



East Carolina University.

Tomorrow starts here.

Program Review

Department of Educational Leadership

October 21-23, 2012

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LEED Program Review: 2012-2013
LEED Self Study

I. PROGRAM DESCRIPTION

1.1 *Exact Title(s) of Unit Programs:*

[From the Guidelines: Give title(s) exactly as indicated in the university catalog.]

The Department of Educational Leadership offers three degree and two licensure-only programs to prepare individuals for positions as educational leaders:

- Master of School Administration (MSA)
- Educational Specialist (EdS)
- Doctor of Education (EdD)
- The North Carolina Licensure-only programs include:
 - Principal License
 - Curriculum Instructional Specialist License

1.2 *Department Authorized to Offer Degree Programs:*

Department of Educational Leadership (LEED)

1.3 *Exact Title of Degrees Granted:*

[From the Guidelines: *Exact Title(s) of Degrees granted:* e.g., Bachelor of Science, Bachelor of Arts, Master of Science, Doctor of Education, etc.]

Master of School Administration (MSA)

Educational Specialist in Educational Administration and Supervision (EdS)

Doctor of Education in Educational Leadership (EdD)

1.4 *College:*

College of Education

1.5 *Brief History and Mission:*

[From the Guidelines: Provide a brief history of the development of the unit undergraduate and graduate program(s). Briefly describe the vision and the mission of the program(s).]

The Department of Educational Leadership (LEED) has a mission and long history of service to the school districts in eastern North Carolina. This deep commitment to service has propelled the department faculty to respond to educational and community changes in eastern North Carolina by seeking new ways to help practicing educators address intractable and longstanding educational problems which are compounded by poverty in a rural context. LEED responses have included providing alternative service delivery options (e.g., field-based cohorts, hybrid classes—face-to-face and online, executive leadership models, etc.). The LEED faculty continues to respond to the evolution of state policies guiding the provision and delivery of university-based educational leadership programs. LEED milestones include:

- **1990:** Approval from the University of North Carolina-Board of Governor's to establish a doctoral program (Educational Doctorate/EdD).
- **1994:** Redesign of the Master of School Administration (MSA) program, part of the state-mandated closure/redesign directive issued by the State legislature directed to all state university educational leadership programs.
- **1999:** External review of the LEED Doctoral Program.
- **2001:** Continuing Accreditation Review of all LEED programs by the National Council for the Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (NCDPI).
- **2001:** Accreditation of the Master of School Administration (MSA) program by the national Educational Leadership Constituent Council (ELCC). Our program is the only program in NC to be accredited by the ELCC (Retrieved from http://www.npbea.org/ELCC/ELCC-approved_and_denied_list_0805.pdf)
- **2001:** East Carolina University/LEED Academic Program Self-Study and External Review.
- **2008:** Reaccreditation of the Master of School Administration (MSA) program by the national Educational Leadership Constituent Council.
- **2008-2009:** Redesign of the MSA program to comply with North Carolina House Bill 536, Session Law 2007 517; implementation of the law was placed under the direction of the North Carolina Department of Public Instruction (NCDPI). NCDPI required all currently licensed MSA programs in North Carolina to “re-vision” existing programs to meet new 2006 state Standards for School Executives (aka principals) (Retrieved from <http://www.ncpublicschools.org/docs/profdev/standards/school-executives-standards/principals.pdf>)
- **2009:** Reauthorization and program approval of the redesigned Master of School Administration (MSA) by the University of North Carolina-General Administration and the North Carolina Department of Public Instruction.
- **2011:** Approval of the curriculum for the re-visioned Master of School Administration (MSA) program by East Carolina University. A national panel recognized our program as a model for school leadership preparation.
- **2012:** LEED Department initiated redesign of the Educational Doctorate (EdD) program by securing consulting/facilitation services from Jill Perry of the national Carnegie Project for the Educational Doctorate (CPED).

Master of School Administration (MSA) Program. In the early 1990s, national and state critics called for reform of preparation programs for school leaders. These critics, expressing concerns about the quality and quantity of available candidates for the principalship, developed various sets of standards for school administration. Newly established national standards included the Interstate School Leaders Licensure Consortium (ISLLC) Standards created by the Council of Chief State School Officers (CCSSO) in 1996 (revised/updated in 2008) and the Educational Leadership Constituent Council (ELCC) Standards created by National Policy Board for Educational Administration (NPBEA) in 2002 (revised/updated in 2011).

In the mid-1990s, the ECU Department of Educational Leadership faculty redesigned the program's Master of School Administration in response to the North Carolina General Assembly's decision to close existing Master's degree programs in all University of North

Carolina universities and to require proposals for new, more rigorous, applied programs. The resulting ECU/LEED proposal was developed collaboratively by LEED faculty, practicing school and district leaders, and national consultants. The then-new LEED MSA program was based on North Carolina Standards for School Administrators and the national 1996 ISLLC Standards. The MSA program was designed to embody the leadership styles and skills principals and assistant principals needed effective instructional and change leaders in their schools. The revised program included problem-based learning experiences, an intensive internship, and cohort- and field-based classes. This program was accredited by NCATE, NCDPI, and ELCC in 2001 and reaccredited by NCATE/ELCC in 2008.

In January 2008, the North Carolina State Board of Education approved a new university school leadership preparation program approval process. The process focused on outcomes, rather than inputs, eliminated barriers and obstacles that do not ensure quality, and allowed greater institutional flexibility based on increased rigor and accountability. The new program approval process was separate from the national accreditation process, with national accreditation being voluntary. For those institutions choosing to maintain national accreditation, the North Carolina State Board of Education will maintain partnership agreements with NCATE. In the new process, the seven-year on-site program review cycle will be replaced by a comprehensive review of which an annual evaluation of candidate evidences is a part. The annual reviews will be coordinated by the North Carolina State Board of Education and utilize trained in-service educators and professors of educational leadership. Random samples of student evidence from each institution will be reviewed annually. Each specialty area program will be reviewed on a systematic basis when a critical mass of program completers is reached, but at least once every seven years. Additionally, candidate on-the-job performance and institutional involvement with and service to the public schools will be considered in continuing program approval. The MSA at East Carolina University (ECU) is one of fourteen such degree programs offered by campuses of the UNC system.

Educational Specialist (EdS) Program. Created and approved in 1965, the EdS degree at ECU is one of four such degree programs offered by the UNC system. In 2003, the EdS became the only degree in North Carolina offered completely online. The EdS degree provides a continuum of leadership skill development which advances the career of individuals from building level leadership to district level leadership.

Educational Doctorate (EdD) Program. In 1990, the UNC Board of Governors (UNC-BG) approved the EdD in Educational Leadership in the ECU School of Education. The EdD degree at ECU is one of eight such degree programs offered by campuses of the UNC system. The EdD in Educational Leadership was initially designed to develop skills and competencies for individuals to resolve educational issues and problems. This context demanded an ability: (1) to read and understand extant research accurately and critically, (2) to use prior research to analyze complex problems of educational policy and practice, (3) to collect data within a school district and analyze it in light of existing research, using state of the art methods; and (4) to draw out and act upon the implications of these analyses. Since the UNC-BG approval, 194 doctoral degrees have been conferred resulting in the contribution of increased knowledge and research on educational leadership impacting eastern North Carolina.

In 2011, the LEED Department faculty initiated redesign of the Educational Doctorate (EdD) program and pursued a membership in the national Carnegie Project for the Educational Doctorate (CPED). In 2012, LEED secured consulting/facilitation services from Dr. Jill Perry, Co-Director of the CPED.

1.6 *Relationship of the Program to UNC's Strategic Goals and to the ECU Mission and to ECU's Strategic Directions:*

[From the Guidelines: Describe how each degree program relates to the UNC system's strategic goals, to ECU's mission, and to ECU's strategic directions.]

As a department LEED is well-aligned with the three-pronged *UNC Tomorrow* mission: Teaching, Research and Scholarship, and Service. Additionally, LEED's vision and mission mirror the *ECU mission*, "To serve as a national model for public service and regional transformation." and *vision* of Leadership and Service. The three LEED degree programs align directly with three of the five ECU Strategic Directions and indirectly with a fourth (see ECU Strategic Direction below). (The fifth ECU Strategic Direction is focused on Health, Health Care, and Medical Innovation.) In 2009, East Carolina University became one of only 195 institutions nationwide to receive the "community engagement" classification from the Carnegie Foundation for the Advancement of Teaching (Retrieved from <http://www.ecu.edu/cs-admin/news/poe/2009/109/carnegie.cfm>).

With the LEED department's visible and authentic commitment to service to K-12 schools in eastern North Carolina, LEED faculty have embraced the opportunity for community engagement as a collaborative between a university and its communities in mutually beneficial partnerships. These partnerships respond to community needs by sharing skills, knowledge and resources (Retrieved from <http://www.ecu.edu/cs-acad/rgs/Carnegie.cfm>). Increasingly, LEED faculty in these partnerships produce scholarship associated with the engagement efforts; such engagement is supported by the new Office of Public Service and Community Relations (Retrieved from <http://www.ecu.edu/cs-acad/rgs/Carnegie.cfm>).

ECU Strategic Direction

1. The Leadership University. LEED's commitment to Service Leadership develops leaders who can engage their constituents or communities and serve as transformation change agents to improve the quality of education and quality of life in eastern North Carolina. LEED's commitment to public service and the scholarship of engagement supports ECU's innovative model for leadership and engagement.
2. Education for a New Century. LEED provides students with the information technology skills and the global awareness to meet the challenges of a rapidly changing environment due to the changing demographics specific to Eastern North Carolina. LEED faculty prepare leaders to lead in 21st century professional learning communities.
3. Economic Prosperity in the East. The three LEED degree programs prepare school leaders for educational administrative positions in Eastern North Carolina and beyond (See section 3.6: Need/Placement). Additionally, these LEED alumni play an important role in ensuring that youngsters in Eastern North Carolina public schools

- receive a quality education that prepares them for post-secondary education and employment.
4. Arts, Culture, and Quality of Life. Finally, LEED alumni who serve as leaders in Eastern North Carolina public schools help students view and participate in a variety of art-based activities through school programming and field trips. These alumni also contribute to a positive Quality of Life experience for students by promoting a healthy school culture that addresses the needs of the whole child not just the educational ones.

1.7 *Degree Program Objectives:*

[From the Guidelines: For each degree and certificate program, list the objectives and outcomes (faculty expectations) from the unit's current assessment plan. Describe the breadth and depth of the program, and indicate special features or innovations.]

The Master of School Administration (MSA) degree is designed to prepare individuals to become school leaders. Program studies include positive impact on student learning and development, teacher empowerment and leadership, community involvement and engagement, organizational management, school culture and safety, school improvement, and leadership skill application. The program consists of 42 semester hours (including a one year, 15 semester hour internship experience) and is designed to allow full-time or part-time study. With successful completion of the appropriate licensure exam, the MSA degree may lead to license in the areas of administration North Carolina principal license (012, class P), and supervision North Carolina curriculum instructional specialist level I license (113, class M). Candidates for the MSA program should have entry-level school license and a minimum of three years teaching/public school experience (Retrieved from <http://www.ecu.edu/cs-acad/acadprograms/upload/grcat1112.pdf#page=196>).

The Educational Specialist in Administration and Supervision (EdS) degree is a sixth-year post Master's degree which requires a minimum of 38 semester hours and is designed to prepare individuals for senior leadership positions in education. Program studies address the challenges of unique school district roles such as personnel administrator, curriculum supervisor, and directors of special program areas. Upon completion of the program, individuals are eligible to upgrade previously held licenses. Individuals holding administration license (012, class P) are eligible for administrator II license (012, class AP) and superintendent license (011, class AS). Individuals holding supervision license (113, class S) are eligible for curriculum-instructional specialist II license (113, class AS). Candidates for the EdS program should have a Master's degree and Level I licensure in administration and/or supervision. Three years of successful leadership experience is desirable for candidates applying to the EdS program (Retrieved from <http://www.ecu.edu/cs-educ/leed/EdS.cfm>).

The Doctor of Education in Educational Leadership (EdD) degree is designed to develop skills and abilities for individuals to resolve educational issues and problems. Program studies include leadership theory, human resource development, organizational theory, policy analysis, planning studies, curriculum and instructional leadership, and political systems analysis. The degree prepares senior-level administrators for leadership positions in public schools or in higher education. A minimum of 60 semester hours beyond a Master's degree is required. Requirements include a research-based dissertation completed under the direction of an

appropriate faculty member, as well as a supervised internship experience (Retrieved from <http://www.ecu.edu/cs-educ/leed/EdD.cfm>).

Candidates seeking the EdD with a focus on public school administration must hold Level I licensure in administration and/or supervision. Upon completion of the program, individuals are eligible to upgrade previously held licenses. Individuals holding administration license (012, class P or class AP) and/or (011, class AS) are eligible for (012, class DP) and superintendent license (011, class DS). Individuals holding supervision license (113, class S) are eligible for curriculum-instructional specialist (113, class D). (Candidates seeking the EdD with a concentration in higher education administration are not required to hold a previous license and are not eligible for North Carolina license in administration or supervision upon completion of the program.) In addition, it is desirable for all EdD candidates to have three years of successful senior level school leadership experience.

1.8 *Program Enrichment Opportunities:*

[From the Guidelines: List and describe special events, activities and programs (e.g., lecture series) that enhance the academic and research/creative activity environment.]

Unique LEED program features are found across all the LEED degree programs.

Master of School Administration (MSA)

The 2008-2009 MSA program redesign process involved all stakeholders and resulted in a revised program of study to prepare school leaders. The design focuses on service leadership, enriched early field experiences, a year-long internship, and increased collaboration among school districts and LEED.

The Department of Educational Leadership at East Carolina University (ECU) is committed to preparing and supporting the future school leaders in eastern North Carolina. The newly revised and approved ECU MSA program includes a significant service-learning component. LEED faculty believe that leadership starts with serving others, and therefore, leadership training should start with service opportunities within schools and school districts. The LEED service-learning model requires MSA graduate students to immerse themselves into problems of practice at the very beginning of their program. The new course activities require students to go back to their school principal and ask “How can I help? How can I serve?” Initial implementation has shown promising results with LEED MSA students benefitting from the authentic learning opportunities and school leaders receiving valuable assistance with their improvement efforts (see Section 2.3 for curriculum details). The MSA at ECU encourages and supports students to *serve as problem-solvers, communicators, innovators, collaborators, and change agents* in their respective schools and school districts. A supportive school and district setting is essential for MSA students as they immerse themselves in these service learning experiences; thus, an “MSA Letter of Agreement and Support,” signed by the MSA student, the principal, and the superintendent, is established for each student. For a full description of the Service Leadership Projects and Service Learning Designations see Appendix C - Figure 1.8, page 57)

LEED Assessment Center: In 1998, ECU LEED faculty developed for MSA students a principal skills assessment and a developmental simulation modeled from their work with the

National Association of Secondary School Principals (NASSP). This program feature was initially offered only to the ECU/LEED MSA North Carolina Principal Fellow candidates. In 2005, this program feature was expanded to all ECU/LEED MSA candidates.

Educational Specialist (EdS)

Online Cohort Model: This program is delivered completely online in a cohort model (Retrieved from <http://www.ecu.edu/cs-acad/grcat/programLEED.cfm>).

Educational Doctorate (EdD)

Carnegie Project on the Educational Doctorate: Upon completion of the alignment of the EdD with the CPED, the revised EdD will provide several distinct characteristics. Dissertations will represent problems of practice. These problems of practice will be generated by regional partners in the field (Retrieved from <http://www.carnegiefoundation.org/education-doctorate>).

Regional Scholarly Engagement: The LEED signature pedagogy will be Regional Scholarly Engagement. Regional Scholarly Engagement is defined as scholarly practices that traverse academic categories (discovery, integration, application, and teaching) to engage in participative, collaborative relationships with partners external to the university (Boyer, 1990) (see Appendix C – Section E, 3., page 58) for EdD re-design plans: goals, objectives, etc.).

1.9 *Responsiveness to Local and National Needs:*

[From the Guidelines: Describe the nature of the discipline and the type of educational experiences provided by the degree or certificate program(s) in the unit. In what way is/are the program(s) responsive to the needs of North Carolina, the region and the nation?]

Geographically, ECU/LEED is uniquely situated to enhance and direct educational leadership change in eastern North Carolina. Eastern North Carolina has a changing ethnic demographic population—including a rapidly growing Hispanic student population. This region of North Carolina is rural and diverse (i.e. race, socio-economic status, employment opportunities, educational attainment, etc.) which provides challenges for school leaders. Within a 21st century context, LEED faculty work with pre-service and practicing school leaders to address student learning needs and increase academic proficiency. LEED serves the eastern North Carolina region; additionally, LEED has an increasing presence in central and southern North Carolina through MSA cohorts in Wake County and an EdD cohort with the University of North Carolina-Pembroke (see Appendix B - Figures B1-B4, pages 47-49).

Most graduates of ECU’s educational leadership programs remain in the region. A recent review of NC public school employment statistics revealed that approximately 1 out of 7 employed school leaders were prepared by LEED (907 out of 7270) (Retrieved from Table 16 available at <http://www.ncpublicschools.org/docs/fbs/resources/data/statisticalprofile/2009profile.pdf>). Also, according to the U.S. Bureau of Labor Statistics, “Employment for educational administrators is projected to grow about as fast as the average for all occupations. Job opportunities should be excellent due to a large number of expected retirements and fewer applicants for some positions.

Employment of education administrators is expected to grow by about 10% between 2010 and 2020, which is about as fast as the average for all occupations” (Retrieved from http://www.bls.gov/oco/ocos007.htm#projections_data). Therefore, the need to provide best practices in educational leadership utilizing technology, research, and innovation is essential in preparing school leaders that will positively impact student achievement in schools in eastern North Carolina.

Over the past three years, LEED faculty members have worked with all superintendents in our region to improve the preparation and availability of school leaders. The North Carolina Institution of Higher Education (IHE) Master of School Administration Performance Report for the years 2008-09, 2009-10, 2010-11 reveals that superintendents see the benefit in collaborating with the LEED department in recruiting, identifying, preparing, and mentoring school leaders. To support this LEED/local education agency (LEA) collaboration, the LEED Interim Department Chair regularly attends the North East and Southeast Regional Education Service Area (RESA) meetings of regional superintendents and other educators.

All LEED faculty are members of North Carolina Association of School Administrators (NCASA) and the North Carolina Professors of Educational Leadership (NCPEL) association. Currently one LEED faculty member serves as the President of the NCPEL, and one LEED faculty member serves as a member of the Board of Directors for NCASA. In addition, faculty members collaborate with other North Carolina practicing educators and university faculty at local, state and regional professional meetings. Furthermore, faculty members engage with national university educational leadership colleagues at annual meetings of national professional organizations such as the National Council of Professors of Educational Administration (NCPEA), the American Educational Research Association (AERA), the University Council for Educational Administration (UCEA) and the Southern Regional Council of Educational Administration (SRCEA). Currently, one LEED faculty member serves on the Board of Directors for SRCEA.

1.10 *Program Quality:*

[From the Guidelines: Provide an assessment of the quality of the unit program(s) as compared to other programs in the Southeast and the rest of the nation, and explain the basis of the assessment. How does the unit program rank nationally? What is considered to be the best objective measure for national comparisons in the field? What award recognition has the program received?]

Historically, ninety-nine percent (99%) of LEED MSA students have passed the national School Leaders Licensure Assessment (SLLA) administered by the Educational Testing Service (ETS). The LEED MSA degree program is nationally accredited by the Educational Leadership Constituent Council (ELCC) (Retrieved from http://npbea.org/major_projects/). The ELCC is under the direction the National Policy Board for Educational Administration (NPBEA) and is composed of national professional organizations including the University Council for Educational Administration (UCEA), the Council of Chief State School Officers (CCSSO), American Association of Colleges for Teacher Education (AACTE), the National Council for Accreditation of Teacher Education (NCATE), the American Association of School Administrators (AASA), the Association for Supervision and Curriculum Development (ASCD),

the National Council of Professors of Educational Administration (NCPEA), the National Association of Secondary School Principals (NAESP), and the National Association of Elementary School Principals (NAESP). ELCC reaffirmed LEED as a nationally accredited program in 2008, and ECU/LEED continues to be the ONLY North Carolina educational leadership program to be accredited by ELCC.

The MSA program requires seven courses with school-based service-learning projects. These seven courses have received the Service-Learning Designation from the university which is aligned to the national standards that have been established by Campus Compact. “Campus Compact is a national coalition of almost 1,200 college and university presidents—representing some 6 million students—who are committed to fulfilling the civic purposes of higher education. As the only national higher education association dedicated solely to campus-based civic engagement, Campus Compact promotes public and community service that develops students’ citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into the curriculum” (Retrieved from <http://www.compact.org/about/history-mission-vision/>). Both state and national review panels have recognized the LEED re-visioned MSA program as a model for school leadership preparation.

1.11 *Administration:*

[From the Guidelines: Provide an organizational chart of the unit including all personnel. Briefly describe the program's administrative structure. List the major committees of the unit that relate to undergraduate and/or graduate education and their structure and function. Address leadership and describe any important formal and informal relationships the unit has with other units, institutes, centers, etc. at ECU and beyond.]

Administration of the Department of Educational Leadership (LEED) is conducted by an interim Department Chair with support from a full-time administrative assistant. LEED faculty include 7 tenured/tenure-track, 3 part-time fixed term faculty, and 2 adjunct faculty (see Appendix E - Figure 1.11, page 61).

Shared governance permeates all department activities and program planning, implementation, and evaluation. In addition to the chair the department includes advisors/coordinators for the three programs. The Department of Educational Leadership has several active committees including: Personnel Committee, Tenure and Promotion Committee, and Curriculum/MSA workgroup committee (see Appendix E - Table 1.11, page 62).

II. CURRICULUM/INSTRUCTION

2.1 *Foundation Curriculum:* Not Applicable

2.2 *Instructional Relationship to Other Programs:* [From the Guidelines: Describe how instruction and research in this program supports or is otherwise related to other programs (undergraduate, graduate, professional) within unit and/or in other units or schools at 13 East Carolina University. Cite other programs

whose students frequently take minors or other program options with the unit's program. List courses in the unit program that are also required or are prerequisites within other degree programs.

Department of Curriculum and Instruction

- Historically, the Master of Teaching degree provides students with an option of taking a LEED 6000 course to meet program requirements.
- A book co-authored by a LEED faculty member was adopted as a required text for course in Classroom Management.
- LEED faculty members provide support with Master's theses.
- **ECU Teaching Fellows.** LEED faculty members provide instructional support to the NC Teaching Fellows at ECU. This instructional supports includes seminars in: ethics, law updates, and other leadership training.
- **Latham Clinical Schools Network.** LEED faculty members provide instructional support at the annual Clinical Teachers Conference hosted by the ECU College of Education.
- **ECU Elementary Education Program.** LEED faculty members have collaborated with Elementary Education professors on a project to provide support with Elementary Education field practicum.

Department of Higher, Adult, and Counselor Education. LEED faculty members serve on and chair doctoral committees for EdD students.

