UNIT REPORT
Annual Highlights Report
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Annual Report: Department of Educational Leadership

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

ACADEMIC AFFAIRS UNITS: Goal #1:

Top five accomplishments of the department

The primary focus of EDLD faculty was to design high-quality graduate programs that met the needs of adult learners. During this review, all the program revisions were completed and approved for the 2019-2020 catalog. Below are the top five accomplishments of the Department of Educational Leadership faculty and Graduate Program Directors.

1. *Learning, Design and Technology Recognition.* The Learning, Design and Technology program (formerly IST) received two honors. First, the master's program was recognized as the most customizable Educational Technology program by onlinemasters.com. The program also ranked at #34 in the top 50 Education Technology programs in the country. Second, the Learning, Design and Technology program received Quality Matters' Program Level Certification on Learner Success, which was the 2nd program in the nation to earn this recognition.
2. *Latino Initiative.* The Aspiring Principals and Principal Fellows programs successfully recruited 11 Latino teachers into the Masters of School Administration. The recruitment efforts were cited in the Charlotte Observer:
   https://www.charlotteobserver.com/news/local/education/article215942240.html
3. *Dissertation support.* Dissertation resources and supports have been designed and implemented for all newly admitted doctoral students. Students will select a topic and dissertation chair at the beginning of their program and components of the dissertation are built into the course work. This will decrease the number of all-but-dissertation students and reduce the time-to-degree.
4. *Ed.D. revisions completed.* The redesign of the Ed.D. program has been completed with full implementation of three concentrations (Higher Education, Superintendency, and Learning, Design and Technology) scheduled for fall 2019. Because our Higher Education and Learning, Design and Technology concentrations cross-list courses with our master's degrees, we anticipate increased enrollment in all courses.
5. *M.Ed. Educational Leadership.* The redesigned MEd in Educational Leadership admitted the first cohort in fall 2018 (N=11). This degree was dormant for four years. Our Higher Education faculty designed the course offerings, so they are cross-listed with our doctoral courses.

EDLD programs' accomplishments

EdD Educational Leadership
- Two concentrations have been approved for implementation in the fall 2019 catalog, Superintendency and Learning, Design and Technology.
- The student support provided by EDLD faculty and the Graduate Program Director assisted 35 doctoral students graduate since 2017.

Principal Preparation Programs (MSAD/PCER)
- Our Principal Preparation programs (MSA/PCER) received SACSCOC approval with no recommendations.
- Our faculty have successfully recruited 11 Latino students into the Aspiring Principal (UNCC's partnership with CMS) and Principal Fellows.

Instructional Systems Technology Programs (MEd/CERT)
- A name change has been approved. The new proposed name is: *Learning, Design and Technology.*
- The program has received several honors (see above in 5 accomplishments).

Ph.D. Educational Research, Measurement, and Evaluation
- The second cohort of students were admitted, resulting 15 students in the program.
- Faculty secured external funds to support three full-time students.

MEd Educational Leadership
- The first cohort was admitted to program, which consist of 11 students.

University and College Teaching Post Masters
- The program is being redesigned for 100% online delivery.
- In its second year, there are 27 students enrolled.

Quantitative Analysis Graduate Certificate
- The program is being redesigning for 100% online delivery by fall 2020.

Types of Accomplishments Discussed Above::

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

New Educational Programs

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

ACADEMIC AFFAIRS UNITS: Goal #2:

New and Revised Programs

The following revisions were made to better meet the needs of adult learners.

- New Learning, Design and Technology concentration was added to the EdD program. The program will be delivered as a distance education program (i.e., at least 50% online).
- Mallard Creek High School was approved as a remote site for the EdD Superintendency concentration.
- Research courses are being designed for 100% online delivery using Quality Matters standards.

EDLD Faculty Highlights

- **Jae Hoon Lim** and her colleagues received a $750,000 grant to help attract and support military veterans in earning graduate degrees in STEM disciplines, with particular emphasis on advanced degrees in mechanical engineering.
- **Ryan Miller** was selected to receive the American College Personnel Association (ACPA) Coalition for (Dis)ability Intersectionality Award. His research examining the intersecting identities of LGBTQ students with disabilities was recognized for cultural competency and advocacy for the unique experiences and challenges that individuals with disabilities and other intersecting identities encounter.
- **Mark D'Amico** named President of Council for the Study of Community Colleges**.** Over the next year, he will be responsible for planning the 2019 conference. Beginning in March 2019, Mark will serve a one-year term as President of the Council.
- **Lisa Merriweather** and Colleagues Awarded NSF Grant. North Carolina State University, North Carolina Agricultural and Technical State University and the University of North Carolina at Charlotte, are collaborating to develop, implement and study the AGEP North Carolina Alliance model for creating institutional, department-level and faculty change to promote historically underrepresented minority US citizens who are completing their STEM doctoral degrees and progressing into faculty positions.
- **Tracey Benson** presented his talk on The Binary Code of Racism at inaugural TED[X]UNCCharlotte.
- **Rich Lambert** was selected as the 2019 Harshini V. Silva Graduate Mentor Award
- **Jim Watson** was named to North Carolina Principal Fellows Commission
- **Sandra Dika** served as Faculty Representative to UNC Faculty Assembly and elected as executive committee member.
- **Chuang Wang** was selected as the Dean of Education for the University of Macau. He will be on a three-year leave of absence from UNC Charlotte.
- **Florence Martin** served as the Digital Learning Fellow, Senior Vice-Provost's Office
- **Chuang Wang** was selected as the 2019 Recipient of the Faculty International Education Award.
- **Florence Martin** was the first recipient of the Thomas L. Reynolds Leadership Award.
- **Sandra Dika** was awarded a Spencer Small Research Grant to examine STEM transfer culture.

