (Publications, grants, awards)

New Educational Programs

Student Access (new or increased online delivery, number of course offerings, time to degree)

### ACADEMIC AFFAIRS UNITS: Goal #2:

Faculty from the department published 1 book, 11 book chapters, and 32 articles. This includes publications in such notable journals as *Journal of Teacher Education*, *Journal of Research in Childhood Education*, *Teachers College Record*, and *The Elementary School Journal*. Twelve publications involved students as co-authors.

Faculty were principal investigators or co-principal investigators on awarded grants totaling \$873,813.

A UNC System Undergraduate Research grant was awarded to an inter-institutional partnership led by members of the department.

The faculty members in the department embarked on important, novel research focused on diversity, equity, and inclusion. This includes, among others: 1) examining the impact of an instructional unit for middle schoolers aimed at uncovering changes in students’ critical reasoning about racial inequity, and 2) understanding the impact of embedded equity activities and readings in science methods courses on candidates’ knowledge and pedagogy.

A team of researchers investigated the impact of a virtual summer reading program on supporting the growth and development of elementary school students who were at-risk in reading.

### Types of Accomplishments Discussed Above::

Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)

Faculty Success (Publications, grants, awards)

### ACADEMIC AFFAIRS UNITS: Goal #3:

Faculty participated in RACE CLT, a community organizing group focused on racial equity. Within the project, participants organized a series of statements at the Charlotte-Mecklenburg School board meetings in support of equity initiatives.

Faculty developed, led, and participated in the Anti-Colonizing Research for Diversity and Inclusion symposium.



Faculty supported Niner University Elementary in various ways, including participation in professional learning communities, professional development, delivery of a summer reading camp, and clinical classroom support.

Faculty participated in the development of a proposal to administer tutoring services to students in Charlotte-Mecklenburg Schools. This proposal was selected for funding.

Faculty engaged with and supported community-based organizations, including Freedom Schools and the Camino Community Center, among others, to engage in work to support literacy development and linguistic proficiency.

#### **Types of Accomplishments Discussed Above::**

External Partnerships (internships, joint ventures, community engagement)

Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)

External Public Relations/Outreach

#### **Examples of Data-Based Improvements :**

Using data from surveys administered to our REEL candidates, faculty integrated a more intentional focus on issues of equity within coursework in the B.A. in Elementary Education program to enable candidates to make more informed decisions about their instruction and effectively support culturally- and linguistically-diverse learners.

Faculty engaged in a self-study to examine the alignment of literacy courses in initial licensure programs to the North Carolina Literacy Framework. As a result, the faculty redesigned content and clinical experiences to address components of the Framework while integrating additional opportunities to practice teaching with corresponding formative assessment to support candidate growth.

Based on candidate feedback, the Graduate Certificate program created an alternate, full-semester track that enabled candidates more effectively reflect upon and enact content while enrolled in the coursework.

#### **Other Major Accomplishments: :**

Faculty collaborated to deliver a professional development event focused on literacy to staff and administrators from 7 local school districts. The event featured a panelist of speakers from the Department of Public Instruction.

#### **Diversity Initiatives:**

A team of faculty engaged in the Social Studies Equity project, which was designed to (a) create a library of video-based resources to use for equity-based instruction with diverse populations; (b) improve explicit instruction of the facets for practice of equity within elementary social studies instruction; (c) further the Cato College of Education's efforts to center equity within its professional preparation of teachers; and (d) strengthen partnerships with teachers and schools of diverse student populations.

Faculty engaged in an analysis of the curriculum within the B.A. in Elementary Education program to integrate the Social Justice Standards as foundational principles within all courses.

Faculty from the department led and were participants in the audits of syllabi as part of a broader focus within the College to ensure adequate representation of expertise of people of color in coursework.

Faculty collaborated with local school partners to plan and deliver a 3-day workshop for teachers and students related to racial justice.

Faculty supported various schools, including Charlotte Lab School and Niner University Elementary, with reading programs to support the growth of students from under-represented populations.