ECU Student Activity Center. LEED faculty member provided six-week training course in leadership.

Office of Engagement, Innovation, and Economic Development. LEED faculty member has provided coaching to Engagement and Outreach Scholars Academy participant.

ECU Medical School (Patient Protocol Program). LEED faculty members have collaborated with Patient Protocol Program to deliver leadership simulations using consistent protocols.

Joyner Library (Teaching Resource Center). LEED faculty members collaborate with Joyner Library staff on tutorials and instructional support.

2.3 *Curriculum Assessment and Curricular Changes:*

[From the Guidelines: Describe the assessment process and the metrics involved in measuring learning outcomes and implementing quality enhancement. Describe any significant changes in curriculum and instruction in the unit program as a result of the quality enhancement process or since the last self-study. Explain the reason for the changes, such as different needs of students, shifts of emphasis in the discipline, changes in faculty, perceived weaknesses in the program, problems with facilities, etc.

The Department of Educational Leadership offers three degree programs that prepare individuals to assume leadership roles in K12 schools and school systems—ranging from assistant principal

to principal to director to associate superintendent to superintendent. All three of the degree programs are aligned to specific administrative licensure requirements established by the North Carolina State Board of Education (NCSBE).

The Master of School Administration (MSA) degree is designed to prepare individuals to become assistant principals and principals in K-12 schools. The Educational Specialist (EdS) degree is a sixth-year post Master's degree which is designed to prepare individuals for district level leadership positions in education. The Doctor of Education (EdD) degree is designed to prepare individuals for senior level leadership roles (i.e. assistant/associate superintendents, superintendents) focused on developing skills and abilities to resolve complex problems of administrative policy and practice in education.

Significant Changes to Curriculum and Instructional Practices

As a result of re-visioning our programs, the Department of Educational Leadership (LEED) established basic foundational principles for the alignment of all LEED degree programs. These basic principles—readily apparent in all LEED programs, including the MSA, EdS, and the EdD—include:

Vision: To transform rural education through outreach and partnerships that prepare individuals as *Servant Leaders* who engage scholarship to address problems of practice.
Mission: To prepare *Servant Leaders*; educational leaders that are agents of change that transform practice utilizing interpersonal skills and language.

As evidence of these servant leadership foundational principles, the Participative Problem of Practice Paper (i.e. EdD dissertation) and the Significant Professional Assignments (i.e., EdS projects) can be seen as an expanded and elaborated versions of the Service Leadership Projects in the MSA program.

Master of School Administration (MSA)

The MSA at ECU encourages and supports students to *serve as problem-solvers, communicators, innovators, collaborators, and change agents* in their respective schools and school districts. A supportive school and district setting is essential for MSA students as they immerse themselves into these service learning experiences.

MSA Assessment. MSA candidate assessment is aligned to the Pre-service Candidate Rubric for North Carolina School Executives. The rubric outlines the criteria for *Emerging, Developing, Proficient, and Accomplished* pre-service school leaders. Candidates must demonstrate irrefutable evidence for all of the **proficiency** descriptors to meet the North Carolina principal licensure guidelines. The SLP framework at ECU and the program of study provide a clear process for meeting licensure guidelines.

Each SLP has specific proficiency descriptors assigned to it (Retrieved from SLP Handbook available at <http://www.ecu.edu/cs-educ/leed/Current.cfm>). Candidates complete each SLP and compile evidence into an electronic portfolio (i.e. TaskStream). Once candidates have successfully completed six (6) SLPs and successfully presented evidence via electronic portfolio, they meet the NC principal licensure guidelines.

Educational Specialist in Educational Administration and Supervision (EdS)

The Significant Professional Activities (SPAs) at the EdS degree level provide opportunities for students to become involved in community engagement activities in the following areas: (a) district vision; (b) positive school culture, effective instructional program, and professional growth for staff; (c) safely and efficiently managing the organization; (d) developing partnerships with families and other community members to mobilize resources, responding to diverse community interests and needs; (e) ethical behavior and integrity; and (f) understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. The students are involved in these community engagement activities through the work and completion of these SPAs for one academic year.

EdS Assessment. EdS candidate assessment is currently aligned to the Rubric for Evaluating North Carolina Superintendent Candidates. The evaluation outlines the criteria for **Emerging, Developing, Proficient, and Accomplished** pre-service superintendents. Candidates will need to demonstrate evidence for the 57 **proficiency** descriptors to meet the North Carolina Superintendent licensure guidelines.

Doctor of Education in Educational Leadership (EdD)

LEED's doctoral degree is aligned with the standards and principles of the Carnegie Project on the Education Doctorate (CPED). The re-visioned EdD encourages and supports doctoral candidates to serve as *servant leaders* who will be problem-solvers, communicators, innovators, collaborators, and change agents in their schools, school districts, and regions.

Doctoral Program Core Competencies

The following set of core competencies have been established for the re-visioned EdD. Specifically, our graduates will be:

1. Culturally responsive i.e. work with multiple stakeholders to identify, understand, engage and resolve problems of practice in diverse rural education,
2. Globally competitive,
3. Interpersonally skilled i.e. use interpersonal skills grounded in emotional intelligence,
4. Critical thinkers (i.e., use critical and reflexive thinking and inquiry). In this sense reflection is an integral part of inquiry. (Wergin, 2011).

Signature Pedagogy: Regional Scholarly Engagement

The LEED Signature Pedagogy, *Regional Scholarly Engagement*. This decision was based on the unique characteristics of the region in which East Carolina University (ECU) resides. Much of the region that surrounds East Carolina University features some of the greatest poverty and diversity in rural America. The 1st Congressional District comprises much of the East Carolina University catchment area. The National Journal Almanac describes the 1st Congressional District in the following manner:

The 1st Congressional District of North Carolina is among the poorest in the nation. It covers much of the old tobacco country of east Carolina, touches Albemarle and Pamlico sounds in the east, and juts inland to reach African-American neighborhoods in Greenville and Goldsboro. It includes Halifax County, the state's No. 1 deer-hunting

county. The 1st is 50% percent black, the highest percentage of any district in the state, and solidly though not overwhelmingly Democratic.

While the revised EdD will focus on problems of practice specific to the region, the program will welcome students from diverse communities served by East Carolina University, including suburban and urban areas.

Boyer in *Scholarship Reconsidered: Priorities of the Professorship* defined the archetype for scholarship in the LEED model for Regional Scholarly Engagement. Boyer's work was developed under the auspices of the Carnegie Foundation for the Advancement of Teaching in 1990. Scholarship was defined as (a) discovery, (b) integration, (c) application, and (d) teaching. For the purpose of employment of the Boyer conception of Scholarship in Regional Scholarly Engagement, the Faculty further described each of Boyer's components in the following manner:

- Discovery: Disciplined, investigative methods developed in collaboration with regional stakeholders and shared with the greater Leadership Scholar Community (LCS).
- Integration: Integration of information in applied scholarship that allows for a change in the basic conceptual model under consideration (Argyris & Schon, 1996).
- Application: Application of scholarship to the problems and challenges of the Region.
- Teaching: Teaching will include offering knowledge skills and dispositions requisite for successful leadership with an emphasis on issues of poverty, race, ethnicity, and the rural nature of the region.

In sum, we define Regional Scholarly Engagement as scholarly practices that traverse academic categories (discovery, integration, application and teaching) to engage in participative, collaborative relationships with partners external to the university (Boyer, 1990).

2.4 *Bachelor's Degree:*

Not Applicable (LEED Program provides only Graduate Degrees)

2.5 *Certificate Programs:*

Not Applicable (LEED Program provides licensure only programs)

North Carolina Principal Licensure-Only

The Principal License-Only program is designed to prepare individuals to become school leaders. Program studies include strategic planning, problem solving, instructional leadership, managerial leadership, political analysis, organizational theory and development, and leadership skill application. The program consists of 33-semester hours (including a year-long internship experience). With successful completion of the leadership portfolio, the candidate is eligible for the North Carolina principal level 1 license 012, class P. All individuals seeking the Principal Licensure-Only must have (1) A Master's degree in education, or a related educational field, (2) A minimum of three years educational experience, and (3) A valid NC school license.

In order to enroll in this principal licensure-only program, the applicant must apply for admission as a non-degree seeking student and either be currently employed as an administrator in North Carolina and/or enroll in one of the off-campus cohorts. The principal Licensure-Only program is delivered via face-to-face evening class sessions utilizing some online components (Retrieved from <http://www.ecu.edu/cs-educ/leed/LicensureOnly.cfm>).

North Carolina Supervision Licensure-Only

The Supervision Licensure-Only program is designed to prepare individuals to become instructional school leaders. Program studies include teacher leadership, law, policy, and politics in education, instructional leadership, and communication with home, school, and community. The program consists of 20-semester hours (including a 3-credit hour internship experience). With successful completion of the appropriate licensure exam, the candidate is eligible for the supervision North Carolina curriculum instructional specialist level I license 113, class S. All individuals seeking the supervision license-only must have a Master's degree in education, or a related educational field; a minimum of three years educational experience; and a valid NC school license. In order to enroll in this licensure-only program the applicant must apply for admission as a non-degree seeking student. The program is delivered on campus with mixed method delivery including online courses and face-to-face evening class sessions (Retrieved from <http://www.ecu.edu/cs-educ/leed/LicensureOnly.cfm>).

2.6 *Master's Degree:*

[From the Guidelines: Describe the Master's degree curriculum, indicating the total number of required credits and the credit distribution among various units as in 2.4 above. If more than one concentration is available, then list the concentrations or areas of emphasis and their curricula separately. If there is substantial dependence on some other unit program, describe and comment on the relationship between it and the unit's program. Indicate any associated professional certification. Include any additional information concerning curricular emphasis that would aid in characterizing the program as oriented toward practice-training. Describe the research orientation of the thesis programs.]

Master of School Administration (MSA)

The Master of School Administration (MSA) degree is designed to prepare individuals to become school leaders. Program studies are aligned with the North Carolina Standards for School Executive (NCSSE) to include strategic planning, problem solving, instructional leadership, managerial leadership, political analysis, organizational theory and development, and leadership skill application (Retrieved from <http://www.ncpublicschools.org/docs/profdev/standards/school-executives-standards/principals.pdf>). The program, which was redesigned in 2008-2009, consists of 42-semester hours (including a year-long, 15 semester hour internship experience) and is planned to allow full-time or part-time study. With successful completion of the leadership portfolio, the MSA may lead to licensure in the areas of administration (North Carolina principal license 012, class P) and supervision (North Carolina curriculum instructional specialist level I license 113, class M). Candidates for the MSA program are required to have a NC school teaching license and a minimum of three years successful teaching/public school experience. The MSA program

is delivered via face-to-face in day and evening classes sessions utilizing some online components.

Program studies focus specifically on a series of student leadership projects (SLPs) intended to provide students an opportunity to engage in action research in seven topic areas including positive impact on student learning and development, teacher empowerment and leadership, community involvement and engagement, organizational management, school culture and safety, school improvement, legal compliance, and leadership skill application (Retrieved from <http://www.ecu.edu/cs-acad/grcat/programLEED.cfm>).

For students participating in the North Carolina Principal Fellows Program (Retrieved from <http://www.ncfpf.org>), the program is delivered via face-to-face daytime class sessions. The North Carolina Principal Fellows Program (NCPFP) provides a competitive, merit-based scholarship loan to individuals of exceptional academic ability who have teaching or relevant experience and who desire to enter school administration in a North Carolina public school. North Carolina Principal Fellows have the opportunity to attend school on a full-time basis and earn an MSA degree in two years; one year of full-time academic study and a one year full-time internship in a North Carolina public school.

The ECU Department of Educational Leadership is one of 11 campuses of the University of North Carolina System that provides instruction for students selected to participate in the North Carolina Principal Fellows Program. The NCPFP is administered by the North Carolina Principal Fellows Commission (NCPFC) in collaboration with the North Carolina State Education Assistance Authority (SEAA); both agencies are affiliated with the University of North Carolina, General Administration (UNC-GA). Selection criteria, the selection process, selection outreach efforts, renewal and continuation criteria and liaison with the educational community are the responsibilities of the Principal Fellows Commission. The Commission is staffed and chaired by the Director of the Principal Fellows Program. Rules to administer the NCPFP are the responsibility of the Board of Directors of SEAA. The NCPFP was created in 1993 by the North Carolina General Assembly. Statewide, over 1,100 North Carolina Principal Fellows have completed the Program (Retrieved from <http://www.ncfpf.org>).

The NCPFP provides participating students, referred to as NC Principal Fellows (NCPF), opportunities to participate in enrichment experiences designed to enhance their preparation for a career as a principal or assistant principal. ECU has served 279 North Carolina Principal Fellows since 1994 with an average annual enrollment of 15 students. For the 2012-2014 (Class 19) cycle, the Department of Educational Leadership is serving 18 Principal Fellows students; the average number of PFs served since 2008 is 18. Fellows are required to maintain employment as a principal or assistant principal in a public school in North Carolina for four years to repay the scholarship loan. Financial need is not a criterion for selection as a North Carolina Principal Fellow.

2.6a *Intermediate Degree/Educational Specialist Degree:*

Educational Specialist in Educational Administration and Supervision (EdS)

The Educational Specialist in Educational Administration and Supervision (EdS) degree is a sixth-year post Master's degree which requires a minimum of 38 semester hours and is designed to prepare individuals for senior level leadership positions in education. Program studies are adapted for the challenges of unique school district roles such as personnel administrator, curriculum supervisor, and directors of special program areas.

Upon completion of the program, individuals are eligible to upgrade previously held licenses. Individuals holding administration license (North Carolina principal license 012, class P) are eligible for administrator II license (North Carolina principal license 012, class AP) and superintendent license (North Carolina superintendent license 011, class AS). Individuals holding supervision license (North Carolina curriculum instructional specialist level 2 113, class S) are eligible for curriculum-instructional specialist I license (North Carolina curriculum instructional specialist 113, class AS).

Candidates for the EdS program should have a Master's degree and Level I license in administration and/or supervision. Evidence of three years of successful leadership experience is highly recommended for candidates applying to the EdS program. This program is delivered completely online in a cohort model (Retrieved from <http://www.ecu.edu/cs-cad/grcat/programLEED.cfm>).

2.7 Doctoral Degree:

[From the Guidelines: Describe the doctoral degree curriculum, noting the credit and general distribution of requirements as in 2.4 above. When concentrations are offered, describe their curricula separately. Indicate whether the Master's degree is required or usually completed before proceeding to the doctoral program and note the most common minor fields of study. Describe the preliminary examination requirements. Indicate any associated professional certification. Include any additional information concerning curricular emphasis that would aid in characterizing this program as oriented toward practice or research.]

Doctor of Education in Educational Leadership (EdD)

The Doctor in Education in Educational Leadership (EdD) degree is designed to prepare administrators for senior level leadership positions in public schools or in higher education. This advanced level of preparation fosters the development of skills and abilities for individuals to resolve educational issues and problems. Program studies include leadership theory, human resource development, organizational theory, policy analysis, planning studies, curriculum and instructional leadership, and political systems analysis.

A minimum of 60-semester hours beyond a Master's degree is required. Requirements include a research-based dissertation completed under the direction of an appropriate faculty member, as well as a supervised internship experience. Candidates seeking the EdD with a focus on public school administration must hold Level I licensure in administration or supervision. Upon completion of the program, individuals are eligible to upgrade previously held licenses. Individuals holding administration license (North Carolina principal license 012, class P or class AP) and/or (North Carolina superintendent license 011, class AS) are eligible for (North Carolina

012, class DP) and superintendent license (North Carolina 011, class DS). Individuals holding supervision license (North Carolina curriculum instructional specialist 113, class S) are eligible for curriculum instructional specialist (North Carolina 113, class D).

In addition, it is desirable for all candidates for the EdD program to have a minimum of three years of successful leadership experience. The EdD program is a cohort model with face-to-face evening, Saturday class sessions, and some online components (Retrieved from <http://www.ecu.edu/cs-acad/grcat/programLEED.cfm>).

III. STUDENTS

3.1 *Enrollment:*

[From the Guidelines: Provide student credit hour data on unit degree programs and, as appropriate, on the unit's contribution to the Foundations Program. Assess the strength of student demand for the degree program and for courses in the Foundations Program. Utilizing appropriate data, comment on student enrollment trends in the degree program and as appropriate in Foundations courses. What are the implications of these trends for future unit planning?]

This section provides data for Enrollment, Application/Admissions, and Student Credit Hours for all three LEED degree programs—EdD, EdS, and MSA—from summer 2007 through spring 2012. These data were obtained from the ECU Graduate School database in April 2012; development of the Graduate School databases is ongoing. The Graduate School database does not maintain separate records for the two EdD concentrations: K-12 and Higher Education; therefore, the EdD data shown below include all EdD students in both concentrations.

Additionally, these Graduate School data do not include LEED students enrolled in one of the two Licensure-only programs. Students accepted into these programs have upon enrollment an approved Master's degree (other than a MSA), and they are registered as non-degree seeking students who take a sub-set of MSA courses thus becoming eligible for North Carolina Principal's license (012) and/or the North Carolina Curriculum Instructional Specialist license (113). Enrollment data for the three degree programs are displayed in Appendix E - Table 3.1a, page 64. Completion data for the non-degree certification-only students, obtained from the ECU College of Education Department of Teacher Education, are shown in Appendix E - Table 3.1b, page 65.

Enrollment. As shown in Appendix E - Table 3.1a, page 64, enrollment of LEED students has remained fairly constant over the reporting period (2007-2012) with the MSA program enrolling the highest number of students, followed by the EdD, and the EdS. The MSA program enrollment peaked in 2008-2009 with 224 students; however, as shown in Appendix E - Table 3.1c, page 66, admissions have dropped slowly as LEED capacity (e.g. number of faculty positions) has fallen. With university approval for additional faculty tenure/tenure-track positions, LEED enrollments in all three degree programs can easily be increased given the strong application/competitive admissions data presented in the next section.

For the reporting period, the number of licensure-only, non-degree students who took courses in the MSA program ranged from five in year 2006-2007 to 49 in year 2008-2009 (see Appendix E - Table 3.1b, page 65). The increase in non-degree students was due to the reinstatement in 2007-2008 of the North Carolina General statute that allowed students to seek this license outside of a degree program as specified by the North Carolina General Assembly. Since 2009, the number has dropped considerably to one principal licensure only completer in 2011-2012. Some students who entered as non-degree students, later elected to transfer to the MSA degree program; those transfer students are not included in Appendix E - Table 3.1b, page 65.

Applications/Admissions. Applications for the three LEED degree programs have remained strong throughout the reporting period with all programs showing a substantial increase in applications since the beginning of the reporting period (see Appendix E - Table 3.1c, page 66). The 2009-2010 year had the highest number of applicants in all three programs. EdD applications have increased in 2007 to 99 in 2009-2010 and 98 in 2010-2011. EdS applications increased from 18 in 2007 to 43 in 2009-2010. And, MSA applications increased from 69 to 138 in the same period. Applications in all three programs decreased some from 2009-2010 to 2010-2011, but still remained high in comparison to the number of students admitted. Acceptance rates across all three degree programs have fluctuated, but none exceeded 79% (EdS in 2008-2009) when 15 of 19 EdS applicants were accepted. Although the EdD acceptance rate steadily increased in all but one year (2008-2009), the EdD average acceptance rate is 37.75%. In contrast, the EdS acceptance rate has dropped from a high of 78.95% to a low of 32.35% in 2010-2011. The MSA acceptance has remained fairly steady between 76.81 and 71.01%, except for 2008-2009 when the acceptance rate was 46.67%.

Student Credit Hours. The pattern of LEED Student Credit Hours (SCH) earned mirrors the enrollment patterns discussed above (see Appendix E - Table 3.1d, page 67 and Figure 3.1, page 68).

3.2 *Quality of Incoming Students:*

[From the Guidelines: Comment on how evaluation and assessment of the quality of students in the unit's degree programs and, as appropriate in Foundations courses, is accomplished. Referring to appropriate data, comment on incoming student quality and trends over the past 10 years. What specific measures does the unit use to evaluate the quality of entering students? (For example, what use is made of the GPA or of standardized test scores?). Is the quality of the enrolling students as good as desired? What does the annual applications/acceptance ratio indicate about the quality of entering students and the faculty's standards of student quality?]

The LEED department admissions process evaluates applicants on multiple measures including ECU Graduate School-required criteria (e.g., GRE, MAT, GPA). Furthermore, in 2010-2011, LEED added to the admission process consideration of: candidate leadership experience, writing sample, letters of recommendation, and an interview. This process is guided by department-developed rubric which identifies key leadership areas including: Understanding of Self, Commitment to Leadership through Service, and Interpersonal Skills. To assess the quality of Incoming Students, Average Undergraduate GPA, Average GRE Verbal, Average GRE Quantitative, Average GRE Writing, and Average MAT Scores were examined. As shown in

Appendix E - Table 3.2, page 69, the LEED Average Undergraduate GPA across all three programs is 3.01 with little variation within programs. The LEED Average GRE Verbal score is 431 which is in the middle of the national GRE scoring range (200-800) but slightly below the national average score at 42%. The LEED Average GRE Quantitative score is 503, 26% of the national level. The LEED GRE Average Writing score is 3.99, or 48%, on the national 0-6 scale. Similarly, the LEED Average MAT scores—at 45 in the prior scoring method and 404 in the revised method—fall in the middle of the national scoring range. With the new comprehensive admissions guidelines, department enrollment is a more competitive process. Furthermore, LEED faculty have noted that quality of students across the three degree program areas has increased.

3.3 *Quality of Current/Outgoing Students:*

[From the Guidelines: Are current students performing as well as desired? If not, what are the contributing factors? (Briefly refer to the findings of the outcomes assessment document, which is described in more detail in another section). Describe measures of student accomplishment (ex. major field tests, licensure scores, course-embedded assessment, etc.). List student recognition data such as research/creative activity publications and exhibits, campus awards, presentations, fellowships, and scholarships.]

To assess the quality of Current and Outgoing Students, LEED Student Retention, Graduation, and Persistence rates (see Appendix E - Table 3.3a, page 71) from 2005 to 2010 were examined along with LEED Average Graduate GPA scores (see Appendix E - Table 3.3b, page 75) from 2007 to 2012. The Persistence rate is calculated by adding the Retention and Graduated figures. The Graduation rate and number of students within each cohort are calculated cumulatively; in other words, graduates for prior years are included in subsequent year figures yielding a Graduation rate for the cohort across multiple years. This information is provided based on students entering as a cohort in the given year; thus, LEED students are counted only once. Also, because these data were pulled by the ECU Graduate School staff from different databases, the numbers in this section may not be the same as those shown in the Enrollment section.

[From Guidelines: Describe measures of student accomplishment (ex. major field tests, licensure scores, course-embedded assessment, etc.). List student recognition data such as research/creative activity publications and exhibits, campus awards, presentations, fellowships, and scholarships.]

