

UNIT REPORT

Educational Leadership - Annual Highlights Report for Educational Leadership

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Educational Leadership Highlights 2021-22

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.

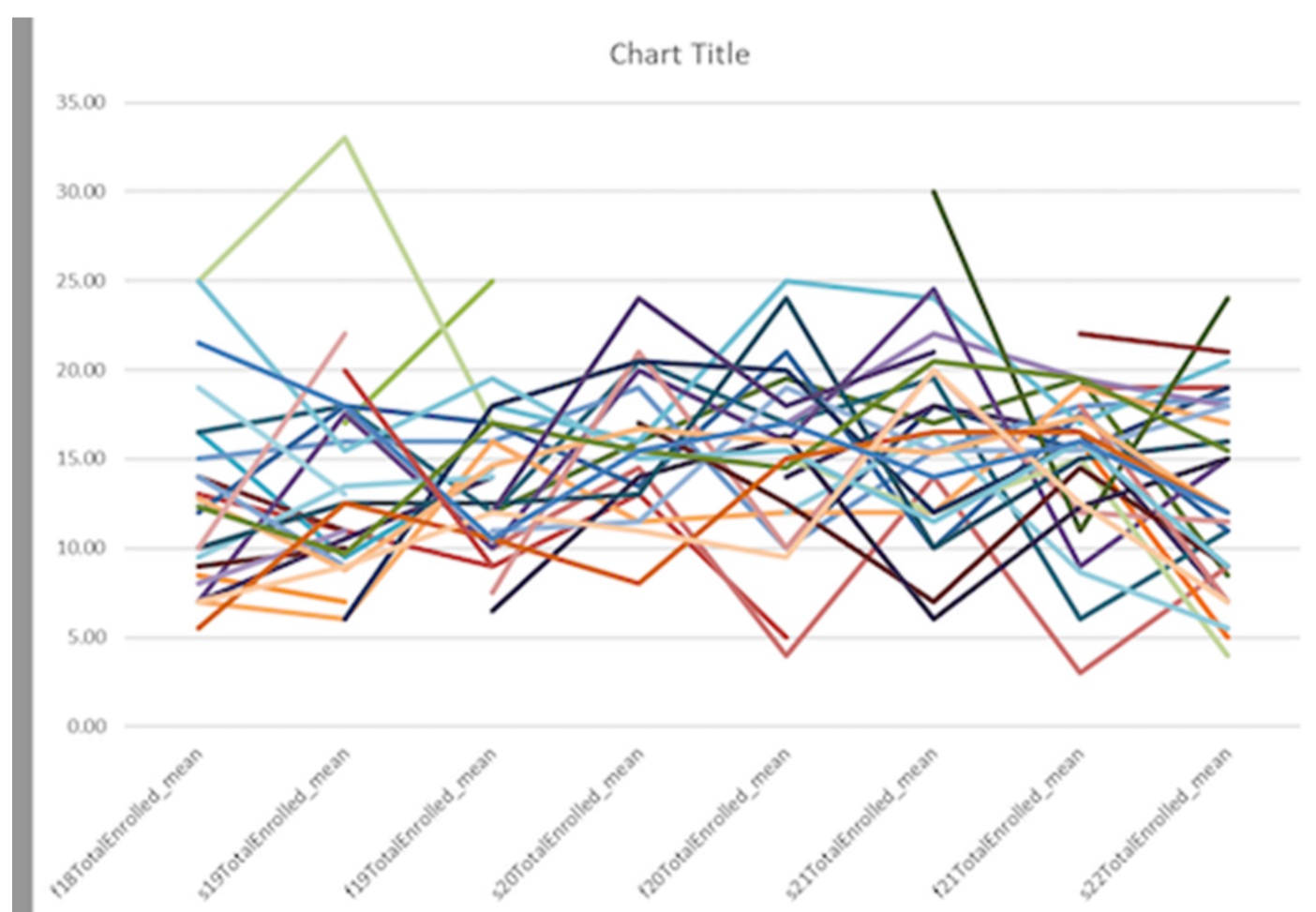
The Faculty Mentoring committee identified the mentoring of new faculty into research and grant getting as their primary focus, since the college already has a teaching mentoring process. This committee developed a proposed process for mentoring new faculty in the research area and met with Associate 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.

Four-years of Class-size Data



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 Cadential	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 Melvane 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

Start: 07/01/2021

End: 06/30/2022

Progress: Complete

Providing Department: Educational Leadership

Diversity Initiatives:

See material under Goal 1.