Faculty developed, led, and participated in the Anti-Colonizing Research for Diversity and Inclusion symposium.

Seventeen faculty from the department participated in the book study activities at the College level. Three faculty served as facilitators.

Faculty participated in a self-study of content from Master Class entitled Black History, Black Freedom, and Black Love.

### **SPCD Department Highlights 2021-22**

**Start:** 07/01/2021

**End:** 06/30/2022

**Providing Department:** Special Ed & Child Dev

**ACADEMIC AFFAIRS UNITS: Goal #1:**

The Department of Special Education and Child Development had multiple grants in 2021 to support students through the completion of their degree programs:

**Pennington, R., Spooner, F., & Walker, V. L. (2021).** *Preparing scholars in the area of extensive support needs.* Submitted to the Office of Special Education Programs, U.S. Department of Education, Personnel Development to Improve Services and Results for Children with Disabilities—Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel Competition, CFDA #84.325D. [Funded, \$1,236,790]

**Pennington, R., Mazzotti, V. L., & Beach, K. D. (2019).** *UNC Charlotte's Ph.D. program in special education: 2020-2025.*

Developed and submitted to United States Department of Education, Office of Special Education Programs: Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel [Co-PI, Funded; H325D190013, CFDA Number: 84.325D, 09/30/19, \$1,230,555].

**Wood, C. L., & Lo, Y.-y. (2017).** *UNC Charlotte's Ph.D. program in special education with a specialty in multi-tiered interventions.*

OSERS, U.S. Department of Education, Preparation of Leadership Personnel (funded for 5 years, **01/01/2018-12/31/2022**, total \$1,249,984).

**Anderson, K., & Foxx, S. (2017).** *Project Intensive Needs Teacher and Counselor Training (INTACT).* Source: Interdisciplinary

Preparation in Special Education, Early Intervention, and Related Services for Personnel Serving Children with Disabilities Who Have High-Intensity Needs (CFD A 84.325K), Department of Education, Office of Special Education Programs. Award: \$1,199,455.00. Role Co-PI/Project Director.

Faculty continued projects on other grants that supported doctoral students as Graduate Assistants:

**Mazzotti, V. L. (2020).** *Student-Centered Transitions Network in Texas.* Subcontract with Houston State University. [PI, Funded from 10/01/20-08/31/21, \$50,000]

Fowler, C.H., Unruh, D. K., Morningstar, M. E., MaGee, C., Diehl, M. P., Luecking, R., Fabian, E., **Mazzotti, V. L.**, McGuire-Kuletz., M., Rowe, D. A., & Lattin, D. (2020). *National Technical Assistance Center on Transition for Students and Youth with Disabilities.* OSERS, US-DOE, Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities. [PI; CFDA 84.326E, Funded, H326E200003, 10/01/20, funded annually at \$4,000,000 across 5 years, total \$20,000,000.

Donehower, C., Vasquez, T., & **Pennington, R.** (2020). Project social code: Leveraging.

robotics and STEM environments to teach social skills at the elementary level. Source OSEP (Stepping up technology implementation). Award 2,259,231 Role, Co-PI

Garet, M., **Mazzotti, V. L.**, Heppen, J., Miller, T., & Fowler, C. H. (2019). *NCEE: Evaluation of Transition Supports for Youth with Disabilities.* United States Department of Education, Institute for Education Sciences, National Center for Educational Evaluation. [Co-PI, Funded, Solicitation # 919900-19-R-0022, 09/27/19, Sub-contract budget: \$1,470,204).