EdD Program. For example, 12 students were admitted into the LEED EdD program in 2005 and 10 remained enrolled at the end of the first year. One of the original 12 re-entered the cohort in the second year (2006). In year four of the 2005 cohort, two members of the cohort graduated with four more ($2 + 4 = 6$) graduating in the following year. Four students (33.33%) of the original 2005 cohort continued to be enrolled in the program at year six. For the 2007 cohort of 11 students, six ($1 + 3 + 2 = 6$) had graduated by year four and one student remained enrolled (see Appendix E – Table 3.3a, page 71). The average GPA of LEED EdD graduates from 2010 to 2012 was 3.98.

EdS Program. Of the 13 students entering the LEED EdS program in 2005, five had graduated by year five, four in year three and one in year five. Thus the 2005 cohort demonstrated a

38.46% Persistence rate. For the 2006 and 2007 cohorts, approximately 25% of each cohort graduated in year three, although the remaining members of each cohort were not retained. The average GPA of LEED EdS graduates is 3.93.

MSA Program. Of the students (n=67) entering the LEED MSA program in 2005, 18 graduated in two years, 40 (18+40=58) graduated in three years, and 3 (18+40+3=61) graduated in year four. By year three nearly 90% had graduated. The average GPA of LEED MSA graduates is 4.0.

3.4 *Degrees Granted:*

(see Appendix E - Table 3.3b, page 75 and discussion above)

[From the Guidelines: Using appropriate data, comment on the trends in the number of degrees awarded annually and the average length of time required to complete each degree program. What has been the trend in attrition over the past seven years? If attrition has been increasing, what measures, if any, have been taken to address that increase?]

3.5 *Diversity of Student Population:*

[From the Guidelines: Provide student profiles relative to gender, age, minority, and international status. Describe plans to promote diversity.]

To describe the diversity of the LEED Student Population, student numbers by race (see Appendix E - Table 3.5a, page 76) and gender (see Appendix E - Table 3.5b, page 77 and Figure 3.5, page 78) were considered.

Racial Designation. Although 9% (43 of 463) of the total number of students from 2007-2012 declined to provide racial identification and a few students chose multiple designations, both the EdD and EdS programs remain overwhelming White. The second most common designation in these two programs is Black; however, the number of students identifying as Black in the EdS program is slowly increasing. In 2011-2012, slightly over half (6) of 11 EdS students identified as Black. The third most common racial designation was American Indian with six EdD students in 2010-2011; this increase was likely due to participation of Lumbee Tribe members in the ECU/University of North Carolina-Pembroke cohort. In contrast, the MSA program has a more robust percentage of Black students with the percentage of the total per year ranging from 16% in 2011-2012 (6 of 38) to 33% in 2008-2009 (14 of 42).

Gender. The LEED Student Population is also predominately female (69%; 317 of 463) although the distribution varies across programs and years. For example, in 2008-2009 there was an equal number of male and female EdD students and an almost equal distribution of EdS students (7 and 8, respectively). However, in 2009-2010, male EdD students represented 38% of that group (18 of 48) while males remained almost half the EdS population (10 of 21). In the MSA program, males represent less than a third of the population with percentages ranging from 13% male (5 of 38) in 2011-2012 to 31% (13 of 42) in 2008-2009.

Recruitment efforts since 2008 have focused on identifying and recruiting minority candidates in all three degree program areas. Recruitment efforts have included meetings with superintendents, associate superintendents for human resources, and principals to identify

candidates and discuss with them their interest in perusing graduate educational leadership. Additionally, the department has maintained a relationship with current minority students enrolled in the MSA or EdS programs and encouraged them to continue their graduate leadership development.

3.6 *Need/Placement:*

[From the Guidelines: Comment on the strength of employers or others' demand for students with the knowledge and skills provided by the unit's courses. Describe past, present and future need for graduates from the program in the region, state, Southeast, and the nation. Cite any pertinent studies. Present data on the placement of students who have earned their degrees in the unit in the past seven years (see Appendix B, page 47). Report those that have entered into graduate or professional schools. Report any information and data available on the level of employer satisfaction with unit graduates. Describe the level and kinds of assistance provided by the unit in placement of graduates.]

Using data provided by the ECU College of Education (COE) Office of Assessment and Accreditation, this section provides an illustration of LEED graduate employment in North Carolina during 2011-2012 for all three state licensing certifications to which LEED alumni apply. The three state licensing categories correlate with the three LEED degree programs. These data were drawn by North Carolina Department of Public Instruction (NCDPI) staff from databases maintained by NCDPI in March 2012. The data were analyzed by the COE Office of Assessment and Accreditation staff using the JMP Pro computer program (see Appendix B, page 47 for the alumni placement data).

3.7 *Funding:*

[From the Guidelines: Describe the scholarship and stipend support packages available for students and the approximate annual number of each type that have been received. Include Graduate Teaching Assistantships (GTA's), Graduate intern Assistantships (GIA's), and Graduate Research Assistantships (GRA's), fellowships, traineeships, etc. Include the number of semesters the average Master's and doctoral student spends on a GTA or GRA. How are GTA/GRA positions publicized, and how are students selected for those appointments?]

3.8 *Student Involvement in the Instructional Process:*

[From the Guidelines: Indicate the degree of participation by students in formal or informal teaching activities within the unit and/or in other programs on campus. Describe any preparatory training and/or ongoing mentoring that undergraduate or graduate students receive.]

LEED students in all three degree programs actively engage in instruction through class presentations, peer review, critical friends feedback, and projects. Additionally, MSA students participate actively as emerging leaders in action research projects in their home school or district; EdS students design and implement instructional improvement initiatives for their home school or district and lead online discussions in BlackBoard; and, to an even greater degree, EdS students lead class discussions on substantive course topics, provide each other detailed feedback

on scholarly writing, and design and implement research studies of problems of practice. Additionally, LEED faculty have involved students in the substantive development of program guidelines such as the MSA Service Leadership Project Handbook and the MSA Internship Handbook (Retrieved from <http://www.ecu.edu/cs-educ/leed/Current.cfm>).

3.9 *Professional Development Activities:*

[From the Guidelines: Describe any formalized research training that doctoral students in the unit receive. How are these training experiences supported, and how are students selected for them?]

LEED doctoral students complete a four-course research sequence that includes LEED 8410 (Advanced Research in Educational Leadership), LEED 8420 (Quantitative Research in Educational Leadership), LEED 8430 (Qualitative Research in Educational Leadership), and LEED 8440 (Applied Research Design in Educational Leadership). In addition to LEED coursework, students engage in professional development activities. For example, all EdD students, to prepare for dissertation work, take IRB and CITI training. EdD students also attend regional and national conferences to make presentations of their research and to attend sessions (SRCEA, NASSP, NCPEA, and other special purpose conferences such as Special Education conference).

However, student participation in off campus conferences is severely limited by lack of funds and time commitments to fulfill their other professional requirements as full-time educators.

IV. FACULTY

4.1 *Faculty List and Curricula Vita:*

[From the Guidelines: As attachments to the Self-Study narrative, provide:

- a. An alphabetical list of faculty members, including the rank of each and the number of Master's and doctoral advisory committees that each member has chaired during the past seven years, and
- b. A current, brief, Sedona-generated curriculum vitae for each faculty member covering the last 7 years (see Appendix D, page 60).]

Appendix A (see page 46) includes a chart of all LEED K-12 faculty with Graduate Faculty Status who chaired dissertation committees from 2008-2012. These data were provided by the College of Education Dean's Office in spring 2012.

Appendix D (see page 60) includes Sedona-generated curriculum vitae for the current LEED faculty that are contained on a CD which is submitted as part of this Self-Study package.

4.2 *Faculty/Profile Summary:*

[From the Guidelines: Provide summary data on: tenured/non-tenured, terminal/non-terminal degree, gender, minority, and international status. Describe hiring trends over the past 7 years and present hiring needs.]

Appendix E - Table 4.2 (see page 82) provides summary data on: tenured/non-tenured, terminal/non-terminal degree, gender, minority, and international status. In 2007 the LEED department had 15 full time T/TT faculty. By spring 2012 the total number of LEED faculty had dropped due to retirement and attrition to seven full time T/TT faculty.

The department's hiring trend over the previous seven years has focused on three areas: (1) seeking T/TT individuals who have established him/herself as scholar practitioners and/or have the potential to do so; (2) T/TT faculty with an expertise in research methodology; and (3) fixed-term faculty who have established him/herself as successful practitioners with the ability to provide excellent teaching and service. The department had remained focused and successful in these three areas until the beginning of the 2007 academic year; at which time the university was faced with a budget crises. Since that time, the department has lost a considerable amount of faculty resources as described above.

Currently, based on the faculty funding formula established by the University of North Carolina General Administration (UNC-GA), the department is underfunded 6.89 faculty positions. This funding formula is based on the student credit hour production of the current faculty (see Appendix E - Table 4.6, page 88). These 6.89 faculty positions, if allotted to the department for hiring T/TT faculty, would have the potential to greatly increase the teaching, research, and service productivity of the department.

4.3 *Visiting, Part-Time and Other Faculty:*

[From the Guidelines: Describe the extent to which visiting and part-time faculty participate in the undergraduate and graduate programs. A list of graduate courses taught by adjunct faculty for the last seven years should be included. Also, if faculty members from other university units serve important roles in the program, please specify.]

Appendix E - Table 4.3 (see page 84) provides a summary of visiting and part-time faculty in the LEED Department. Adjunct and fixed-term faculty regular attend and participate in program/curricular meetings that involve course content revisions, SACS evaluation discussions, program improvement discussions, course sequencing, and associated North Carolina license requirements.

Additionally, the respective program coordinators or the department chair meet with adjunct and fixed-term faculty during each semester he/she is serving in a teaching role to ensure faculty member has needed resources and/or to answer questions regarding the teaching assignment.

Many part-time faculty have been employed in LEED for a number of years. These faculty are well acquainted with the LEED programs and are able to deliver course content with fidelity.

4.4 *Advising:*

[From the Guidelines: Describe how and when faculty advisors are assigned to students in the unit programs, as well as any guidance that new faculty are given in directing undergraduate/graduate student research.]

Faculty advisors are assigned to each student at the beginning of his/her respective program of study. Appendix E - Table 4.4 (see page 86) describes the advising structure as it has evolved

since 2007. Up until summer 2008 the LEED department had a dedicated faculty, Dr. Art Rouse, who advised students in the three LEED programs (MSA, EDS, and EDS). Dr. Rouse started the advising from the point of pre-admission, admission, and program completion. Beginning fall 2008 Dr. Rouse became interim department chair and the advising of students became an added responsibility of the program coordinators; therefore, the process for student advising needed to be restructured. This section describes the new student advising structure.

MSA program advising became a large task for the program coordinator because there were large numbers of students enrolled in the program (average of 100 students per academic year were admitted with two year programs of study and 4 admissions a year). In order to more effectively advise students, MSA students were admitted and programs developed in a cohort model. This way each cohort would have the same admission date (1 admission per year), sequence of coursework, and synchronized advising. The cohort model proved successful and has now become the standard for admission and advising. The number of students admitted to the program was also slowly reduced to the current 75 average admissions to help with the magnitude of students in the program at one time and the decreasing number of faculty. The new model also helped strengthen quality candidate recruitment by engaging local school district leaders in the process. Additional help in advising came in the way of a part-time position dedicated solely to recruit and admit fall 2011.

Fall 2008 EdS advising was also added to the responsibilities of the EdS coordinator. The EdS program traditionally is the smallest program with an average of 27 students per year, half continuing students and half incoming students. Because of the lower enrollment, the EdS coordinator was able to recruit and advise a new cohort each year and continue advising the second-year cohort. However, the EdS coordinator was unable to actively recruit students and admissions came from student-generated inquiries. With the creation of the new part-time advising position, EdS advising is now a more student-focused and the process is more manageable allowing the coordinator to work on curriculum and program development. Fall 2008 EdD advising was added to the responsibilities of the EdD coordinator. EdD students completing coursework were advised by the EdD program coordinator. EdD students completing dissertations were advised by the dissertation chair. This process continues and the new advisor position supports the recruitment, advising, and retention of EdD students.

A new advisor for all programs came on board fall 2011. This new advisor recruits, advises potential students, participates through the admission process and explains programs of study for the newly admitted students. Additionally this new advisor works with students that are struggling in their program of study and forwards unresolved issues to the program coordinator. This new advising position provides a mechanism for more equitable distribution of the advising work for all three programs (MSA, EdS, EdD). Faculty are provided opportunities, and encouraged, to attend university professional development related to student research.

4.5 *Faculty Quality:*

[From the Guidelines: Provide summary faculty productivity data such as: books, articles, exhibitions, performances, presentations, awards, grants, patents, service/outreach activities, number serving as thesis advisors, number serving on thesis committees, and number supervising honors and/or senior projects. Describe the ways in

which the unit evaluates the quality of its faculty (e.g., teaching evaluations, peer review, publications, research grants, graduate students advised and their time to degree, etc.) and how it uses the results of these evaluations.]

This section provides a summary of Faculty Quality indicators including, Scholarship/Creativity, Service, Instructional Quality, Quality of Scholarly Activities, and Quality of Impact of Service Contributions. The LEED department evaluates the quality of faculty using the College of Education rubric as described in the COE code.

Scholarship/Creativity

LEED scholarship reflects a commitment to leadership and service. LEED's commitment to serving eastern North Carolina results in scholarly work that is published in refereed journals/book chapters that supports developing school leaders and addresses real problems of practice. T/TT faculty members have been successful in publishing refereed research articles in journals, book chapters, and other scholarly publications. For example, LEED T/TT faculty members have averaged almost two (2) peer-reviewed articles/book chapters/other per year, over the last three years. LEED T/TT faculty members have also averaged approximately 2.5 peer-reviewed, discipline-based presentations per year, since 2008. Research productivity has increased over the last 3 years due to an external interdisciplinary grant award (LEED and English), resulting in an average of approximately \$20,000 per T/TT faculty (see Appendix E - Table 4.5, page 87).

Service

LEED faculty members are extremely engaged in the profession, university community, and in the eastern NC school districts. T/TT faculty members participate in an average of 3 professional organizations annually. In addition, all T/TT faculty members have served reviewers for professional journal and other peer-reviewed publications. One T/TT faculty member served as a guest editor of the *Journal of Curriculum and Instruction* (JoCI) (themed issue: Transformational Leadership). During this time, JoCI received the National American Association of Colleges for Teacher Education (AACTE) Edward C. Pomeroy Award (2010) for contributions to education. Another T/TT faculty member serves as a content editor for the *International Journal of Educational Leadership Preparation*. On average, each T/TT faculty member serves on approximately 3 committees (university, college, and department).

Highlights of faculty service

- One T/TT faculty member serves as the president of the North Carolina Professors of Educational Leadership (NCPLEL)
- One T/TT faculty member serves as a board member for the Southern Regional Council of Educational Administration (SRCEA)
- LEED faculty redesigned and have implemented a new MSA program to meet the new NC Standards for School Executives
- One T/TT faculty member serves as a NCATE reviewer
- One T/TT faculty member chairs the state-wide committee to review the MSA program
- One T/TT faculty member chairs the state-wide committee to revise the EDS program for North Carolina licensure for the superintendency

- One T/TT faculty member was the recipient of the 2011-2012 Outreach Scholars program award
- Two T/TT faculty members serve as outside evaluators for a 2 million dollar federal Smaller Learning Communities grant for a local school district in eastern North Carolina
- One T/TT faculty member served as the chair for the North Carolina state-wide Learning Lab Initiative (LLI)
- One T/TT faculty member was involved in a research effort initiated by UNC President Erskine Bowles, research designed to assess the impact of UNC system institutions' teacher preparation programs on student achievement in NC public schools. The research has compared the effectiveness of UNC system-prepared teachers with that of teachers from all other sources – NC private colleges and universities, colleges and universities in other states, lateral entry, Teach for America, and other programs. Results on the system as a whole and individual campuses have been presented to UNC Presidents Bowles and Ross; the UNC Board of Governors; Deans of Education, Chancellors, Provosts, and key faculty at all institutions; the State Board of Education and leadership of the NC Department of Public Instruction; Governor Perdue; and the NC General Assembly
- One T/TT faculty member is leading a component of the evaluation of NC's \$400 million Race to the Top grant, the component focused on NC's efforts to improve low performing schools. This project has included qualitative data collection at 30 schools chosen for contrast on the degree of progress they made over the past four years. The qualitative component is designed to contrast the dynamics of change in improving schools with the dynamics in less successful schools. In addition, a quantitative component will assess the impact of the program across the 66 high schools and 37 middle schools served through the program. Results of the research will inform NCDPI's work with a 132 schools over the next four years, using Race to the Top funds
- Two T/TT faculty members have been involved in the evaluation of The Collaborative Project. Jointly administered by the Public School Forum of NC and the NC Science, Mathematics, and Technology Education Center, The Collaborative Project was designed to improve student achievement in five rural districts across the state via three components: professional development, performance incentives, and after school programs. Results of the evaluation have been presented to the leadership of the Forum and Center; the Forum's Board, which includes state legislators, prominent business people, educators, and other citizens concerned to improve education in the state; superintendents, principals, and other key administrators from participating districts; and the managers of the program.

Instructional Quality

The Department of Educational Leadership has the highest number of MSA graduates in the UNC system (Carolina Institute for Public Policy, October 2010). The three degree programs in the LEED department are at the graduate level (i.e. MSA, EdS, EdD). We have averaged 97.3 graduates per year, over the last 3 years. Also, quantitative measures indicate an increase of graduate student credit hours per FTE ranging from 298 to 341. The average teaching load in LEED is 3 courses per semester. It is important to note, however, that all faculty serve or chair

dissertation committees in addition to this teaching load. Our largest program is the Master of School Administration, averaging 83 graduates per year—87% of our students. LEED enrolls the largest number of North Carolina Principal Fellows (NCPF) in the state. The NCPF is a merit-based scholarship awarded to outstanding future school leaders in North Carolina. Annually, LEED prepares approximately one-fourth of these students. Instructional quality is measured by the university-generated Student Opinion of Instruction Survey (SOIS), faculty annual report, peer review of teaching, and chaired and membership on student dissertations committees. Over the last two years, LEED faculty have averaged 6.5 on a 1 to 7 point scale (1=lowest; 7=highest). The instructional program is designed to guide students through formative assessment that leads to mastery learning.

4.6 *Faculty Distribution:*

[From the Guidelines: Describe the faculty workload relative to teaching, research/creative activity, and service/community engagement. Is the unit staffed adequately to meet the needs of various fields of specialization in the discipline? If not, please explain how the unit could achieve an appropriate distribution of faculty across specializations offered, given no growth in resources.]

Faculty Workload

The LEED faculty workload is comprised from the three areas of research, teaching, and service. LEED faculty have the autonomy to establish productivity goals for each academic year distributed across the three above areas. According to the ECU College of Education unit code, the teaching component must be within a range of 20%-70%, the research component between 20%-70%, and the service component 10%-30%. The average LEED faculty member workload during the past five years is 40% teaching, 40% research, and 20% service. The teaching component of the workload is assigned based on departmental need and faculty expertise. The research and service components are more specifically aligned to faculty interest areas.

Teaching

The teaching component is directly associated with the formula derived from the University of North Carolina-General Administration full-time teaching equivalent (FTE) guidelines. Based on this formula, LEED graduate faculty must produce 101 student credit hours at the doctoral level and 303 student credit hours at the Master's level per academic year in order to achieve the FTE teaching workload requirement. During the 2011-2012 academic year, the LEED department generated student credit hours equal to 13.89 FTEs; however, the LEED department currently has seven tenure/tenure-track positions. The remaining 6.89 FTEs represent adjunct teaching faculty. Historically, the LEED department has been under-resourced (e.g., number of institutionally assigned FTEs) based on student enrollment and student credit hours earned as shown in Appendix E - Table 4.6 (see page 88). In addition to teaching, faculty also serve on and chair dissertation committees; these responsibilities are not included in the teaching load assignment. For example, full-time faculty are assigned three graduate courses per academic term while also chairing three to five dissertation committees and serving on 10-12 additional dissertation committees. Consequently, faculty teaching loads require substantial time which could be devoted to more focused research and creativity activities.

Research and Creativity

LEED faculty are expected to maintain an active research agenda which includes conducting research in and about K-12 educational issues; presenting at state and national conferences; and publishing in peer-reviewed journals and books. For additional detail, see Appendix E - Table 4.5 (see page 87).

Service

Expanding on the ECU mission of service to the region, LEED faculty have chosen to engage actively with educators and communities in eastern North Carolina to address problems of practice. Increasingly, faculty service and research is connected through engaged scholarship in partnership with local school leaders. These partnerships go far beyond the traditional higher education service activities (e.g., university, college, and unit committees).

Recommendations for Appropriate Distribution of Faculty

The LEED Department Personnel Committee believes that all current fixed term faculty are excellent professors. However, the Committee strongly urges that the LEED department be assigned tenure track positions to replace the faculty positions lost and to address the increasing student demand. Adding tenure-track positions to the department will enhance the capacity for further developing research and creative activities. The Committee does not believe that the scholarly activity of current or new fixed term faculty can replace the two former endowed chair positions and department chair position lost since fall 2008.

V. RESOURCES

5.1 *Budget:*

[From the Guidelines: Provide data for: the unit operating budget (expenditures), sponsored projects, F&A returns, fees, royalties, special services, assistantships, scholarships, etc. (see Appendix E - Table 5.1, page 89)]

5.2 *Space:*

[From the Guidelines: Describe scope, quality, and need-projections]

The College of Education (COE) Dean's Office and the ECU Registrar's Offices handle space allocation for all LEED faculty offices and classrooms. Physically, the LEED department is comprised of a departmental suite consisting of a department chair's office and a secretary's office, individual faculty offices for full-time faculty, a shared office space for permanent part-time faculty, a faculty workroom, and a conference room. Full-time and permanent part-time faculty have a desk, bookcase, a trashcan, a filing cabinet(s), a telephone, a computer, and a printer. Faculty offices were updated in summer 2012 with paint and new carpet.

Meeting space for LEED on-campus course offerings is assigned each term by the ECU Registrar's office. To secure classroom space for LEED's off-campus cohorts, the LEED department secretary works with the professor of record and school district contact person.

The use of classrooms at off-campus cohort sites has been a valuable benefit of LEED's collaboration with the districts in our service region. These off campus facilities are well

equipped and provide easy access for our adult student learners. At present, we hold class meetings at public schools and district office sites in 9 districts (Beaufort County, Craven County, Greene County, Onslow County, Nash County, Pitt County, Robeson, County, Wake County, and Wayne County).

5.3 *Technical/Equipment Support:*

[From the Guidelines: Describe equipment and technical personnel support provided to faculty, staff and students.]

The LEED faculty receives equipment, computing, and professional development support from the COE and ECU. The COE has a [technical support department](#). The purpose of the COE department is to support the hardware and software needs of the faculty. Faculty have access to one full-time and two part-time technology support staff. Faculty may submit online requests for technology support such as repair, updates, or other hardware and/or software issues.

Additionally, ECU has university-level technology support to assist faculty with hardware and software issues as well. [This Instructional Technology and Computing Service \(ITCS\) department](#) is designed to support faculty with technology related issues. Faculty may submit an online request or contact the ITCS directly for support. Both of these departments provide exceptional support to the LEED faculty.