Student Highlights

- Dr. Younis was named the 2018 recipient of the International Alliance for Invitational Education award for the 'Outstanding Dissertation in the Field of Invitational Education.'
- Dr. Amber Perrell, a 2018 graduate of the Ed.D. in Educational Leadership Higher Education Concentration, was recently named Dean of Students for the Charlotte Campus of Johnson and Wales University. Prior to her new position, Dr. Perrell served Queens University for 15 years, most recently as Associate Dean of Students.
- Adam Atwell, doctoral student in higher education, was named a Research Fellow with the Bridging the Gaps in Postsecondary Career Technical Education (CTE) Research project out of NC State. This is was a highly competitive award, and marks the start of a 2-year journey for Adam. The researchers selected for this program will participate in two training institutes, webinars on research methods, and a convening focusing on postsecondary CTE.
- Ms. Tuba Gezer, doctoral student in the Educational Research, Measurement, and Evaluation program, was selected for a summer internship at the Center for Assessment in Dover, NH. She will be working with researchers at the Center on tools for depicting and analyzing achievement gaps. For more information about the Center, go to https://www.nciea.org/.

Attached Files

📄 EDLD_References2019.pdf

Types of Accomplishments Discussed Above::

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

Faculty Success (Publications, grants, awards)

New Student Support Programs

ACADEMIC AFFAIRS UNITS: Goal #3:

EDLD P-12 School/Community Engagement Highlights

- **Walter Hart** served on the Board of Advisors and treasurer for the South Rowan YMCA.
- **Jae Hoon Lim** worked with the International Center for Community Development (ICCD). She serves as a tutor and mentor for students coming to ICCD for after-school homework help and an enrichment program. She teaches reading/writing as well as math is a top priority along with stabilizing a STEM-focused enrichment program (CODING 101). She helped the center to smoothly run its afterschool program in collaboration with an IBM engineer.
- **Florence Martin** served as the VP of Marketing and Communications for International Society of Performance Improvement Charlotte. ISPI charlotte provides opportunities for its members to first learn about HPT and later share their applications of human performance technology within this community of practice. The chapter also provides professional networking experience.

- **Debra Morris** worked with the Charlotte Islamic Academy to conduct formal observations of the teachers at the academy and coach them on instruction best practices. This past year, she led the school efforts to obtain accreditation from AdvancEd. She submitted their Beginning Teacher Plans to DPI and help their teachers and administrator renew licenses. She judged their Poetry slams and science fair work.
- **Debra Morris and Jim Watson** hosted information session in CMS for Latino staff interested in school leadership and sought funds to support educational leadership experience.
- **Beth Oyarzun and Ayesha Sadaf** provided a hands-on workshop to the 250 8th grade students at Lake Norman Charter School about how their digital footprints can affect their future. Facilitated hands on activity to help create students' digital footprints on iPads using Internet tools.
- **Jim Watson** mentor/coach first year principals in Montgomery County Schools.
- **Jim Watson** prepared the Union County Schools Board for the evaluation of the superintendent.
- **Jim Watson** was selected to serve on the Principal Fellows Commission.
- **Claudia Flowers** serves on NCDPI technical panel for large-scale assessments and accountability.
- **Ryan Miller** served on the board of directors of Point Foundation, the nation's largest LGBTQ scholarship fund and serving on Time Out Youth (Charlotte's LGBTQ youth center) on the Platinum Gala Committee.

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

Examples of Data-Based Improvements :

Examples of Data-Based Improvements :

Below are three examples of how EDLD used assessment data for the purpose of improvement during the year.

1. *Dissertation Process.* While we have made significant changes to the dissertation supports, we continue to refine the dissertation process. Proposal writing (ADMN 8699) and dissertation research (ADMN 8999) courses provide two important data collection points. We established expected benchmarks for each course and are holding students accountable for making continuous progress on their dissertation. In proposal writing, students are expected to complete a draft of their proposal (i.e., Chapters 1-3). While the percentages of students meeting this benchmark have improved significantly (< 10% to 60%), many of the students are starting the class without a research question(s) or a review of literature. It should be noted that these students started the program before the revisions were implemented and we anticipate that in the new curriculum, there should be few students taking the proposal writing class before a research question and review of literature are completed. Though it is a requirement of the dissertation research course, about 20% of the students do not return the course agreement in which they are expected to set goals for the semester. Students not demonstrating significant progress with their dissertation receive a grade of a "C." This has resulted in some angry students and some students being suspended. However, in interviews with the students, they reported that this procedure helps them ensure steady progress towards completion of their degree. We will continue to build dissertation supports and refine the process to ensure that all students are graduating in a timely manner.
2. *MSA Internship.* Based on evaluation data and exit surveys, our MSA program changed the activities and technology portions of the formative assessment to better meet the students' needs. The program faculty designed principal mentoring webinars to inform our school partners of the expectations of the program and defined the roles and responsibilities of the principal mentor. Faculty also clearly defined the technology competencies of our interns on the formative assessment.
3. *Quality Matters.* Based on course evaluations, students tended to rate 100% online courses without Quality Matters certification lower that courses with Quality Matters certification. Evaluations of the non-QM courses suggested students had difficulty navigating the Canvas site and concerns about the availability of the instructor. While our LDT (formerly IST) programs have led the way in producing high-quality online courses with Quality Matters certification, all our other programs are starting to design blended and 100% online courses to meet the needs of adult learners. Funds were obtained for all faculty designing online courses to attend QM training in summer 2019.

Other Major Accomplishments: :

Start: 07/01/2018

End: 06/30/2019

Progress: On Track

Providing Department: Educational Leadership