**Mazzotti, V. L.** (2019). *Student-Centered Transitions Network in Texas.* Subcontract with Houston State University. [PI, Funded from 07/01/19-08/31/20, \$110,683]

Shogren, K., **Mazzotti, V. L.**, & Little, T. (2018). *Promoting Self-Determination for Students with Disabilities: Goal-Setting Challenge App.* Developed and submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants Goal 2 Development & Innovation Proposal. [Co-PI, Funded 07/01/18, R324A180012; CFDA Number: 84.324A, \$1,400,000]

**Types of Accomplishments Discussed Above::** Faculty Success (Publications, grants, awards)

New Student Support Programs

**ACADEMIC AFFAIRS UNITS: Goal #2:**

Faculty in the Department of Special Education and Child Development published 72 journal articles, book chapters, and books in 2021. Twenty-five of 72 (34.7%) publications included students as co-authors. Department Faculty secured over \$1.2 in external grant funding and over \$645,000 in internal or local grants/contracts. Three faculty members received awards in 2021: Dr. Kristen Beach (Sustained Service to Public Schools, Cato College of Education, UNC Charlotte, President's Service Award, Division for Learning Disabilities, Council for Exceptional Children), Dr. Virginia Walker (Early Career Researcher Award, TASH), and Mrs. Micki Crowder (Staff of the Year Award, Cato College of Education, UNC Charlotte).

**Types of Accomplishments Discussed Above::**

Student Success (Retention, graduation, high impact experiences, publications, scholarships, awards)

Faculty Success (Publications, grants, awards)

**ACADEMIC AFFAIRS UNITS: Goal #3:**

Faculty members (Beach and Gesel) continued their 6th year of Summer Reading Camp, a partnership with Charlotte-Mecklenburg Schools. Dr. Samantha Gesel secured a grant from the Belk Foundation to provide after-school tutoring to 1st and 2nd Graders at Hornets Nest Elementary in CMS. This partnership with Hornets Nest Elementary has provided our Junior-Year Special Education Majors a field-experience site throughout the school year to work with early elementary students and gain knowledge and skill in early reading intervention and assessment.

**Types of Accomplishments Discussed Above::** External Partnerships (internships, joint ventures, community engagement)

Faculty Success (Publications, grants, awards)

External Public Relations/Outreach

**Examples of Data-Based Improvements :**

As Department Chair I used the following data sources for the purposes of improvement:

- Program-completer Focus Groups. In early 2022, MEd/MAT Program Directors Lo and Smith led focus groups with recent graduates and current faculty to receive feedback and plan for program goals.
- College of Education Data Dashboard from the Office of Assessment and Accreditation
- Office of Institutional Research, Fact Book Dashboards
- Review enrollment data for each program to determine recruitment needs and long-term program viability
- Review foundations and licensure pass rates to determine program support
- Review SLO data – review each program with faculty and discuss goals for coming year
- Faculty teaching evaluations - Review teaching evaluations to determine faculty supports (e.g., faculty mentorship).

**Other Major Accomplishments: :**

As part of UNC Charlotte's "Shaping What's Next" Strategic Plan, the university's Top-Tier Research Commission (R1 Commission) issued a call for nominations from research clusters across the university. The commission reviewed 82 submissions and narrowed the pool to 17 finalists. Four research teams from the department (Transition, Severe Disabilities, Reading, Gifted Education) submitted nominations. The commission selected two groups (Transition and Severe Disabilities) from our department and combined them into one area of "Unique Distinction" labeled *Special and Exceptional Education*. This recognition is a great honor to our department and a testament to the impactful research in special education, transition, reading intervention, gifted education, and child and family development research generated by our department faculty.

**Diversity Initiatives:**

In summer 2021 the Department Chair recruited a group of department faculty and assigned Dr. Gloria Campbell-Whatley to lead a newly established SPCD DEI committee. The purpose of this committee is to promote and evaluate department efforts around justice, equity, diversity, and inclusion as a major focus of the department strategic plan. This committee worked with the Department Chair throughout the year to plan a faculty self-assessment and syllabi evaluation. All faculty will participate in Dr. Campbell-Whatley's Inclusion Infusion Modules over the next two years. The SPCD DEI committee will be ongoing with its membership elected by the faculty each year.

Several faculty participated in college-wide book discussion groups related to justice, diversity, equity, and inclusion and participated in DEI events throughout the year.

**Supporting Documentation:** Attached Files

 [SPCD\\_Jan\\_2021\\_Dec\\_2021.pdf](#)

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