ECU has a technology plan in place that updates faculty workstations on a consistent, regular basis. This faculty technology “roll out plan” as it is referred to, provides new desktop or laptop computers to those faculty that have computers that are five years old. Each year, the department chair is asked to review faculty workstations (desktop and laptop) to determine those faculty who may be eligible to receive new workstations. The department chair submits the list of eligible faculty (with preference of desktop or laptop) to the dean’s office. The dean’s office compiles a list of COE faculty eligible for the new workstations, submits the list to the appropriate ECU department for the approval and expenditure.

Faculty professional development associated with technology support is initiated from the ECU Office of Faculty Excellence (Retrieved from <http://www.ecu.edu/ofe/>). The Office of Faculty Excellence conducts numerous technology related seminars, work sessions, and professional development opportunities so faculty may remain abreast of up to date technology software and hardware. Additionally this Office provides faculty professional development on an array of other topics including enhancing teaching and learning, conducting research and using statistics, and securing tenure and providing peer reviews.

5.4 *Library Support:*

[From the Guidelines: Provide assessment of library holdings and services related to the unit program.]

General Information

Access to library and multimedia resources and services is provided by two libraries, the [Joyner Library](#) (main academic library) and the [Laupus Health Sciences Library](#). Students and faculty have access to large physical and online collections, and Joyner Library ensures that students

living outside of Pitt County (the location of ECU) have equitable access to resources. DE students are eligible to obtain a *DE Student ID Card* that entitles them to check out resources at all University of North Carolina System libraries and provides interlibrary loan and document delivery services free of charge. ECU DE students have access to all University of North Carolina system libraries, as do students at other system institutions.

These [library services for DE students](#) include specialized finding aids, online tutorials, and reference service by text message, email, phone and live chat. Access to online resources from off-campus is controlled by a secured proxy server that uses the individual's ECU Pirate ID and passphrase for authentication. Online databases, video and electronic image resources, citation management systems, online full-text books and journals, and resources optimized for mobile devices are available to DE students and faculty from any geographic location via the libraries' websites. Books and other documents are mailed directly to DE students at no charge, including return postage for returnable items.

Access to and support for using library resources is well-integrated into the academic and computing structures at ECU, and DLS students are offered robust collections in library and information sciences. The 2010 allocation for library science materials and resources was \$60,000. This included \$33,000 for library science-specific databases, \$9,000 for print monographs, and \$17,000 for journals. Joyner Library subscribes to approximately 477 databases. Subclass Z (Library Science and Information Resources) of the Library of Congress Classification System presently consists of 12,529 volumes. These items are available to students through document delivery, as well as physical check-out for students living in close proximity to ECU.

As of November 2011, holdings for Joyner and Laupus Libraries included almost two million print volumes; 62,888 current subscriptions to print and online journals; 426,893 electronic books; and thousands of microform, moving image, and digitized documents. Joyner Library is the comprehensive library at ECU. However, additional significant collections are in place to support academic librarianship, as well as library specialties in the areas of medicine, health sciences, music, museum, archives, and materials digitization. Below are descriptions of specialized library and information collections.

Department-Specific Information

LEED Faculty enjoy a tremendous amount of support from ECU Joyner Library staff. In addition to maintaining a well-stocked book and journal collection, Joyner Librarians also provide active support for LEED faculty and graduate students. On- and Off-campus students, as well as faculty, can schedule individual consultations about conducting literature searches, creating customized tutorials, developing class webpages, etc. All students have full electronic access to Joyner Libraries services to do literature searches, obtain journal articles, request books etc. Faculty and students receive quick response to any interlibrary loan requests. LEED maintains a direct connection to the Joyner Library as faculty serve as liaisons on the College of Education Library Committee. LEED has an extensive off-campus teaching presence, and Joyner staff have provided library use instruction both in person and via web presentations (Retrieved from <http://www.ecu.edu/cs-lib/reference/facultyservices.cfm>, http://media.lib.ecu.edu/DE/DE_Home.cfm, and <http://media.lib.ecu.edu/DE/Tutorials.cfm>).

Appendix E - Table 5.4 (see page 90) provides relevant educational leadership keyword search findings.

ECU Joyner Library provides access through direct holdings and interlibrary loan to all major periodicals including the following peer-reviewed items:

- American Educational Research Journal
- Educational Administration Quarterly
- Educational Evaluation and Policy Analysis
- Educational Management Administration and Leadership
- Educational Policy
- Educational Researcher
- Harvard Educational Review
- International Journal of Educational Policy and Leadership
- International Journal of Educational Policy, Research, and Practice
- International Journal of Leadership in Education
- Journal of Cases in Educational Leadership
- Journal of Educational Change
 - Journal of Educational Policy
 - Journal of Research on Leadership Education
 - Journal of Rural Education
 - Journal of School Leadership
 - NASSP Bulletin
 - Peabody Journal of Education
 - School Effectiveness and School Improvement
 - Teachers College Record

VI. ASSESSMENT OF OUTCOMES/FACULTY EXPECTATIONS

[From the Guidelines: The material in this portion of the Self-Study should reflect the continuous and ongoing assessment of program outcomes: planning, information gathering, self-review, and use of results for improving the quality of the program. Quality Enhancement Guidelines for Unit Programs Outcomes assessment is a part of a broader shift in higher education. Traditionally, academics have taken an inputs-based perspective on what they do. That is, they have designated a set of courses and other experiences that students will have and simply assumed that graduates will possess the knowledge, skills, and other attributes we expect of them. An outcomes-based perspective reverses that relationship. Instead of beginning with inputs, one begins by defining the knowledge, skills, and other attributes that are expected of graduates—program outcomes—and then rethinks the curricula to better enable students to achieve the expectations the faculty have placed before them. Program outcomes, then, are a reflection of what faculty value for their students. Outcomes assessment is a way of determining how effectively the unit programs enable students to achieve unit program values. Outcomes assessment may be understood as a process of asking and responding to the following three questions.]

6.1 *What are the unit program values of the faculty, that is, the knowledge, skills, and other attributes faculty expect their graduates to attain?*

[From the Guidelines: Unit programs at East Carolina University have answered this question. Unit faculty have established broad objectives for their programs, typically related to the students' professional and career goals. For each of these objectives, unit faculty have identified outcomes by which they have defined their particular program's expectations for students' professional development and career goals. The unit provides objectives and outcomes for each program.]

The faculty values are guided by the skills, beliefs, and dispositions espoused in national and state educational leadership standards (e.g. ISLLC, ELCC, and North Carolina Standards for School Executives). These national and state standards are embedded in coursework, early field-experiences, and the year-long internship of the three LEED degree programs; course assessments are aligned with these standards. Furthermore, faculty utilize both formative and summative assessments to ascertain students' level of leadership development during and at the end of the program of study.

Master of School Administration (MSA) Program

At the beginning of the MSA program of study, students participate in an "assessment center" (LEED 6901: Introduction to School Leadership) simulation consisting of in-box activities, team building exercises, and written and verbal communication. Following completion of these activities, students go through a series of assessments: self-assessment, peer assessment, and professor assessment of their strengths, weaknesses and areas for improvement on a specified set of leadership behaviors. Specifically, this set of behaviors includes:

- Educational Leadership
 - Setting Leadership Direction
 - Teamwork
 - Sensitivity
- Resolving Complex Problems
 - Judgment
 - Results Orientation
 - Organizational Ability
- Communication Skills.
 - Written Communication
 - Oral Communication
- Developing Self and Others
 - Development of Others
 - Understanding Own Strengths and Weaknesses

Since it was initiated in the late-1990s, the course's placement in the program of study and the use of assessment center results have evolved. Currently, the course is placed first in the program of study. Students and faculty use the results of the individual assessments to guide students' leadership development during the first year of the MSA program. In the summer before the second year of study and yearlong internship, students participate in a second assessment center simulation. The second simulation (LEED 6907: Leadership Skill

Development) focuses students on analyzing further their leadership skills and continuing to strengthen their leadership development and capacity. Additionally, in this second simulation, students develop an individual growth plan to reinforce their leadership skill development during their internship experience.

In the newly re-designed MSA program, students conduct a series of “Service Leadership Projects” (SLPs) in local schools. These SLPs are a collaborative effort of the student, LEED professor, and school principal to address problems of practice. The student gathers and analyzes data about the problem and offer suggestions for resolving it. As a result of developing these SLPs, LEED faculty intend for students to develop a disposition undergirded by characteristics of servant leadership (Greenleaf, 2002).

Educational Specialist in Educational Administration and Supervision (EdS) Program

While the MSA program focuses on developing entry-level school leaders, the EdS is a sixth-year post Master’s degree program designed to develop district-level leaders. In the EdS program courses, faculty guide students to expand their leadership knowledge and skills to address educational problems at the district office level. LEED faculty use the ELCC standards for advanced programs in educational leadership preparation program (Retrieved from <http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx#ELCC>) to assess students’ skills and dispositions. Consistent with the MSA program, the EdS program emphasizes assignments and activities to further develop students’ leadership skills and abilities using a servant leadership approach.

Doctor of Education in Educational Leadership (EdD) Program

The EdD program extends students’ leadership knowledge and skills in preparation for senior district-level leadership positions. Since it was established in 1990, the EdD program has been structured as a traditional doctoral program that featured content-specific courses (e.g., program planning, human resources, program evaluation, etc.), internship, and a five-chapter dissertation. In this traditional model, faculty assessed students’ skills, knowledge, and dispositions through course work, internship activities, and successful defense of a dissertation.

Increasingly, the LEED faculty came to believe the traditional EdD program design was not meeting the needs of students or school districts in the region. Faculty began to investigate program design models across the nation. In spring 2012, the LEED faculty committed to re-designing the EdD to align with the national Carnegie Project on the Educational Doctorate (CPED) effort.

6.2 *How well is the program achieving faculty expectations?*

[From the Guidelines: Units have generated plans for assessing their program outcomes: assessment data to be collected, the source of the data, how often the data are to be collected, and when the assessment results will be reported. Assessment plans are provided by the unit. Unit faculty are in the process of collecting and analyzing data and using the results to evaluate their programs.]

- 6.3 *What changes should be made in the program so that it can better achieve faculty expectations? What ongoing process does the unit utilize to promote quality enhancement?*

[From the Guidelines: This is the most important of the three questions, focusing on the goal of outcomes assessment: improving programs. Outcomes assessment provides data that unit faculty can use to identify aspects of the program that are not meeting their expectations and then to make decisions for improving the program. Continuous collection of data can provide unit faculty the information they need to determine the extent to which changes they have made in their programs are having the desired effect of improving outcomes. Summaries of what unit faculty have learned about their programs based on outcomes assessment and what changes in their programs they will make are given in their unit outcomes/assessment reports.

The Review Committee report (including its recommendations) will be shared with the academic unit to assist faculty in developing a planned quality enhancement procedure.]

- 6.4 *Assessment Reports:*

[From the Guidelines: In order to document the efforts of unit faculty to improve their programs, each unit has instituted a report of the assessment of program outcomes and the actions taken in response to the key findings of those assessments. The report could consist of brief responses to a set of questions with an emphasis on summarizing as opposed to providing details of assessment results. Possible questions that units may be posing are:

- 6.4.1 *What outcomes were scheduled to be assessed during the present reporting period? What outcomes were actually assessed? [Please refer to the unit program assessment plan].*

The following section provides a summary of the LEED Assessment Plan—by degree—including detailing of assessment outcomes, assessment methods, assessment results, and faculty actions taken as a result of analysis and discussion of assessment results.

Master of School Administration (MSA) Degree Program

For the year 2011-2012, five outcomes were scheduled and assessed for students in the MSA program: two Institutional Learning Outcomes, two Program Learning Outcomes, and one Strategic Outcome (see Appendix E - Table 6.4a, page 91).

Educational Administration and Supervision (EdS) Degree Program

For the year 2011-2012, four outcomes were scheduled and assessed for students in the EdS program: one Institutional Learning Outcomes, two Program Learning Outcomes, and one Strategic Outcome (see Appendix E -Table 6.4b, page 94).

Doctor of Education in Educational Leadership (EdD) Degree Program

For the year 2011-2012, four outcomes were scheduled and assessed for students in the EdS program: one Institutional Learning Outcomes, two Program Learning Outcomes, and one Strategic Outcome (see Appendix E -Table 6.4c, page 97).

- 6.4.2 *What data were collected? Summarize findings for these data.*
(see Appendix E - Tables 6.4a-6.4c, pages 91-98)
- 6.4.3 *What did the unit program administration and the faculty learn about the program and/or the students from the analysis of the data? What areas of concern have emerged from the assessment?*
(see Appendix E - Tables 6.4a-6.4c, pages 91-98)
- 6.4.4 *As a result of the assessment, what changes, if any, have the unit program administration and the faculty implemented or considered implementing to address areas of concern? (These can include changes in the program and in the assessment plan.) How will the effectiveness of these changes be measured?*
(see Appendix E - Tables 6.4a-6.4c, pages 91-98)
- 6.4.5 *What outcomes are being planned for assessment for the upcoming reporting period? (If they are different from what have been proposed in the assessment plan, please update the assessment plan to reflect the change).*
(see Appendix E - Tables 6.4a-6.4c, pages 91-98)
- 6.4.6 *If the program has had an external review in the past 7 years, summarize progress in achieving the Final Action Plan for the most recent review (The Final Action Plan from the unit program can be obtained from the Office of Academic Program Planning and Development). How many action items have been completed? What items have yet to be completed? Briefly describe plans for completing these items and/or obstacles to completion.*

The last LEED Academic Program Review was conducted in 2001. Major recommendations (excluding recommendations for the Higher Education concentration) included:

- Policies should be implemented to differentiate between Master's and doctoral faculty loads.
- Policies should be implemented to provide credit within faculty loads for dissertation work.
- Minimal dissertation requirements should be increased to 12 semester hours.
- Funding should be provided for additional tenure-track faculty in the department.
- A center for educational research and consultation should be established.
- Students should be encouraged early in the program to affiliate themselves through membership with national leadership and scholarly associations. This affiliation will position students for dissemination of their research in both state and national venues and will provide further learning opportunities and networks that may prove helpful to administrative know-how and resources.

VII. CURRENT RESEARCH/CREATIVE ACTIVITY

7.1 *Current Research/Creative Activity:*

Provide a brief description of significant ongoing research in the unit program. Indicate the major strengths or emphases of this research. Describe any unique programs that have national prominence. Describe three to five major research/creative activity accomplishments over the past seven years by faculty and/or graduate students in the unit and any new emphases planned for the near future (through new faculty hires, redirection of current faculty's research/creative activity, etc.)

Significant research efforts in LEED conducted by Dr. Charles Thompson, Lora King Endowed Chair, in collaboration with other experts in North Carolina:

- From 2006 through 2010, the lowest-achieving schools received assistance from the Turnaround Schools Program (TSP) operated by the NC Department of Public Instruction (NCDPI). A study led by one of our faculty members has shown that schools served by the program improved substantially more than did schools with similar populations that did not receive NCDPI support (Thompson, Brown, Townsend, Henry, & Fortner, 2011). The study by Thompson et al. also revealed that principals of schools that turn around successfully develop reputations that make them extremely marketable targets for recruitment by other districts or by the NCDPI, itself. This creates a challenge to the sustainability of improvement in Turnaround Schools.
- Now, with support from a portion of the \$400 million Race to the Top grant awarded to NC by the US Department of Education, the NCDPI's re-named Division of School Transformation is carrying out a similar program of intervention in the lowest-achieving elementary, middle, and high schools across the state. About 1/3 (38 out of 111) of these are located in eastern NC, where chronic poverty, low levels of adult literacy, low tax bases, and associated conditions create severe challenges for our schools. *This background on the TSP and its successor Division of School Transformation has several implications for the coaching and network of coaches we plan to create addressing which is the next endeavor for the LEED department.* Further, through a qualitative study comparing the TS that improved the most with those that made smaller or no gains, Thompson et al. were able to isolate the specific factors that led to improvement. They characterized the turnaround process in the most-improved schools with the term "scaffolded craftsmanship." Through a complex, non-linear set of steps guided by the NCDPI's Framework for Action planning process together with supporting professional development and sustained follow-up coaching, the principals and staff of these schools rebuilt a whole range of key components of school performance, including (1) the commitment, climate, and culture affecting student learning; (2) the knowledge and skills that school leaders, teachers, and other staff bring to their jobs; (3) the structures and processes that support instruction within the school; and (4) the strength of linkages between the school and both the district central office and the community served by the school.
- UNC Teacher preparation program effectiveness (July 2011) by Thompson, et al. Overall UNC prepared teacher are likely to outperform teachers from all other sources combined, but some programs perform substantially better than others in specific subjects or grades p 13
- Evaluation of the Pilot Phase of The Collaborative Project (Thompson, Henry, Kershaw, Smith, & Zulli, 2011) revealed that the project succeeded in developing,

implementing, and refining systems of professional development, performance incentives, and after school programs that could be applied in other rural North Carolina districts that may lack the resources and capacity to organize and operate such activities without substantial outside assistance.

Language of leadership associated with school leaders. Research conducted in an local education agency resulted in a book publication and articles that are now used in the field of educational leadership. Additionally, the MSA program incorporates Best Practice Language (BPL) strategies generated by this research.

Impact of service leadership projects. The revised MSA program features six service leadership projects (SLPs) that engage students with their school communities to address problems of practice. LEED has sponsored two regional symposia showcasing the impact of the SLPs on the school community and on student learning. These symposia have strengthened the partnership among LEED faculty and school district leaders. The long-range plan is to continue hosting yearly symposia to both share student work and elicit district leaders feedback on current educational issues that may be addressed in future SLPs. LEED faculty have developed a vision to become “a national model of service leadership”.

The principal as instructional leader for academic language proficiency. Research in rural school districts included ongoing professional development to change the role of the principal from a “booking agent” to the facilitator of professional development. Results from this research have generated several peer reviewed journal articles that emphasize the need for ongoing coaching support in the implementation of a professional development. Additionally, the research in rural school districts has led to a redefinition of linguistic diversity resulting in the improvement of academic proficiency by focusing on language acquisition strategies. This research is now incorporated in the instructional leadership courses in the MSA program.

Educational leadership preparation program evaluation. National attention to preparation program quality has focused preparation program faculty on quality and assessment. A forthcoming journal special issue of the Journal of Research on Leadership Education features five case studies of state mandated program redesign. LEED’s program is one of the five cases, and a LEED faculty member serves as special issue editor.

7.2 *National Comparison:*

Briefly describe how the research/creative activity effort in the unit compares to that in the discipline nationally in terms of focus areas and breadth of coverage.

As described in 7.1, LEED faculty embrace topics of national research interest. LEED faculty collaborate with regional, state, and national colleagues on research and creative activities. LEED faculty present regularly at national conferences, and publish research in educational leadership journals.

7.3 *Interdisciplinary Projects:*

What opportunities are there for carrying out interdisciplinary research/creative activity projects with other units on campus and with other universities, state or federal agencies,

and industry? Are the present needs for interdisciplinary research/creative activity being accommodated? How successful are the efforts? Are there plans for increasing such efforts in the future?

LEED faculty have robust interdisciplinary research activity:

Within the College of Education:

- LEED and Curriculum and Instruction faculty conducted research and published a book on Best Practice Language (BPL).
- LEED and Elementary and Middle Grades Education are engaged in an initiative where full time Principal Fellows will provide mentoring and coaching for third year teacher preparation student ongoing feedback on instructional presentation, classroom management, and K-12 student feedback, K-12 student assessment of learning objectives.
- LEED and MSITE have collaborated on research and support of a new innovative high school in a local LEA. Funded through the North Carolina Learning Laboratory Initiative in conjunction with the North Carolina New Schools Project.

Between LEED and other Colleges

- LEED and Department of English collaborated on a US Department of Education/NC Quest professional development grant (\$353,000) to improve academic language proficiency and principal development.
- LEED and Department of Anthropology collaborate on collection and analysis of North Carolina superintendent data focused on superintendents' perceptions of entry level school administrator characteristics.

LEED and Other Institutions

- LEED and 4 national IHEs (Auburn University, University of Kentucky, Florida Atlantic University, and Rowan University) on state mandated leadership preparation program redesign.
- LEED and 2 national IHEs (Drexel University and the University of Missouri at Columbia) on arts based approaches to educational leadership development.
- LEED and 2 state (one public; one private) IHEs (High Point University and Western Carolina University) on a collaborative effort for doctoral program redesign

Overall, LEED faculty are heavily involved in collaborative ventures across the region, state, and the nation. The department encourages these efforts and supports faculty plans at the current level of involvement.

7.4 *External Research/Creative Activity Support:*

Evaluate the level of external funding for research/creative activity in the unit program. Comment on any trends. Is the unit program competing effectively for external support?

In the past two years the LEED department received external funding (\$423,000) from the US Dept. of Education/NC Quest and the North Carolina Learning Laboratory Initiative (LLI).

Continued funding is being sought to continue the collaboration between ECU/LEED/MSITE and the LLI high school. Additionally, new funding is being sought for coaching and mentoring (induction) of new principals.

7.5 *Research Development:*

What does the unit do to encourage and develop research/creative activity collaborations with faculty performing similar research/creative activities elsewhere in the university? Also, please describe deficiencies in facilities and resources that impede the unit's attempts to reach its objectives and any plans to address these deficiencies.

With the current FTE allotted faculty, the amount of research and creative collaborations are exceptional. The unit is currently asking for additional faculty FTE in order to provide faculty more time to conduct research and creative activity and secure additional external funding. Presently, the faculty are stretched thin across the domains of research, teaching, and service. To address this problem, the faculty are in conversations with the College of Education Dean to increase faculty resources.

7.6 *Ethics Training:*

Describe any education in research/creative activity could include courses, workshops, seminars offered by the unit program or by related programs or other appropriate experiences, such as the use of resources provided by the university.

All EDD students preparing for dissertation work take IRB and CITI training. In the MSA program students take an Ethics Course.

VIII. CURRENT RESEARCH/CREATIVE ACTIVITY

8.1 *Consulting:*

To what extent are faculty involved in outside consulting work, paid and non-paid? Provide a quantitative and qualitative assessment of this type of work, and explain in what ways it contributes to the unit's program and to the mission of ECU.

Faculty engage in consulting work to advance the discipline of educational leadership and best practices. LEED faculty know and understand the value and benefit of providing expertise to our constituents. LEED faculty engage in a range of consulting (paid and non-paid) activities focused on increasing K12 student academic performance. To this end, LEED faculty have been involved in the following activities:

- One T/TT faculty member and one fixed-term faculty member provides leadership training and development for school leaders in collaboration with the North Carolina Principals and Assistant Principals Association (NCPAPA);
- Two T/TT faculty have served as grant evaluators for a local school district for a federal smaller learning communities grant focused on high school redesign to better prepare students for work and college;
- One T/TT faculty member coaches one principal for a high school associated with the North Carolina New Schools Project, and serves as an instructional facilitator for

- three high priority schools (1 MS and 2 HSs) as deemed “high priority” due to low student academic performance based on the North Carolina Testing and Accountability program;
- Seven T/TT and fixed-term LEED faculty provided monthly seminars (one academic year) to New School Leaders in ECU’s service region;
 - Two T/TT faculty members facilitated monthly seminars focused on support for new school leaders in one LEA in eastern North Carolina;
 - One T/TT faculty member facilitates yearlong professional development with principals and teachers to promote academic language proficiency for K-12 students (one school per academic year since 2006);
 - One T/TT faculty member consulted with many school districts on analysis and interpretation of K-12 student assessment data (e.g. Craven, New Hanover, Onslow, Brunswick)

This paid and unpaid consulting work contributes to the unit’s program by bridging theory and practice for the improvement of the educational system in eastern North Carolina. In turn, faculty integrate this work into their research, teaching, and service.

8.2 *Community Service/Engagement:*

To what extent is the unit's professional expertise made available to the community, state and nation through formal service programs, lectures, exhibits, public symposia, or concerts or through faculty service on governmental boards, scientific/professional associations, etc.? Evaluate the quality of this service, and indicate how it contributes to the unit's graduate instructional and research programs.

LEED faculty members are extremely engaged in the profession and related professional organizations, the university community, and the eastern NC school districts. LEED faculty understand the need to provide service to our constituents and consider this service a large part of our teaching and research focus.

- T/TT faculty members are engaged in an average of 3 professional organizations annually.
- Each T/TT faculty member has served as a reviewer for a professional journal or peer-reviewed publication.
- One T/TT faculty member served as a guest editor of the *Journal of Curriculum and Instruction* (JoCI) (themed issue: Transformational Leadership). During this time, JoCI received the Edward C. Pomeroy Award for contributions to education.
- One T/TT faculty member serves as a content editor for the *International Journal of Educational Leadership Preparation*.
- On average, each T/TT faculty member serves on approximately 3 committees (university, college, and department).
- One T/TT faculty member serves as the president of the North Carolina Professors of Educational Leadership (NCPSEL);
- One T/TT faculty member serves as a board member for the Southern Regional Council of Educational Administration (SRCEA);

- LEED faculty redesigned and have implemented a new MSA program to meet the new NC Standards for School Executives;
- One T/TT faculty member serves as a NCATE reviewer;
- One T/TT faculty member chairs the state-wide committee to review the MSA program;
- One T/TT faculty member chairs the state-wide committee to revise the EDD program for North Carolina licensure for the superintendency;
- One T/TT faculty member was the recipient of the 2011-2012 Outreach Scholars program award;
- One T/TT faculty member served as the principal investigator/research director for the North Carolina state-wide Learning Lab Initiative (LLI);
- One T/TT faculty member was involved in research effort initiated by UNC President Erskine Bowles, research designed to assess the impact of UNC system institutions' teacher preparation programs on student achievement in NC public schools. The research has compared the effectiveness of UNC system-prepared teachers with that of teachers from all other sources—NC private colleges and universities, colleges and universities in other states, lateral entry, Teach for America, and other programs. Results on the system as a whole and individual campuses have been presented to UNC Presidents Bowles and Ross; the UNC Board of Governors; Deans of Education, Chancellors, Provosts, and key faculty at all institutions; the State Board of Education and leadership of the NC Department of Public Instruction; Governor Perdue; and the NC General Assembly;
- One T/TT faculty member is leading a component of the evaluation of NC's \$400 million Race to the Top grant, the component focused on NC's efforts to improve low performing schools. This project has included qualitative data collection at 30 schools chosen for contrast on the degree of progress they made over the past four years. The qualitative component is designed to contrast the dynamics of change in improving schools with the dynamics in less successful schools. In addition, a quantitative component will assess the impact of the program across the 66 high schools and 37 middle schools served through the program. Results of the research will inform NCDPI's work with a 132 schools over the next four years, using Race to the Top funds;
- Two T/TT faculty members have been involved in the evaluation of The Collaborative Project. Jointly administered by the Public School Forum of NC and the NC Science, Mathematics, and Technology Education Center, The Collaborative Project was designed to improve student achievement in five rural districts across the state via three components: professional development, performance incentives, and after school programs. Results of the evaluation have been presented to the leadership of the Forum and Center; the Forum's Board, which includes state legislators, prominent business people, educators, and other citizens concerned to improve education in the state; superintendents, principals, and other key administrators from participating districts; and the managers of the program.
- One T/TT faculty member serves as vice-president of the Pocosin Folk Arts School in Columbia, NC
- One T/TT faculty member serves on the ECU Advisory Board for educational programing to be offered in collaboration with the Pocosin Folk Arts School

- One T/TT faculty member serves as a member of the National University Council for Educational Administration (UCEA)/Learning and Teaching in Educational Leadership (LTEL) Sig on taskforce on evaluating educational leadership programs
- One T/TT faculty member volunteers at a local elementary school to help with reading and Accelerated Reader testing
- One T/TT faculty member serves as a member on the board for Community Foundations and Corporations in Pitt County
- One T/TT faculty member volunteers for the Humane Society
- One T/TT faculty member volunteers for the Boy Scouts of America

The LEED faculty service shows depth of engagement with organizations and individuals throughout ECU's service region and at the state and national level. This service work contributes to the unit's program by bridging theory and practice for the improvement of the educational system in eastern North Carolina. In turn, faculty integrate this work into their research, teaching, and service.

8.3 *Student Involvement in Community Service/Engagement:*

To what extent are students exposed to formal or informal outreach activities?

LEED students are involved in community engagement and outreach via our focus on servant leadership as evidenced by our Service Learning (SL) national designation for 7 courses in the MSA program. These courses are linked to 6 Service Leadership Projects (SLPs) at the Master of School Administration (MSA) level. Additionally, Significant Professional Assignments (SPAs) at the Educational Specialist (EdS) level—advanced sixth-year degree focus on outreach activities in formal classroom settings, early field experiences, and the year-long internship experiences that extend to our K-12 schools which are referred to as our laboratories of practice. Faculty encourage and support students to *serve as problem-solvers, communicators, innovators, collaborators, and change agents* in their respective schools and school districts.

At the MSA level, the six SLPs provide opportunities for students to become involved in community engagement activities in the areas of: (a) Positive Impact on Student Learning and Development; (b) Teacher Empowerment and Leadership; (c) Community Involvement and Engagement; (d) Organizational Management; (e) School Culture and Safety; and (f) School Improvement. The students are involved in community engagement through the work and completion of these SLPs for two years which span the length of their respective program of study.

The SPAs at the EdS level provide opportunities for students to become involved in community engagement activities in the following: (a) district vision; (b) positive school culture, effective instructional program, and professional growth for staff; (c) safely and efficiently managing the organization; (d) developing partnerships with families and other community members to mobilize resources, responding to diverse community interests and needs; (e) ethical behavior and integrity; and (f) understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. The students are involved in these community engagement activities through the work and completion of these SPAs for one academic year.

Currently the LEED faculty are in the early stages of revising the EdD program to align with the Carnegie Project of the Educational Doctorate (CPED). With this revision, focus will shift from the traditional dissertation model to a CPED endorsed model that engages students in identifying and solving problems of practice. This CPED endorsed model will further strengthen and engage doctoral students in formal outreach activities and service.

IX. OTHER ISSUES FACED BY THE PROGRAM/DEPARTMENT (NOT COVERED ABOVE)

X. ACCREDITATION

The LEED Master of School Administration (MSA) program was nationally accredited in January 2008 by the Educational Leadership Constituent Council (ELCC) which operates under the guidance of the National Policy Board for Educational Administration (NPBEA) (Retrieved from <http://www.edleaderprep.org/accreditation/>). Program re-accreditation will be conducted during the 2012-2013 school year. The LEED MSA program is the only educational leadership preparation program in North Carolina that is ELCC accredited.

Additionally, all three LEED degree programs—Master of School Administration, Educational Specialist, and Educational Doctorate—were accredited in 2006 by the National Council for Accreditation of Teacher Education (NCATE) (Retrieved from <http://ncate.org/tabid/176/Default.aspx>). Re-accreditation is scheduled for 2012-2013.

XI. SUMMARY COMMENTS AND VISION FOR THE FUTURE

11.1 *Summarize the major strengths and weaknesses of the unit program(s) and the challenges and opportunities it faces in the foreseeable future. Indicate options for change and specific concerns that prevail.*

Strengths

- Faculty knowledge and understanding of educational leadership theory and practice.
- Faculty collaboration and partnerships with our LEAs in the region.
- LEED department is highly regarded by its constituents at the local, state, and national levels.
- Faculty partnerships with other organizations and institutions (e.g., Pocosin, RESAs, IHEs,)
- Faculty's strong work ethic which takes them far beyond a reasonable workload expectation (e.g., dissertation committees, teaching load—on- off-campus and DE formats).
- Faculty's expertise in educational leadership preparation and development.
- Faculty's commitment to providing service at the regional, state, and national levels to further the advancement of the educational leadership discipline.
- Faculty's commitment to engaged research that focuses on resolving problems of practice.

Weaknesses

- The majority of LEED faculty are at or approaching retirement age.
- Gradual reduction of number of LEED faculty FTEs lost due to retirement or attrition has resulted in heavy faculty workloads.
- Heavy faculty workload compromises the faculty's ability to produce the range and depth of desired work (e.g, research, teaching, and service).

Challenges

- Meeting the demands of the region to prepare educational leaders.
- Meeting the demands of the region to support on-going professional development needs of practicing educational leaders.
- Meeting the demands and expectations of the university including doing more with fewer resources.

Opportunities

- Recent and current LEED program redesign (e.g., MSA and EdD) provide the opportunity to identify and resolve regional problems of practice.
- These program redesigns may lead to recognition as a national model for service leadership in rural communities.
- New program features provide opportunities for LEED faculty and students to address enduring, intractable educational problems.
- The new engaged scholarship model provides opportunities for LEED faculty to deepen research about practice and increases the potential for securing external funding support.
- The newly redesigned MSA program and the in-process EdD redesign provide opportunity to strengthen the EdS program through aligning with national standards and creating a leadership continuum from entry level administrators to mid-level district leaders to senior-level district administrators.

11.2 *Briefly describe the program's vision/strategic plan for the immediate future; Review the unit's major goals for the program(s) over the next five years, and describe their relation to the University's Strategic Plan and to a long-term strategy for resource allocation or reallocation.*

Recently, the LEED faculty codified a long-standing commitment to service into the following vision and mission statements:

Vision: To transform rural education through outreach and partnerships that prepare individuals as *Servant Leaders* who engage scholarship to address problems of practice.

Mission: To prepare *Servant Leaders*; educational leaders that are agents of change that transform practice utilizing interpersonal skills and language.

5-Year Strategic Plan Objectives:

- Continue to work closely with Regional Educational Service Alliances (RESAs), the North Carolina Association of School Administrators (NCASA), and the North

Carolina Principal and Assistant Principal Association (NCPAPA) to identify pressing educational problems.

- Provide the LEED students as problem-solving resources to their communities of practice.
- Complete the EdD redesign aligned with the Carnegie Project on the Educational Doctorate (CPED).
- Redesign the EdS program to serve on the LEED continuum of leadership development.
- Secure ELCC accreditation for the redesigned EdD and EdS programs.
- To secure additional faculty (FTEs) to meet the growing needs of the region and expectations of the institution. As evidenced in Appendix E - Table 4.6 (see page 88), current LEED *faculty allotted* compared to LEED *faculty derived* from student credit hour production shows a discrepancy of 6.89 FTEs.

APPENDIX A: GRADUATE FACULTY/STUDENT COMMITTEES

CHAired OVER THE LAST SEVEN YEARS

- **Advisory Committees Chaired—last seven years**
N/A
- **Master’s and Doctoral Student Committees**
 - LEED Master’s students complete a comprehensive electronic portfolio as their capstone project.
 - Table A1 provides details for faculty chairing dissertations between 2008-2012.

Table A1

LEED Faculty Chairing Dissertations

LEED Faculty Name	Rank (as of Summer 2012 or last date employed)	# EdD Dissertations Chaired (Completed) 2008-2012	# EdD Dissertations Chaired (In Progress) 2012
Bradshaw, Lynn	Full Professor (retired 2011)	8	n/a
Buckner, Kermit	Full Professor	1	7
Farrington, Vernon	Assistant Professor (retired 2009)	0	0
Floyd, Emmett	Associate Professor (retired 2011)	0	0
Grobe, William (Bill)	Associate Professor	2	8
Holloman, Harold (Hal)	Associate Professor	1	1
McDowelle, James (Jim)	Full Professor	6	3
Mills, Lane	Associate Professor (resigned 2012)	0	n/a
O’Kech, Allan	Assistant Professor (left for health reasons)	0	n/a
Peel, Henry	Full Professor (retired 2010)	0	n/a
Phillips, Joy	Associate Professor	1	4
Ringler, Marjorie	Associate Professor	3	7
Rouse, William (Art)	Associate Professor	7	3
Selke, Mary	Associate Professor (left for a position at another IHE)	0	n/a
Thompson, Charles	Full Professor (retired 2012)	2	n/a
Totals	15	31	33

Note. These data were provided by the College of Education Dean’s Office in spring 2012.

APPENDIX B: STUDENT PLACEMENT

Using data provided by the ECU College of Education (COE) Office of Assessment and Accreditation, this section provides an illustration of LEED graduate employment in North Carolina during 2011-2012 for all three state licensing certifications to which LEED alumni apply. The three state licensing categories correlate with the three LEED degree programs. These data were drawn by NC Department of Public Instruction (NCDPI) staff from databases maintained by NCDPI in March 2012. The data were analyzed by the COE Office of Assessment and Accreditation staff using the JMP Pro computer program.

The following maps illustrate where ECU/LEED graduates from 2001-10 were employed during the 2011-12 school year. Information is based on ECU graduates who were recommended by LEED to NCDPI for licensure for the following degrees: Principal (MSA) certification, EdS (Curriculum Instructional Specialist), and EdD (Superintendent). An additional map expands the LEED alumni base to those who received Superintendent Licensure between 1961 and 2010. Figure B1 provides illustration of 2001-2010 LEED Principal Licensure Completers (MSA program graduates) employed in 2011-2012. Last year, 213 LEED alumni were employed in 52 of North Carolina's 115 local education agencies.

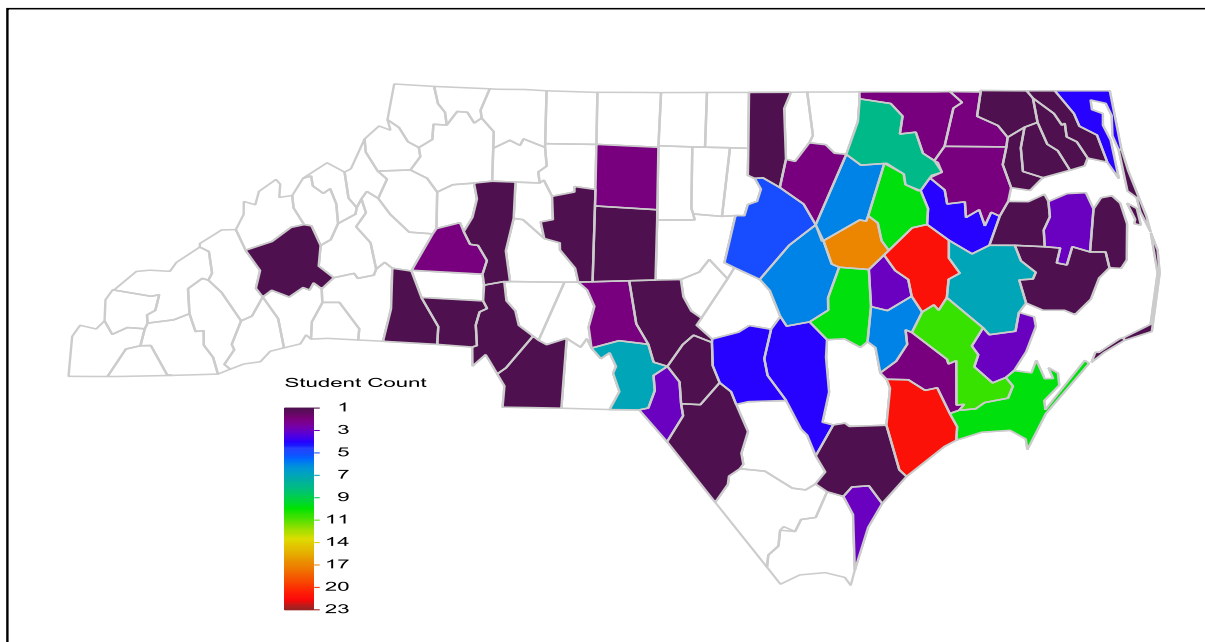


Figure B1. 2001-2010 LEED Principal Licensure Completers (MSA program graduates) employed in 2011-2012.

Figure B2 provides illustration of ECU alumni from the LEED EdS program with North Carolina licenses in Curriculum Instructional Specialist (licensure completers 2001-2010). 619 LEED alumni with this license were employed in 67 North Carolina Counties in 2011-2012. This map shows a dense population of employed LEED alumni across eastern, southern, and central North

Carolina. The online LEED EdS program draws students from across the state and beyond the state.

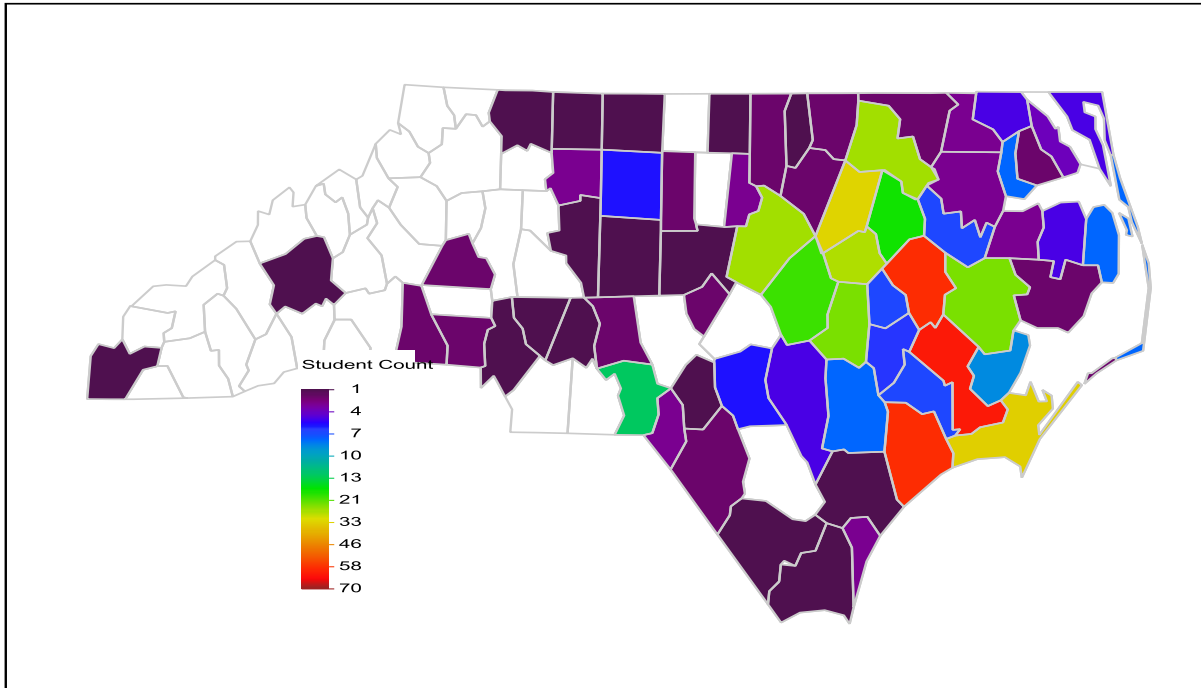


Figure B2. Curriculum Instructional Specialist (EdS) Licensure Completers from 2001-2010 Employed in North Carolina Public Schools in March 2012.

Figure B3 illustrates the distribution of the 26 ECU/LEED Superintendent Licensure graduates from 2001-2010 who were employed in 26 North Carolina counties during 2011-2012. While the majority was employed in eastern North Carolina, some were employed in central and western counties.

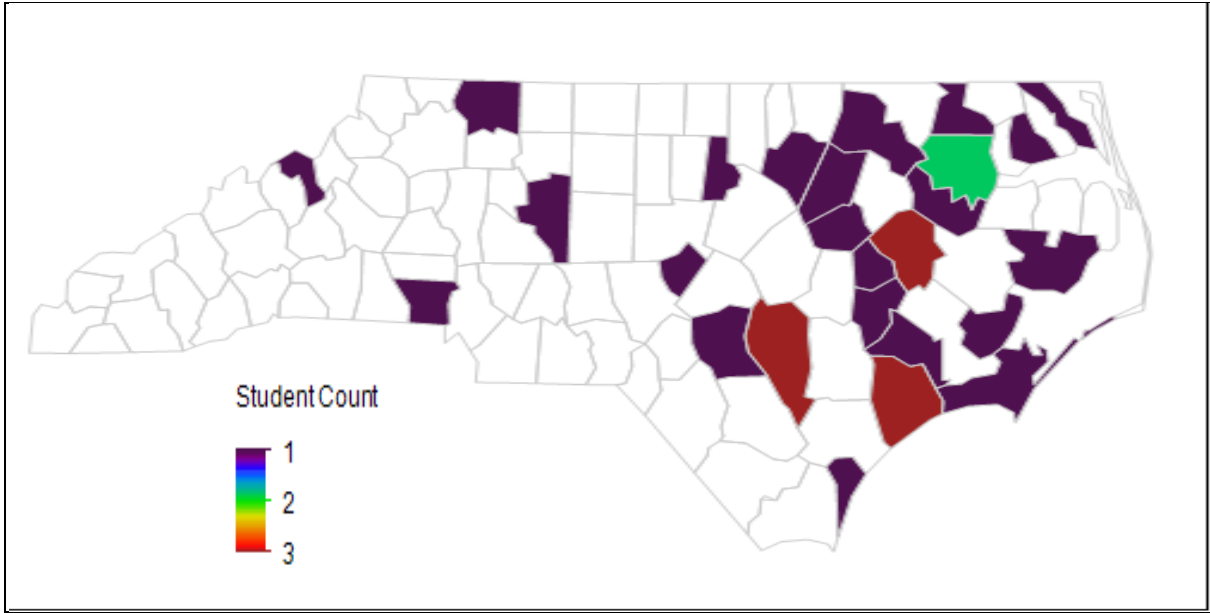


Figure B3. ECU/LEED Superintendent Licensure graduates from 2001-2010 who were employed in 26 North Carolina counties during 2011-2012.

Expanding the licensing certification period to 1961-2010 (see Figure B4), shows an even greater density of LEED alumni with 79 superintendent-licensed individuals in 39 North Carolina counties during 2001-2010.

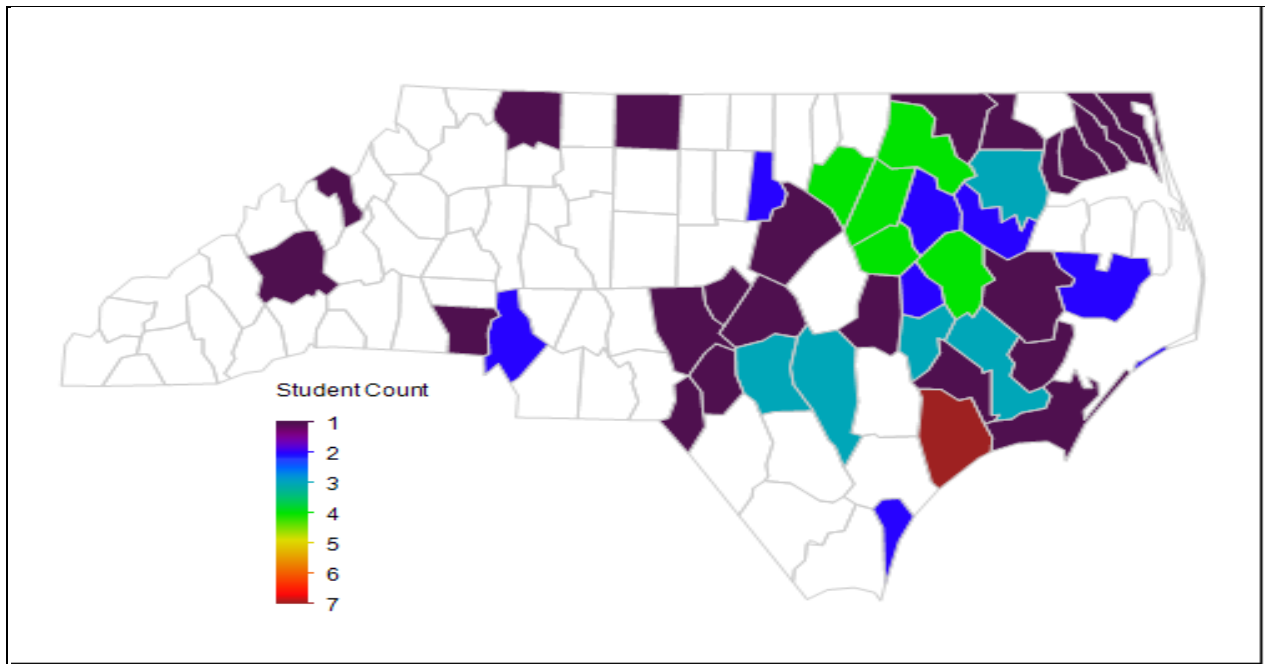


Figure B4. Superintendent Licensure Completers from 1961-2011 Employed in North Carolina Public Schools in March 2012.

APPENDIX C: DEGREE PROGRAM/DEGREE CONCENTRATIONS

Degree(s) and Classification of Instruction Programs (CIP) Codes

- Master's of School Administration (MSA) in School Administration
 - CIP Code: 13 0401 124 047
- Educational Administration and Supervision Specialist (EdS)
 - CIP Code: 13 0401 203 048
- Educational Doctorate in Educational Leadership (EdD)
 - CIP Code: 13 0401 403 048

Program-Specific Supplemental Information

The remainder of Appendix C provides detailed information about (1.) The 2008-2009 re-design of the LEED Master's of School Administration (MSA) program, (2.) The new MSA Service-Learning Component, (3.) The developing LEED Educational Doctorate (EdD) program re-design.

(1.) Re-Design of the LEED Master's of School Administration (MSA) Degree Program

In fall 2008, all 17 North Carolina state-certified university educational leadership preparation programs were notified by the North Carolina Department of Public Instruction (NCDPI) of a mandate to immediately "re-vision" all existing educational leadership programs. Higher education institutions (IHEs) were required to submit to the State Board of Education by July 1, 2009 "blueprints" of their proposed programs that had been re-visioned to meet the new standards for school executives adopted by the Board in December 2006. The "blueprints" (program proposals) were to include the following components:

SECTION A

- A description of how the proposed re-visioned program would reflect 21st century knowledge, skills, and dispositions and the rationale for the changes, i.e.,
- How the new program was different from the current program,
- How the new program reflected 21st century knowledge, skills, and dispositions, and why specific revisions were made. (2-3 pages maximum).

At the conclusion of the year-long re-visioning process, the proposed MSA degree program contained a number of different and improved components from the previous MSA and reflected 21st century knowledge, skills, and dispositions. These improvements and changes were the result of deep and ongoing discussions with public school partners, a thorough review of other principal preparation programs throughout the nation, and the infusion of best leadership preparation practices within a 21st century learning framework. Significant improvements include:

1. A more comprehensive recruitment and admission process.

While the previous MSA program included recruitment events scheduled in the evenings, individual recruitment from school systems, and cohort programs recruited within school systems, the new program integrate all of these into a comprehensive recruitment and admission plan. Public school partners are active participants in the recruitment and admission process. Candidates applying for admission to the MSA program are required to complete all admission processes to the Graduate School of the university, including appropriate test, transcripts, etc.

Specifically, a new guideline for determining admission to the proposed MSA program is a letter of recommendation or endorsement from the superintendent or his/her direct designee. This letter of support is the foundation of a partnership to foster innovation and promote a culture of change that embraces continuous school improvement. While candidates can have recommendations from other public school colleagues, at least one recommendation should come directly from the superintendent or his/her designee. The superintendent must designate (by correspondence with the department chair) the person who will write recommendations on his/her behalf for all candidates if the superintendent does not complete the recommendations personally. This re-visioned program component affords candidates the opportunity to serve as catalyst for school reform in their respective schools and school districts. With this recommendation, the superintendent is committing to work with the ECU Department of Educational Leadership (1) endorsing that this candidate can and will be involved in significant early field experiences within the school system as a part of the candidate's coursework and (2) in creating a quality internship experience wherein the candidate is able to participate in service learning in his/her LEA. The same agreement is in place in cases where a superintendent or a consortium of superintendents create(s) a cohort within his/her/their region serving students of his/her/their school system(s). While superintendents have been asked in the past to recommend candidates for the MSA program, the proposed MSA program establishes a systematic call for recommendations wherein a timeline is established each year for the Department of Educational Leadership to survey superintendents to recommend candidates for admission. The significant change in the proposed MSA is that the Department of Educational Leadership will proactively engage all superintendents in the service area on recommending potential candidates to the MSA program. This new arrangement establishes professional learning communities which serve as stronger models for improved communication, innovation, and collaboration.

2. Expanded MSA Assessment Center

The new MSA program expanded the ECU MSA Assessment Center methodology and incorporated formative and summative assessment components aligned to the North Carolina Standards for School Executives and the Educational Leadership Constituent Council (ELCC) Standards. While the previous MSA has an assessment component (where each student is evaluated on his/her skills and a diagnosis is generated), the new MSA assessment model expands on authentic formative assessments in order to comprehensively evaluate a candidate's leadership development. This new assessment model results in an individualized leadership development program to build upon candidate strengths and address areas of weakness. This formative assessment will guide the candidate's individual leadership development throughout the program of study and will be electronically stored (web folio) to ensure greater access and communication among faculty and students. Additionally, candidate's leadership performance will be evaluated based on the summative assessments within the proposed MSA Framework of Action for School Improvement. These field-based summative assessments will be used to determine the impact of candidate leadership performance on school and district improvement.

3. Complete Articulation Across Courses.

In the new MSA, there is a complete articulation across courses, early field experiences, projects, activities, and the comprehensive internship to ensure candidates are appropriately mentored as they participate in service learning. The faculty and public school partners have designed the proposed MSA so that the integration within and among the courses, projects, and fieldwork

allows faculty to work across the required descriptors throughout the program of study. Faculty, rather than teaching courses in isolation, will plan together so that projects in one course (in which certain standards are covered) will be carried over to other courses to add their dimensions of those standards within the projects. Syllabi have been developed utilizing the feedback from public school colleagues. This integrated leadership development approach allows for students to benefit from a team of professionals working with them from the beginning to the end of their program in an integrated system to ensure all standards are covered and students are prepared to begin the role of a school leader.

4. Increased Number of Integrated Early Field Experiences.

The new MSA includes an increased number of integrated early field experiences which allows for a timely application of knowledge learned in courses. The proposed MSA has a greater number of expectations for the candidate to serve as a problem-solver, communicator, innovator, collaborator, and change agent in their respective schools and/or LEA. This new program component ensures that candidates understand their leadership role with a greater accountability to improve North Carolina public schools. Candidates will apply what is learned in classes throughout the program. The early field experiences are also blended and built on one another throughout the program.

5. Enriched Supervision Model for Internship

The new MSA program includes an enriched supervision model for the internship. In the new program, the public school supervisor and university supervisor work more collaboratively and in greater depth to ensure the candidate is mentored appropriately throughout the internship. This revised MSA requires public school and university supervisors to utilize coaching strategies to ensure candidates are appropriately mentored. The Department of Educational Leadership in conjunction with the public school partners will provide training in coaching for university and public school supervisors. There are a minimum number of meetings prescribed for the university and public school supervisor to discuss the candidate's progress. Specific improvement strategies will be suggested and shared with the candidate throughout his/her internship. In addition to candidate leadership development opportunities that emerge from the working with the principal mentor in the LEA, results from the initial candidate assessment will be used in planning professional improvement strategies.

6. Standards-Aligned

The new MSA coursework, early field experience, projects and activities are aligned with the North Carolina Standards for School Executives and the Educational Leadership Constituent Council (ELCC) Standards.

7. 42-Semester Hour Program

The new MSA program is a 42-semester hour program for full-time candidates and 39 semester hour program for part-time candidates. There is a prescribed sequence of courses for candidates throughout the program of study. The MSA program is defined for both full-time and part-time cohorts, candidates enroll in either a full or part-time cohort program, and candidates follow the cohort throughout their program. All full-time candidates are required to complete a year-long full-time internship; part-time students are required to complete a 1 ½ year-long internship. The Department of Educational Leadership faculty work with the candidate and the candidate's

school system to create the internship experience. If the school system is not in a position to provide the full-time internship experience, then a part-time option will be explored. The candidate's time for completion may be extended beyond one year to ensure a full year experience. Additionally, the proposed MSA program requires 200 workdays of early field experiences and internship experiences in order to prepare candidates as proficient school leaders.

8. Post Graduate Induction

Upon successful completion of the proposed MSA program, graduates have opportunities to participate in induction support sessions throughout the service region. University faculty partner with K-12 LEAs to provide ongoing professional development to these new school leaders.

SECTION B

How public school partners were involved in the re-visioning of the program and how they will be involved in the delivery and evaluation of the program (1-2 pages maximum).

The Department of Educational Leadership engaged in two major initiatives in revising the MSA program to intimately involve its public school partners. First, a designated team of one faculty member and one public school person (a recently retired superintendent employed by ECU for this specific task) conducted a Listening Tour with area superintendents. During fall semester and early spring semester, this two-member team visited each superintendent in the region. The ECU team conducted the meetings within each LEA, typically in the superintendent's office, and meetings were approximately one hour in length. The purpose of these visits was to listen to the superintendent to learn:

- What he/she believed was working well in the current principal preparation program
- How well he/she believed principals from this program were prepared
- What he/she believed needed to be improved and/or maintained in the MSA program and suggestions he/she had for a revised MSA program
- What were the top three characteristics that he/she looked for when hiring entry level administrators.

Meetings with 32 individual superintendents were held. Information from these informative meetings was shared with the department faculty and the cross functional team and recommendations have been embedded into the revised MSA program.

The second initiative was regularly scheduled meetings with the ECU / public school cross functional team. This team worked collaboratively to propose major components of the re-visioned MSA program. The team consists of 12 individuals representing K-12 public schools, higher education, and other state-affiliated organizations. The team members included superintendents, central office leaders, principals, assistant principals, agency leaders, higher education faculty, and community college faculty.

SECTION C

- The electronic evidences the institution would use to demonstrate that candidates meet the standards. The template to be used for this section of the proposal is detailed in the following pages. It is to include:
 1. A brief description of the evidence and the elements of the standards it addresses. (Section I of the template).
 2. A matrix showing where each element of each standard is included in the key evidences. (Section II of the template)
 3. A detailed description of the evidence, how it specifically addresses the elements for which it is cited, and how it is evaluated by the institution. (Section III of the template).

SECTION D: The timeline for implementation. (1 page maximum)

- July 1, 2009: Submitted MSA Program Approval to NCDPI
- August-October 2009: Revised MSA program of study based on NCDPI and UNC-GA
- September 1, 2009: Submit MSA Program Reauthorization to UNC-GA
- September-October 2009: Engage area superintendents in recruitment efforts for Fall 2010 admission
- October 2009-February 2010: ECU Campus Approval Process (i.e. Council of Teacher Education, ECU College of Education Curriculum Committee, ECU Graduate Curriculum Committee, ECU Graduate School Administrative Board).
- Spring 2010: Admitted MSA candidates for Fall 2010
- Summer 2010: Finalized MSA fall 2010 admissions
- August 2010: Re-visioned MSA program began
- Spring 2012: Engaged area superintendents to identify those prospective new school leaders in order to provide induction support.
- The “old” MSA program of study was phased out by the end of July 2012. Candidates were not admitted to the “old” MSA program of study after summer 2010.

SECTION E: Copies of the written agreements and other requirements

Specified in HB 536, the North Carolina legislation that precipitated the re-visioning mandate:

- The MSA written agreement is part of a broader agreement being coordinated through UNCGA. This written agreement strengthens the partnerships between the Department of Educational Leadership and the school districts in our service region. The 12-member Cross-Functional Team represents K12 public schools, higher education, and other state affiliated organizations. Cross-functional team members included
 - Superintendent—1
 - Central Office Staff—2
 - Principal—4
 - Assistant principal—1
 - Outside state affiliated agencies—2
 - Higher education faculty—2

The Cross-Functional Team met twice during the re-visioning year; once fall and once spring. Additional meetings were planned but canceled due to budget restrictions on travel. Communication with the cross-functional team members was ongoing and informative in determining the major components of the proposed MSA. The Cross-Functional Team engaged in a set of activities focused on the vision of the program. Additional informative discussions were held related to the skills, abilities, disposition, and attributes needed for successful beginning principals. Developing these qualities is addressed in the new MSA program. Representatives of the State Evaluation Committee on Teacher Education, public representatives of the State Evaluation Committee on Teacher Education, public school practitioners, individuals who have been involved in the development of the standards, and DPI staff met with institutional representatives to discuss the proposed programs.

In determining the electronic evidences that will be used for continuing program approval, each school executive preparation program is to identify 6-8 key evidences to demonstrate attainment of the North Carolina Standards for School Executives using the School Executive Candidate Evaluation Rubric. The evidences must be performance-related, and will be submitted for review to the North Carolina State Board of Education for each program computer. Six evidences are required; two additional evidences are optional. Institutions will design the specific evidences. However, the six required evidences must address the following:

- **Evidence 1:** Positive Impact on Student Learning and Development: Evidence that demonstrates the ability to systemically impact the learning and development of ALL students.
- **Evidence 2:** Teacher Empowerment and Leadership: Evidence that demonstrates the ability to empower faculty and staff and support teacher leadership.
- **Evidence 3:** Community Involvement and Engagement: Evidence that demonstrates the ability to involve and engage school and community stakeholders.
- **Evidence 4:** Organizational Management: Evidence that demonstrates the ability to effectively and efficiently manage complex organizations.
- **Evidence 5:** School Culture and Safety: Evidence that demonstrates the ability to positively impact school safety and culture.
- **Evidence 6:** School Improvement: Evidence that demonstrates the ability to effect school improvement.

The template for providing the required information follows. It includes the following three sections:

- Section I: A brief description of the evidence and the elements and descriptors of the standards it addresses.
 - Section II: A matrix showing where each descriptor of each element of each standard is included in the key evidences.
 - Section III: A detailed description of the evidence, how it specifically addresses the descriptors for which it is cited, and how it is evaluated by the institution.
- In addition to the 6-8 key evidences, a Certification of Capacity, which addresses the competencies identified in the North Carolina Standard for School Executives, is to be submitted by each candidate.

(2.) New MSA Program Service Learning Component

Service Learning Course Designations: The MSA program requires seven courses with school-based service-learning projects. These seven courses have received the Service-Learning Designation from the university; this Designation is aligned to national standards that have been established by Campus Compact. “Campus Compact is a national coalition of almost 1,200 college and university presidents—representing some 6 million students—who are committed to fulfilling the civic purposes of higher education. As the only national higher education association dedicated solely to campus-based civic engagement, Campus Compact promotes public and community service that develops students’ citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into the curriculum” (Retrieved from <http://www.compact.org/about/history-mission-vision/>).

Service Leadership Projects: The Service Leadership Project (SLP) component provides students with opportunities to work with principals and other appropriate personnel on data collection, data analysis, needs identification, problem-solving, comprehensive planning, action plan implementation, and evaluation (Retrieved from SLP Handbook available at <http://www.ecu.edu/cs-educ/leed/Current.cfm>). These projects focus on six (6) leadership themes, or Leadership Opportunity Areas, for school leaders at any level:

- Positive Impact on Student Learning and Development
- Teacher Empowerment and Leadership
- Community Involvement and Engagement
- Organizational Management
- School Culture and Safety
- School Improvement

Figure 1.8 provides a conceptual framework for organizing the SLPs. The diagram illustrates links across all six (6) of the Leadership Themes, with School Improvement at the center. The first SLP is School Improvement. LEED 6902 (Strategic Leadership for 21st Century Schools course) provides students with an overview of the SLP process and the opportunity to focus on School Improvement. This first School Improvement SLP provides a foundation to incorporate some (or all) of the other SLP themes. In fact, we have observed the SLPs with the greatest sustained impact often incorporate many (or all) of the 6 leadership areas.

For example, students in LEED 6902 (Strategic Leadership for 21st Century Schools course) might work with their principal to determine parental involvement is a key area of concern. For the School Improvement SLP the student would research this area and determine a research-based plan for improvement. While working on the School Improvement SLP the student might also look at the other 5 Leadership Themes and determine that School Culture and Safety, Community Involvement and Engagement, and Teacher Empowerment and Leadership issues could also be addressed. The key is for each student to “step back” and examine the connections across these leadership areas and determine how they can best use them to support real school transformation.

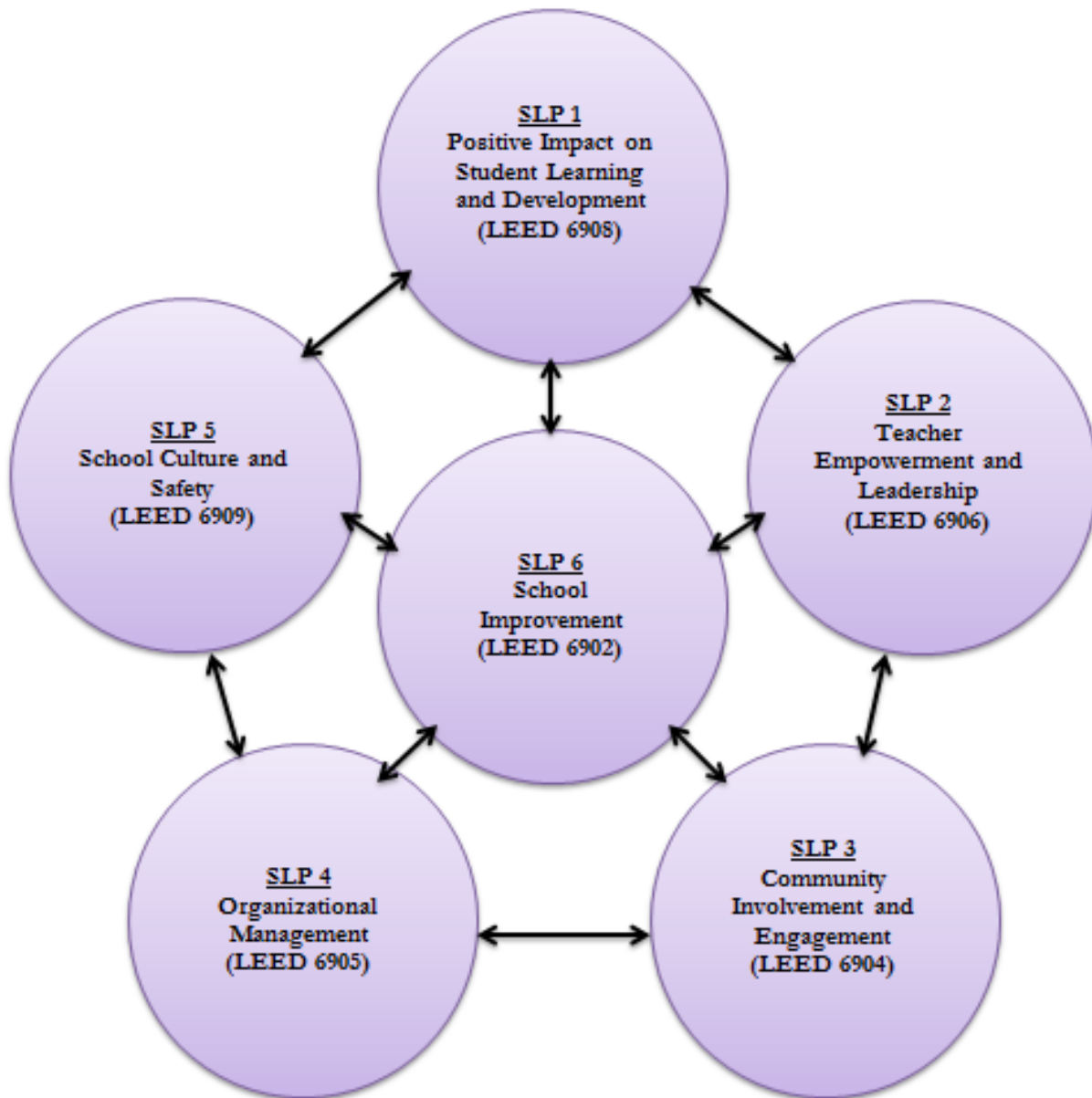


Figure 1.8. Service Leadership Project Conceptual Framework.

*Leadership proficiency descriptors for each project provide details of the evidence needed

The main objective for the SLP is to provide students with authentic opportunities to apply what they are learning in class, strengthen their leadership skills, and practice building positive relationships that will only support further efforts for school improvement.

(3.) Developing Re-Designed LEED Educational Doctorate Program

Proposed Three-Year Program for the EdD and Program Assessment

First Year: Gaining Knowledge of Self, the Region and the Tools of Scholarly Engagement

During the first year of the program, doctoral candidates will participate in formal self-assessment activities designed to gain candidates' greater knowledge of their leadership skills, beliefs, aptitude, and interpersonal skills. A version of the National Association of Secondary School Principals (NASSP) Assessment specifically adapted to the EdD program will be used. The National Association of Secondary School Principals, with the assistance of the American Psychological Association, developed an assessment center for the selection of school leaders in 1975. The NASSP assessment center has become the most well-known assessment system for school administrators (Sirotnik & Durden, 1996). Candidates will be led through the self-assessment by a faculty member nationally recognized for his work in assessment. In preparation for the Participative Problem of Practice Paper (P4), candidates will also meet with school superintendents and other administrators in the region to discuss problems and challenges confronting regional schools. In the first year, candidates will also study various methods of research investigation to include but not limited to qualitative analysis, descriptive and inferential statistics, policy analysis, case study methodology, program evaluation, and data analysis.

Second Year: Gaining the Knowledge Skills and Dispositions of the Superintendency

During the second year of the program, candidates will focus on the knowledge, skills and dispositions necessary for successful school leadership. They will also select the problem of practice that will be the focus of the P4. The Office of Engagement and Innovative Economic Development (OEIED) will be asked to serve as a center, repository and clearinghouse for regional problems of practice addressed in the P4. Activities of the Local Laboratories of Practice Liaison Boards and Laboratories of Practice Partners would be archived and assessable at the OEIED website. Candidates will work with the OEIED to choose the problem of practice they will engage.

Third Year- Completing the Participative Problem of Practice Paper (P4)

During the third year, candidates will complete the P4. To this end candidates will:

- (1). Identify important issues and problems of practice, isolate their major elements and attempt to define the parameters of the problem,
- (2). Use the knowledge base and current literature to develop a grounded, balanced, and informed understanding of issues/ problems of practice,

- (3). Design and implement effective strategies for the systematic investigation of issues/problems of practice usually including but not limited to the collection, analysis and interpretation of information,
- (4). Use the literature and other information to inform the design of approaches for solutions to issues//problems of practice, and
- (5). Summarize the above described process in the P4 using the APA Format.

Description of the Proposed Infrastructure for the Revised EdD

The Department of Educational Leadership (LEED) proposes that in working to achieve the goal of providing doctoral candidates with practical experiences and an enhanced capacity for leadership, LEED will establish East Carolina University EdD Laboratories of Practice Liaison Boards in each School District in which Doctoral Candidates are serving as school leaders. The purpose of the Laboratories of Practice Liaison Boards will be the following:

1. Generate recommended problems of practice specific to the school district,
2. Vet proposed studies submitted by doctoral candidates for their potential utility and need in the school district,
3. Provide background data and information regarding the recommended problems of practice.

Teachers, parents, principals, and district administrators will be asked to serve on these Boards. Doctoral candidates may choose to study problems generated by their home district or a problem resident in another school district. If the doctoral candidate did not wish to pursue interest in problems of practice provided by local school districts, the candidate may submit a problem of their own choosing which the Local Laboratories of Practice Liaison Board could then vet for its utility and need.

In addition to the Local Laboratories of Practice Liaison Boards, the Department of Educational Leadership will also engage Laboratories of Practice Partners who would also be requested to generate lists of Problems of Practice. A partial listing of potential Laboratories of Practice Partners would include the following:

1. The Model Teacher Consortium,
2. The Principal Fellows Commission, and
3. The Northeast Regional Education Service Agency.

The Office of Engagement and Innovative Economic Development (OEIED) will be asked to serve as a center, repository and clearinghouse for regional Participative Problems of Practice Papers (P4). Activities of the Boards and Partners would be archived and assessable at the OEIED website.

APPENDIX D: FACULTY CVS

Faculty Sedona-Generated CV's for the seven full-time LEED faculty who had graduate status during the 2011-2012 academic year are contained on a CD (see page 99) which is submitted as part of this Self-Study package.

APPENDIX E: TABLES AND FIGURES

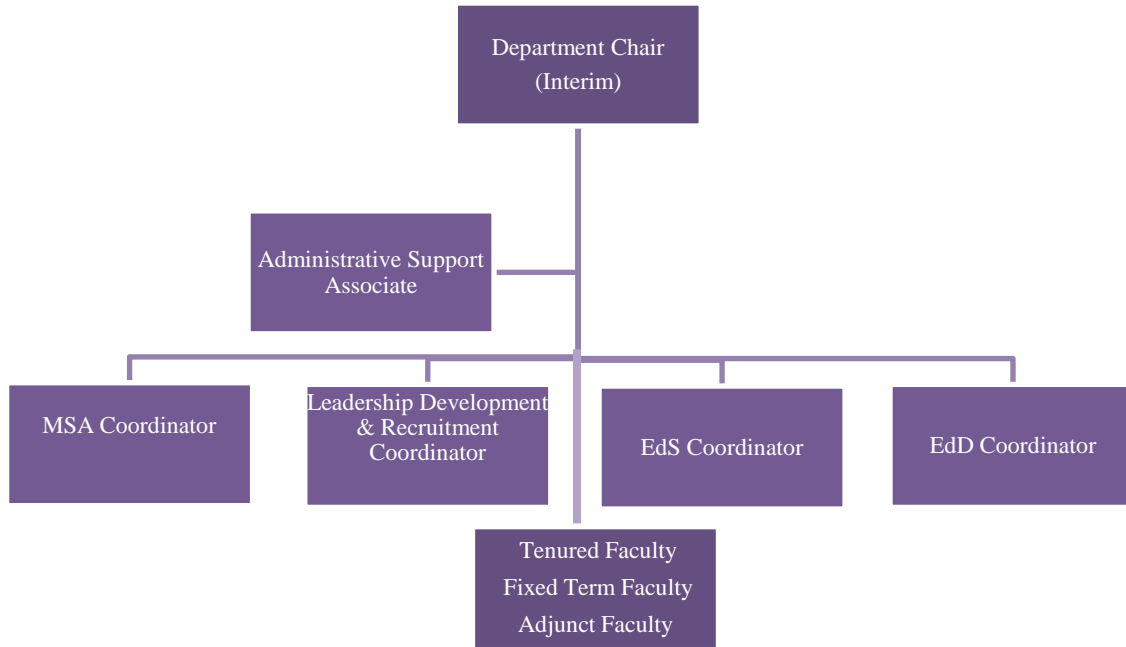


Figure 1.11. Department of Educational Leadership Administration flowchart.

Table 1.11

College Committee Membership 2011-2012 by LEED Faculty Member

Committee	Bradshaw, Lynn (retired 2011)	Buckner, Kermit	Grobe, Bill	Holloman, Hal	McDowelle, Jim	Mills, Lane (resigned 2012)	Phillips, Joy	Ringler, Marjorie	Rouse, Art	Thompson, Charles (retired 2012)
Code CTE								X		
L'ship Team									X	
Coun Teacher Educ			X							
Curric Cte							X			
Dean's Advis Cte					X				X	
DiversityCte				X						
Library Cte							X			
Planning Cte						X				
Research Cte										X

Table 1.11 (continued)

Technology
Cte

X

Accred/Asses
s Cte

X

SAC
Graduate
Program
Working
Group

X

Table 3.1a

LEED Enrollment Data: 2007-2012

Program Description/Enrollment Data				
Count of ID Academic Period	EdD-Educational Leadership	EdS-Educational Admin/Supv	MSA/School Administration	Grand Total
2007-2008	112	28	216	356
2008-2009	104	24	224	352
2009-2010	119	35	220	374
2010-2011	133	27	177	337
2011-2012	104	22	175	301
Grand Total	572	136	1,012	1,720

Table 3.1b

Non-Degree, Licensure-only Program Completers

Academic Period	North Carolina Principal's license (012) Only Completers	North Carolina Curriculum Instructional Specialist license (113) Only Completers	Students who received both 012 and 113 licenses	Totals by Academic Year
2006-2007	3	2	0	5
2007-2008	1	4	13	18
2008-2009	46	2	1	49
2009-2010	10	2	0	12
2010-2011	13	1	0	14
2011-2012	1	0	0	1
Totals by License	74	11	14	99

Table 3.1c

LEED Applications and Admissions Data 2007-2012

Academic Year	Degree Program	# Applied *	# Accepted	# Rejected	% Accepted
2007-2008	EdD-Educational Leadership **	40	8	10	20
	EdS-Education Admin/Supervision	19	13	1	68
	MSA-School Administration	87	57	1	66
2008-2009	EdD-Educational Leadership **	51	7	25	14
	EdS-Education Admin/Supervision	24	15	2	63
	MSA-School Administration	125	79	6	63
2009-2010	EdD-Educational Leadership **	98	51	11	52
	EdS-Education Admin/Supervision	44	20	4	46
	MSA-School Administration	96	59	2	62
2010-2011	EdD-Educational Leadership **	96	57	13	59
	EdS-Education Admin/Supervision	26	11	2	42
	MSA-School Administration	119	73	1	61
2011-2012	EdD-Educational Leadership **	65	2	5	3
	EdS-Education Admin/Supervision	26	18	2	69
	MSA-School Administration	167	98	4	59

*Note. Application numbers include all students who submitted an incomplete or complete application, as well as, those who were accepted in a later term.

**EdD numbers include students applying to either the K-12 or Higher Education Concentration.

Table 3.1d

LEED Student Credit Hours 2007-2008

Sum of Credits Academic Period2	Program Description			Grand Total by Year
	EdD-Educational Leadership	EdS-Educational Admin/Supv	MSA/School Administration	
2007-2008	1,127	212	2,419	3,758
2008-2009	887	224	2,545	3,656
2009-2010	1,019	291	2,334	3,644
2010-2011	1,154	266	2,042	3,462
2011-2012	1,017	235	2,286	3,538
Grand Total	5,204	1,228	11,626	18,058

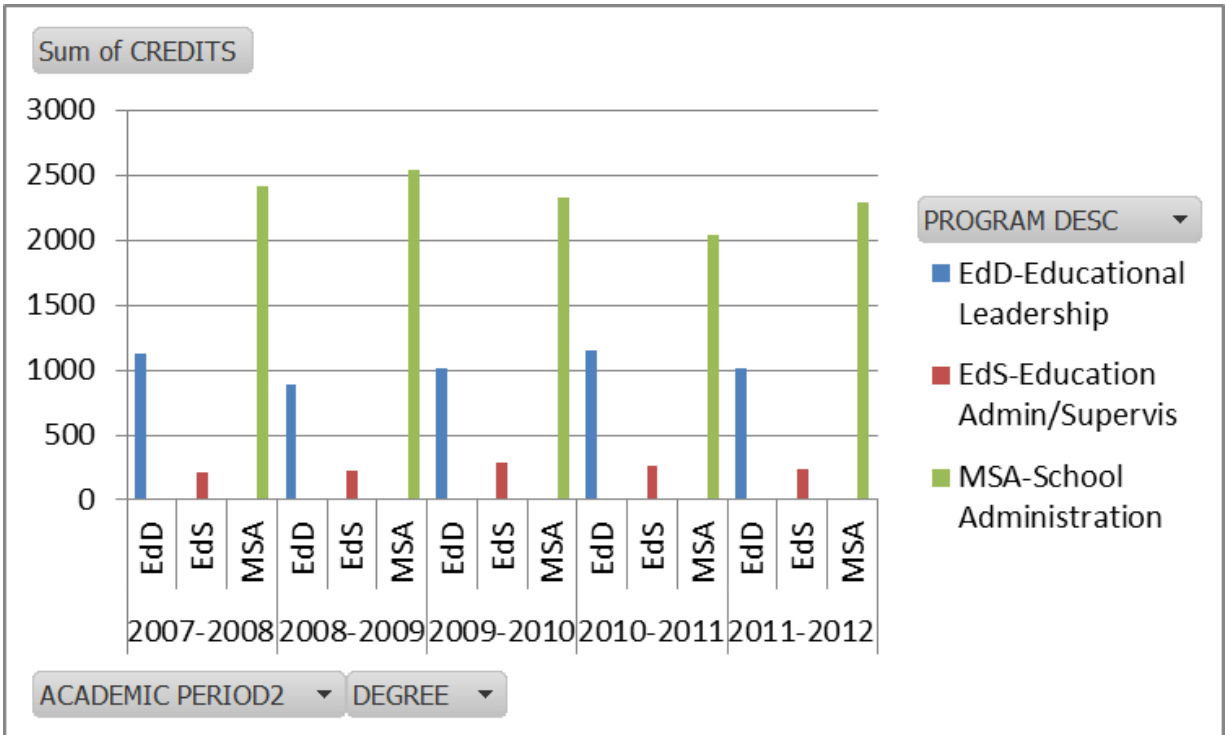


Figure 3.1. LEED Student Credit Hours 2007-2008.

Table 3.2

LEED Indicators of Incoming Student Quality

Academic Period2	Program	Data					
		Average of UGOA GPA	Average of GRE VERBAL	Average of GRE QUANT	Average of GRE WRITING	Average of MAT (to 10/4)	Average of MAT (After 10/4)
2007-2008	EdD-Educational Leadership		477	657	4	38	416
	EdS-Education Admin/Supervis		440	482	4	47	413
	MSA-School Administration		413	468	4	38	402
2008-2009	EdD-Educational Leadership		420	495	3	49	425
	EdS-Education Admin/Supervis		426	579	4	64	341
	MSA-School Administration		408	457	4	46	403
2009-2010	EdD-Educational Leadership	2.90	442	483	4	51	416
	EdS-Education Admin/Supervis	2.79	472	537	4	38	406
	MSA-School Administration	2.91	433	513	4	48	398

Table 3.2 (continued)

2010-2011	EdD-Educational Leadership	2.98	499	502	4	43	405
	EdS-Education Admin/Supervis	2.80	395	560	5	47	417
	MSA-School Administration	3.12	394	558	4	37	407
2011-2012	EdD-Educational Leadership		430	530	4	35	409
	EdS-Education Admin/Supervis	2.88	433	458	4	43	394
	MSA-School Administration	3.18	420	510	4	48	402
Grand Total		3.01	431	503	3.99	45	404

Table 3.3a Quality of Current/Outgoing Students

LEED Degrees by Program Area					1 Yr		2 Yr		3 Yr		4 Yr		5 Yr		6 Yr		
					Student s	Percen t	Student s	Percen t	Students	Percen t	Stude nts	Percen t	Student s	Percen t	Student s	Percen t	
EdD	Ed Leadership	Retention	2005	12	10	83.33%	11	91.67%	10	83.33%	8	66.67%	4	33.33%	4	33.33%	
			2006	15	13	86.67%	11	73.33%	10	66.67%	7	46.67%	6	40.00%			
			2007	11	9	81.82%	8	72.73%	4	36.36%	1	9.09%					
			2008	22	17	77.27%	17	77.27%	15	68.18%							
			2009	16	14	87.50%	13	81.25%									
			2010	40	31	77.50%											
		Graduated	2005	12								2	16.67%	6	50.00%		
			2006	15								1	6.67%				
			2007	11			1	9.09%	3	27.27%	6	54.55%					
			2008														
			2009														
			2010														
		Persistence	2005	12	10	83.33%	11	91.67%	10	83.33%	10	83.33%	10	83.33%	4	33.33%	
			2006	15	13	86.67%	11	73.33%	10	66.67%	8	53.33%	6	40.00%			
			2007	11	9	81.82%	9	81.82%	7	63.64%	7	63.64%					
			2008	22	17	77.27%	17	77.27%	15	68.18%							

LEED Degrees by Program Area				1 Yr		2 Yr		3 Yr		4 Yr		5 Yr		6 Yr				
				Student s	Perce nt	Student s	Perce nt	Students	Perce nt	Stude nts	Perce nt	Student s	Perce nt	Student s	Perce nt			
			8 5		%		%											
			200 9 3	1 9	69.23 %													
			201 0	9 5	55.56 %													
MS A	School Admin	Retention	200 5	6 7	58 %	86.57 %	34	50.75 %	2	2.99%	1	1.49%	1	1.49%				
			200 6	7 6	67	88.16 %	48	63.16 %	2	2.63%								
			200 7	8 6	77	89.53 %	47	54.65 %										
			200 8	6 6	62	93.94 %	41	62.12 %										
			200 9	6 1	57	93.44 %	28	45.90 %										
			201 0	5 8	53	91.38 %												
			200 5	6 7			18	26.87 %	58	86.57%	61	91.04 %						
		200 6	7 6			16	21.05 %	65	85.53%	66	86.84 %							
		200 7	8 6			27	31.40 %	73	84.88%									
		200 8	6 6			18	27.27 %	59	89.39%									
		200 9	6 1	1	1.64%	27	44.26 %											
				Persistenc e	200 5	6 7	58	86.57 %	52	77.61 %	60	89.55%	62	92.54 %	1	1.49%		
					200 6	7 6	67	88.16 %	64	84.21 %	67	88.16%	66	86.84 %				
					200 7	8 6	77	89.53 %	74	86.05 %	73	84.88%						

LEED Degrees by Program Area				1 Yr		2 Yr		3 Yr		4 Yr		5 Yr		6 Yr	
				Student s	Perce nt	Student s	Perce nt	Students	Perce nt	Stude nts	Perce nt	Student s	Perce nt	Student s	Perce nt
		20086	62	93.94%	59	89.39%	59	89.39%							
		20091	58	95.08%	55	90.16%									
		20108	53	91.38%											

Table 3.3b

Number of LEED Graduates and Graduate Average GPA

Academic Period2	Program Desc	Data	
		Count of ID	Average of GPA
2007-2008		75	3.95
2008-2009		87	3.95
2009-2010	EdD-Educational Leadership	15	3.97
	EdS-Education Admin/Supervis	2	3.83
	MSA-School Administration	69	3.96
2010-2011	EdD-Educational Leadership	9	3.98
	EdS-Education Admin/Supervis	3	3.87
	MSA-School Administration	78	3.93
2011-2012	EdD-Educational Leadership	2	4.00
	EdS-Education Admin/Supervis	1	4.00
	MSA-School Administration	1	4.00
Grant Total		342	3.95

Table 3.5a

LEED Students by Program by Race

Academic Period2	Program	Race						Grand Total
		White	Black	Asian	Hispanic	Unknown	Am Indian	
2007-2008	EdD-Educational Leadership	8	1			1		10
	EdS-Education Admin/Supervis	11	3					14
	MSA-School Administration	37	15		1	3		56
2008-2009	EdD-Educational Leadership	7	1					8
	EdS-Education Admin/Supervis	10	3			1	1	15
	MSA-School Administration	23	14	1	2	2		42
2009-2010	EdD-Educational Leadership	30	9			9		48
	EdS-Education Admin/Supervis	14	5	1		1		21
	MSA-School Administration	34	11			6		51
2010-2011	EdD-Educational Leadership	34	9			6	6	55
	EdS-Education Admin/Supervis	5	3			2	1	11
	MSA-School Administration	49	14		1	8		72
2011-2012	EdD-Educational Leadership	2	2					4
	EdS-Education Admin/Supervis	11	6			1		18
	MSA-School Administration	28	6		1	3		38
Grand Total		303	102	2	5	43	8	463

Table 3.5b

LEED Students by Program by Gender

Count of ID	Program	Gender		Grand Total
		F	M	
Academic Period2				
2007-2008	EdD-Educational Leadership	6	4	10
	EdS-Education Admin/Supervis	9	5	14
	MSA-School Administration	43	13	56
2008-2009	EdD-Educational Leadership	4	4	8
	EdS-Education Admin/Supervis	8	7	15
	MSA-School Administration	29	13	42
2009-2010	EdD-Educational Leadership	30	18	48
	EdS-Education Admin/Supervis	11	10	21
	MSA-School Administration	36	15	51
2010-2011	EdD-Educational Leadership	34	21	55
	EdS-Education Admin/Supervis	4	7	11
	MSA-School Administration	56	16	72
2011-2012	EdD-Educational Leadership	3	1	4
	EdS-Education Admin/Supervis	11	7	18
	MSA-School Administration	33	5	38
Grand Total		317	146	463

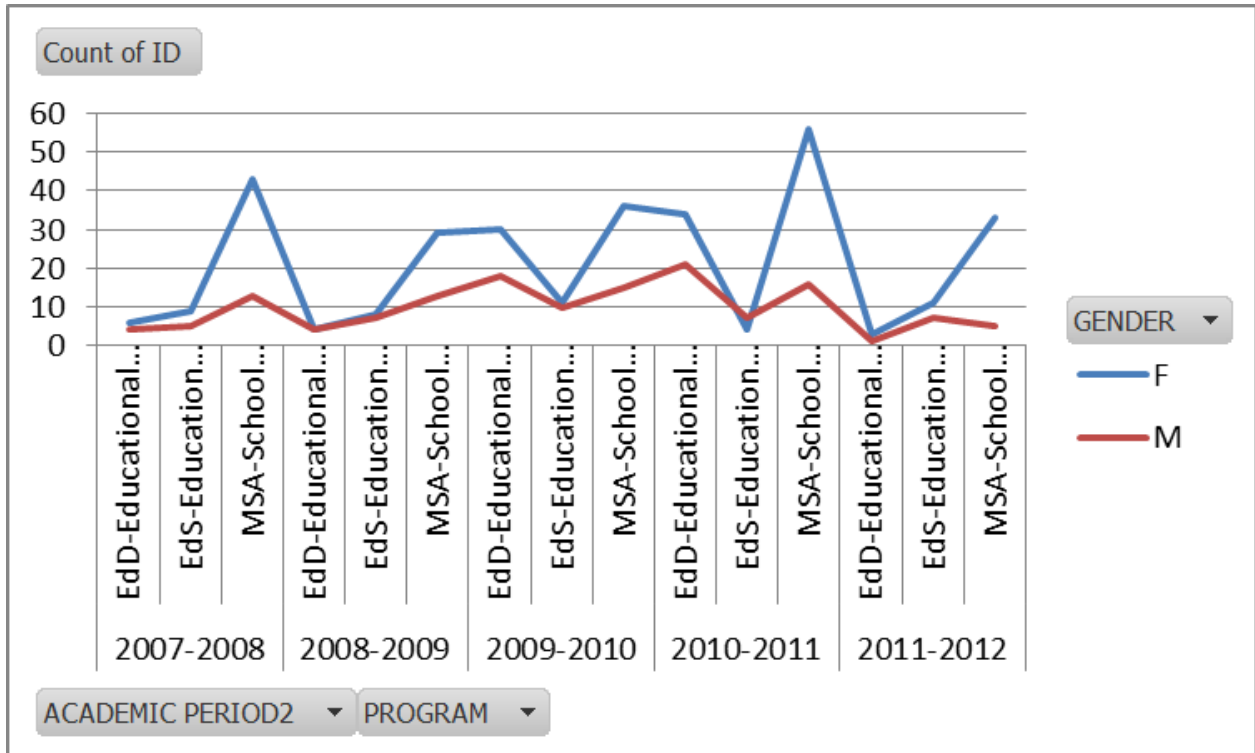


Figure 3.5. Illustration of LEED Students by Program by Gender.

Table 3.7a

Student Scholarship Support

Funding Source	2007-2008 Total Dollars/# Recipients & Average	2008-2009 Total Dollars/# Recipients & Average	2009-2010 Total Dollars/# Recipients & Average	2010-2011 Total Dollars/# Recipients & Average	2011-2012 Total Dollars/# Recipients & Average	2012-2013 Total Dollars/# Recipients & Average
Diane and Chip Linville Scholarship	\$500/1	\$1,000/1			\$500/1	\$1,000/2 \$500 average
Ralph Brimley Enrichment Fund	\$2,000/2 \$1,000/average	\$4,000/2 \$2,000/average		\$6,000/3 \$2,000 average	\$2,000/2 \$1,000/average	
Mack and Margaret Coble Doctoral Fellowship	\$1,000/1	\$600/1	\$1,000/1		\$1,000/1	
Carol Smith Gardner Educational Leadership Fellowship		\$1,000/1				

Table 3.7a (continued)

Glatthorn Dissertation Award			\$1,000/1	\$1,000/1	\$1,000/1	\$1,000/1
Totals by Year	\$3,500	\$6,600	\$2,000	\$7,000	\$4,500	\$2,000

Table 3.7b

Student Stipend (e.g. Graduate Research Assistantships)

Funding Source	2007-2008 Total Dollars	2008-2009 Total Dollars	2009-2010 Total Dollars	2010-2011 Total Dollars	2011-2012 Total Dollars
Graduate School Funds	\$66,095	\$23,054	\$29,653	\$17,899	\$12,883
Other State Funds (college, dept.)	\$833	\$19,540	\$0	\$14,190	\$11,110
Non-State Funds (grants, etc.)	\$3,640	\$3,120	\$0	\$0	\$0
Grand Total	\$70,568	\$45,714	\$29,653	\$32,089	\$23,993
# Students	32	18	10	11	12
Average/Students	\$2,205	\$2,540	\$2,965	\$2,917	\$1,999

Table 4.2

LEED (Full-Time) Faculty Summary

Faculty Name	Tenured (T)/ Tenure-Track (TT)	Terminal Degree	Gender	Ethnicity	International Status
Bradshaw, Lynn	Professor/ (<i>retired 2011</i>)	EdD/North Carolina State Univ	F	White	USA
Buckner, Kermit	Professor (T)	EdD/Univ of North Carolina-Greensboro	M	White	USA
Floyd, Emmett	Associate Professor (<i>retired 2011</i>)	EdD/Duke University	M	White	USA
Farrington, Vernon	Assistant Professor (<i>retired 2009</i>)	PhD/Univ of North Carolina-Greensboro	M	White	USA
Grobe, William (Bill)	Associate Professor (T)	EdD/State Univ of New York at Buffalo	M	White	USA
Holloman, Harold (Hal)	Associate Professor (T)	PhD/Univ of South Carolina	M	White	USA
McDowelle, James (Jim)	Professor (T)	EdD/ Univ of Virginia	M	Black	USA
Mills, Lane	Associate Professor (<i>resigned for Superintendent Position 2012</i>)	PhD/Univ of South Carolina	M	White	USA
O'Kech, Allan	Assistant Professor (<i>left for health reasons</i>)	EdD/Sam Houston State University	M	Black	Africa/USA citizen
Peel, Henry	Professor (<i>retired 2010</i>)	EdD/Univ of North Carolina-Chapel Hill	M	White	USA
Phillips, Joy	Associate Professor (<i>TT moving to Fixed Term Fall 2012</i>)	PhD/Univ of Texas at Austin	F	White	USA
Ringler, Marjorie	Associate Professor (T)	EdD/Univ of Florida	F	Hispanic	Colombia, South America/ USA citizen

Table 4.2 (continued)

Rouse, William (Art)	Associate Professor (T)	EdD/East Carolina Univ	M	White	USA
Selke, Mary	Associate Professor (<i>left for a position at another IHE</i>)	PhD/Marquette Univ	F	White	USA
Thompson, Charles	Professor (<i>retired 2012</i>)	EdD/Harvard Graduate School of Education	M	White	USA

Table 4.3

LEED (Part-Time) Faculty Summary

Faculty Name	Rank/Status	Terminal Degree	Service Years/ academic year	Gender	Ethnicity	Graduate Courses Taught
Brunson, Linda	Adjunct	EdD/East Carolina Univ	3 years 2007-09 2011-12	F	Black	LEED 6808 LEED 6809 LEED 6824
Daly, Thomas	Adjunct/ Graduate Teaching Professor	EdD/North Carolina State Univ	3 years 2007-08 2010-12	M	White	LEED 6804 LEED 6824 LEED 8055 LEED 8030
Doyle, Megan	Adjunct	EdD/East Carolina University	1 semester 2008	F	White	LEED 6807
Gainey, Charles	Adjunct/Graduate Teaching Professor	EdD/Univ of North Carolina- Greensboro	years 2000-12	M	White	LEED 6808 LEED 6809 LEED 6804 LEED 6823
Gallelli, Eugene	Adjunct/Teaching Professor	EdD/East Carolina Univ	years 2007-present	M	White	LEED 6808 LEED 6809 LEED 6801 LEED 6802
Grier, Lee	Fixed Term/Teaching Professor	EdD/Duke Univ	years 2001-present	M	White	LEED 6808 LEED 6809 LEED 6824 LEED 7420

Table 4.3 (continued)

Holleman, Leon	Adjunct/Teaching Associate Faculty	EdD/Univ of North Carolina at Chapel Hill	years 2007-present	M	White	LEED 6808 LEED 6809 LEED 6801 LEED 6802 LEED 6334
Jenkins, Charles	Adjunct	EdD/Duke Univ	1 semester 2010	M	White	LEED 8035
Locklear, Joseph	Adjunct	EdD/South Carolina State Univ	1 semester 2011	M	American Indian	LEED 8015
Mabe, Larry	Adjunct	EdD/Univ of North Carolina-Chapel Hill	1 semester 2010	M	White	LEED 7520
Price, Larry	Adjunct	EdD/East Carolina University	1 semester 2006			LEED 7470
Stevens, Linda	Fixed Term/Graduate Teaching Professor	EdD/East Carolina Univ	years 2001-present	F	White	LEED 6808 LEED 6809 LEED 6823 LEED 6824
Williams, Thomas	Fixed Term	EdD/East Carolina Univ	1 semester 2010 1 year 2011-present	M	White	LEED 6901 LEED 7520

Table 4.4

LEED Advising Student Structure

Program	Advising Structure 2007-2008	Advising Structure 2008-spring 2011	Advising Structure Fall 2011 - present
MSA	Department Advisor	Program Coordinator	<ul style="list-style-type: none"> • Primary Advisor • Program Coordinator • Internship University Supervisor • Internship Site Supervisor
EDS	Department Advisor	Program Coordinator	<ul style="list-style-type: none"> • Primary Advisor • Program Coordinator • Internship University Supervisor • Internship Site Supervisor
EDS	Department Advisor Dissertation Chair	Program Coordinator Dissertation Chair	<ul style="list-style-type: none"> • Primary Advisor • Program Coordinator • Internship University Supervisor • Internship Site Supervisor • Dissertation Chair

Table 4.5

Faculty Scholarship/Creativity Productivity (2008-spring 2012)

Products	Number
Books	6
Book Chapters	31
Non-Refereed Book Chapters	8
Refereed Journals	86
Non-Refereed Journals	6
Refereed Proceedings	12
Grants	\$353,000
Presentations	109
• International	10
• National	60
• Regional	29
• State	10
Manuscript Peer Reviews	19
Book Peer Reviews	7
Dissertation Chair	58
Dissertation Member	114
Methodologist	34

Table 4.6

SCH by Year and Faculty

Academic Year	Student Credit Hours (SCH)	Faculty FTEs
2008-2009	3656	18.00
2009-2010	3644	12.50
2010-2011	3462	11.00
2011-2012	3538	11.15

Table 5.1

LEED Department Budget 2007-2012

Financial Support	Academic Year				
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Operating Dollars	37,846	40,346	32,217	52,937	51,698
Scholarships/Fellowships	3,800	4,800	6,500	7,000	4,500
F&A	0	0	0	7,759.12	8,184.46
Principal Fellows Scholarship	780,000	960,000	1,200,000	1,020,000	1,020,000
Assistantships	39,996	19,254	38,784	30,647	27,960

Table 5.4

ECU Joyner Library Keyword Searches

	Keyword Search	# Items
Books	education and leadership	1711
Periodicals	education and leadership	8
	educational leadership	10

Table 6.4a

MSA Program Assessment Outcomes, Assessments, Results, and Actions Taken

Outcomes	Assessment Method(s)	Results	Action Taken
Institutional Learning Outcomes			
<p>1) Education for a New Century (Communication with Cultural Groups). Communicates, interacts and works positively with individuals from other cultural groups.</p>	<ul style="list-style-type: none"> • COE Candidate Exit Survey • Completion of newly created Service Leadership Project (SLP) on Community Involvement in Schools • Program Exit Survey 	<ul style="list-style-type: none"> • Average Score 3.23/4.0 scale (31% response rate). • New assignment in progress; not yet assessed. • Discontinued • SLP will assess the cultural competency requirement. 	<ul style="list-style-type: none"> • Creating/aligning assessments for new MSA program. • Considering how to improve Exit Survey response rate. • Faculty developed a rubric for assessing SLPs to facilitate inter-rater reliability in coming year. • Beginning August 2012, students will be required to report reflections on interaction with diverse populations on all six assigned SLPs.

Table 6.4a (continued)

<p>2) The Leadership University. Develop leadership skills and ability to lead complex educational organizations. Program Learning Outcomes</p>	<ul style="list-style-type: none"> • Student electronic portfolio for Service Leadership Project (SLP); a minimum of 5 of an 8-point scale 	<ul style="list-style-type: none"> • As of spring 2012, 100% students scored proficient. 	<ul style="list-style-type: none"> • Faculty revised scoring rubric, from 8- to 4-point scale.
<p>1) Educational Objective- MSA Quality Candidates. To provide quality school leaders who possess the ability, skills, and dispositions to promote school improvement.</p>	<ul style="list-style-type: none"> • Annual assessment of North Carolina Department of Public Instruction: IHE Program Completer and Employer/Mentor Survey; administered 1 year after graduation. • Review of students' completed Leadership portfolio to determine if candidate has met requirements for North Carolina Principal and Curriculum & Supervision licenses. 	<ul style="list-style-type: none"> • 100% of MSA candidates met NC licensing requirements. 	<ul style="list-style-type: none"> • Faculty will continue to discuss/monitor inter-rater reliability in portfolio assessment.

Table 6.4a (continued)

<p>2) Program Approval for License. Representatives from the North Carolina Department of Public Instruction will annually review licensure recommendations for the North Carolina Principal license and the North Carolina Curriculum and Supervision Specialist license to determine program renewal. Strategic Planning Outcome</p>	<ul style="list-style-type: none"> • Annually the North Carolina Department of Public Instruction (NC DPI) will review a random sample of student licensure portfolios 	<ul style="list-style-type: none"> • Random sample was submitted to NC DPI on June 1, 2012. 	<ul style="list-style-type: none"> • LEED faculty will meet in Fall 2012 to review/discuss NC DPI review results. • LEED faculty will conduct an in-house random sample review of portfolios for students scheduled to graduate Spring 2013.
<p>1) MSA Distance Education. Continue to produce quality graduates for leadership roles that meet the needs throughout the region.</p>	<ul style="list-style-type: none"> • Recruit annually 80 MSA candidates (5% margin). • Annual survey of superintendents to assess need for school administrators. 	<ul style="list-style-type: none"> • 72 MSA students enrolled to begin in Summer 2012. 	<ul style="list-style-type: none"> • Faculty moved MSA application deadline to January 1st. • Program Advisor has begun MSA recruiting for enrollment in Summer 2013.

Table 6.4b

EdS Program Assessment Outcomes, Assessment, Results, and Actions Taken

Outcomes	Assessment Method(s)	Results	Action(s) Taken
Institutional Learning Outcomes			
1) Education for a New Century (Communication with Cultural Groups). Communicates, interacts and works positively with individuals from other cultural groups.	<ul style="list-style-type: none"> • Candidate Exit Survey • Field Experience Project in LEED 7460 (School and Community Cultures) 	<ul style="list-style-type: none"> • Faculty who taught course retired in December 2012 without leaving course documentation. 	<ul style="list-style-type: none"> • Faculty discussed problem; decided to create and institutionalize the data collection process.
Program Learning Outcomes			
1) Internship EdS candidates will experience an enriched internship experience that enhances their academic achievement.	<ul style="list-style-type: none"> • EdS candidates self-assess knowledge/skills gained from their internship using Standard 7 of the ELCC Standards for School District Leadership. • Candidate Exit Survey. 	<ul style="list-style-type: none"> • Candidates' assessment of the impact of their internship experience ranged from 2.75-3.0 on a 3-point scale. 	<ul style="list-style-type: none"> • Results shared with internship site supervisor and university supervisor to encourage continued strong internship experiences.

Table 6.4b (continued)

<p>2) Educational Objective: Promoting success of all students.</p> <p>EDS candidates who complete the program as educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>	<ul style="list-style-type: none"> • EdS candidates self-assess knowledge/skills gained from their internship using Standard 6 of the ELCC Standards for School District Leadership. • EdS candidates will complete a survey focusing on students' ability to act with integrity, fairness, ethically. • EdS candidates will complete an Exit Survey using the question: The program developed/enhance my ability to assume leadership/advocacy roles in my professional environment. 	<ul style="list-style-type: none"> • EDS students self-reported a rating of 2.5 for ELCC Standard 6 indicating present to strong learning outcome 	<ul style="list-style-type: none"> • Results were shared with the LEED faculty, university internship supervisor, and site-supervisor to ensure future students are provided similar opportunities
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Table 6.4b (continued)

Strategic Planning

Outcome

1) EdS Recruitment and Retention

Continue to produce quality graduates for leadership roles that meet the needs throughout the region

- Recruit 15 (5% margin) well-qualified candidates annually.
 - Hired new recruitment coordinator who is actively engaging with potential candidates.
 - Recruitment process ended April 30. EDS candidate interviews were scheduled for June 5 and June 12. Final admission decisions were conducted by faculty on June 14; candidates notified of program acceptance on June 15.
-

Table 6.4c

EdD Program Assessment Outcomes, Measures, Results, and Actions Taken

Outcomes	Assessment Method(s)	Results	Action Taken
<p>Institutional Learning Outcomes</p>			
<p>1) Education for a New Century (Communication with Cultural Groups)</p> <p>EDD candidates who complete the program as educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>	<ul style="list-style-type: none"> • Students will complete the COE Candidate Exit Survey using the question: My program developed or enhanced my knowledge of cultural diversity and its impact on my professional role. • Field experience project in LEED 8045 (Cases and Concepts in Educational Leadership). A community involvement project with specific course objectives implementing effective interactions with culturally diverse groups. 	<ul style="list-style-type: none"> • Course was not taught during 2011-2012 academic year. 	<ul style="list-style-type: none"> • Course is scheduled to be taught in Spring 2013 to a new EdD cohort admitted in Fall 2012.
<p>Program Learning Outcomes</p>			
<p>1) EdD Quality Candidates Prepare individuals with advanced leadership skills and ability to resolve</p>	<ul style="list-style-type: none"> • The review of the candidate's doctoral dissertation by the respective doctoral dissertation 	<ul style="list-style-type: none"> • One EDD student successfully completed all requirements for the dissertation in this reporting 	<ul style="list-style-type: none"> • Results of student's dissertation was shared with LEED faculty. The faculty

complex problems of practice resulting in school improvement.

committee and the graduate school's guidelines for dissertations.

year.

analyzed then discussed each component of the dissertation to gain a greater understanding of how the study influenced school improvement as well as information that may strengthen future studies.

2) EdD Quality Candidates/Dissertation Proposal
Candidate's successful defense of the dissertation proposal.

- Candidate will successfully complete the dissertation proposal as approved by his/her doctoral dissertation committee.

- For the 2011-12 school year, 2 students successfully completed their dissertation proposal.

- This information was shared with the LEED faculty to contribute to the ongoing program review.

Strategic Planning Outcome:

1) Strategic Direction: EdD Recruitment and Retention
Continue to produce quality graduates for leadership roles that meet the needs throughout the region.

- Recruit 12 EdD candidates (5% margin) bi-annually.

- 12 EdD students have been admitted for Fall 2012.

- This student enrollment and related professional demographic information has been shared with our service region superintendents and LEED faculty.



DEPARTMENT OF EDUCATIONAL LEADERSHIP
COLLEGE OF EDUCATION
210 Ragsdale Hall

Greenville, North Carolina 27858-4353

252-328-6135 office

252-328-4062 fax

MEMORANDUM

TO: ECU Educational Programs and Planning Committee

FROM: The Department of Educational Leadership

DATE: January 29, 2013

RE: Department Response to the 2012 Program Review

The faculty in the Department of Educational Leadership has prepared a formal response that addresses the written suggestions submitted by the External Review Team. Due to some inaccuracies in the reviewer's written report, the faculty in the Department have provided correct information as well as responded to the Observations and Suggestions. In our effort to address the number of Suggestions and to provide an organized approach in our responses, the faculty felt the best way to compose the response was to do so in two parts: (1) An executive summary;

and (2) Responses to each reviewer Suggestions. Please note, the External Review Team's Observations and Suggestions embedded in this Response represent the exact language as provided by the External Review Team's written report.

1. Executive Summary

The External Review Team visited ECU October 21 - 23, 2012. The Review Team was comprised of Dr. Sharon Ballard, East Carolina University (internal reviewer), Dr. Peter Cistone, Florida International University (external reviewer), and Dr. Debby Zambo, Arizona State University (external reviewer).

As part of their visit, the Reviewers spoke with the Academic Council, Dean of the College of Education, the Interim Department Chair, faculty (both tenure and fixed term), administrative staff, external constituents, and current and former students.

The External Review Team's written report combined the initial findings presented to the faculty, University Administration, and Department Leadership Team on October 23rd and the overall analysis of information that included the Program Review (including faculty vitas), interviews, observations, and syllabi. Their report included a program overview, overall program strengths, concerns (which was not found in the report) and suggestions, and then more specific analysis by degree program.

The Department of Educational Leadership (LEED) faculty reviewed the External Review Team's written report in detail to determine the appropriate plan of action. The LEED faculty determined that the most logical plan to address the External Review Team's written report entailed a three part process: Part one - faculty review and discussion of the reviewer observations and suggestions; Part two - the LEED Management Team (consisting of the three program coordinators – MSA, EdS, EdD and the department advisor), categorized each of the reviewer suggestions; and Part three - the LEED faculty were placed in work teams by program area (MSA, EDS, EDD) to respond to the specific suggestions in the External Review Team's report and determine Department needs. The Department needs were then discussed and approved by the LEED faculty.

Each of the three parts of this process yielded positive outcomes. Part one of the process resulted in the faculty analyzing the suggestions and determining five categories related to the frequency of reviewer suggestions. Those 5 categories are as follows: (1) Continue to articulate leadership theory and associated conceptual framework; (2) Continue to secure appropriate faculty resources for enhanced faculty productivity; (3) Continue to improve data collection for

accountability purposes; (4) Continue to revitalize department culture; and (5) Continue to enhance internal and external communication.

Part two of the process resulted in an affinity grouping of the 25 formal suggestions contained in the External Review Team's written report. This grouping of suggestions was organized within the 5 categories as listed above (see Appendix A).

Category One, *Articulate leadership theory and associated conceptual framework*; 14 of the 25 external reviewer suggestions fell into this category. Faculty in the respective three program areas (MSA, EdS, EdD) have been meeting in faculty work group sessions since fall 2008 (and will continue to meet in these sessions) to ensure that appropriate leadership theory is noted and taught in the respective courses.

The MSA faculty continue to meet monthly in MSA faculty work sessions to include leadership theory within courses, adjust assignments related to course content and objectives, and review course syllabi for consistent student experiences. Additionally, a faculty member will devote the equivalent of one graduate course during first summer 2013 to review all MSA course syllabi for inclusion of leadership theory. The MSA program will have the appropriate leadership theory and associated conceptual framework completed by July 30, 2013. The MSA course syllabi (reflecting leadership theory and framework) will be implemented beginning with the fall 2013 semester.

The EdS faculty will continue to review the market value of this program to determine the best revision strategy to meet the needs of the region. The EdS faculty began meeting in faculty program work sessions in March 2012; these works sessions have continued on a regular basis. The revisioned EdS program will have the appropriate leadership theory and associated conceptual framework within the course syllabi. The EdS program will be revisioned by March 2015 with the new program beginning fall 2015.

The EdD faculty are currently redesigning the EdD program. The EdD faculty began aligning the EdD program to the Carnegie Project on the Education Doctorate (CPED) in summer 2011. The faculty began intensive EdD redesign work with the

co-director of the CPED in May 2012; that work will continue through June 2013. The EdD program will have the appropriate leadership theory and associated conceptual framework completed by June 30, 2014. The new EdD program will begin fall 2014.

Category Two, *Secure appropriate faculty resources for enhanced faculty productivity*; 10 of the 25 external reviewer suggestions fell into this category. The LEED interim department chair will continue to work with the COE dean and ECU administration to secure faculty positions for LEED. The LEED interim department chair will include faculty needs during standing meetings with the COE dean; once each semester. The LEED interim chair will use the FTE and SCH data produced by the COE and ECU as well as faculty research and scholarly productivity to present a rationale for requesting the additional faculty resource support. The topic of faculty resources with the COE dean will begin with the fall 2013 semester and continue in March of the spring 2014 semester. This structure will continue each semester thereafter.

Category Three, *Improve data collection for accountability purposes*; 5 of the 25 external reviewer suggestions fell into this category. The LEED interim department chair will schedule regular meetings with COE assessment director, ECU Graduate School staff, and LEED program coordinators (MSA, EdS, EdD) to discuss the collection and analyzing of the data, and the appropriate dissemination of the data to stakeholders to inform program improvement. These meetings will be held once per semester beginning fall 2013. The meetings will be scheduled for the beginning of each fall semester and the end of each spring semester; accordingly, additional meetings may be scheduled as needed.

Category Four, *Revitalize department culture*; 4 of the 25 external reviewer suggestions fell into this category. The LEED faculty participated in several faculty work sessions during the fall 2012 to discuss the value and intent of scholarly activities. The faculty work sessions resulted in the following conclusions -- the LEED faculty place value on the scholarship of discovery, integration, and application. Fundamentally, all three scholarly activities have the potential to significantly impact the field of educational leadership; therefore, these principles guided our work. Our tiered scholarly research approach recognized each activity's scholarly value and utilizes the following indicators: a) Readership, b) Blind peer review, c) Impact factor, and d) Acceptance rate. The faculty believes these four indicators, used collectively or in combination, serves as a more holistic indication of the impact and quality of the contribution to the discipline. Furthermore, it was determined that the LEED faculty would meet once per semester to discuss his/her

scholarly productivity as a means of encouraging individual and collaborative faculty research efforts. These meetings will begin fall 2013 and continue each semester thereafter.

Additionally, the LEED interim department chair and LEED program advisor will meet with LEED faculty once each semester to discuss student enrollment in off campus cohorts to determine the impact of faculty workload associated with this type of content/program delivery. The results of those meetings may determine the future off campus delivery of that specific cohort, or additional cohorts based on feedback from faculty. These meetings will begin fall 2013 and continue each subsequent semester thereafter.

Category Five, *Enhance internal and external communication*; 4 of the 25 external reviewer suggestions fell into this category. The LEED interim department chair will begin faculty discussions during spring 2013 regarding best practices for the communication of department successes to both internal and external stakeholders. The interim department chair will incorporate the following strategies: 1) Regular semester meetings (1 – fall and 1 spring) beginning fall 2013 with the COE dean to articulate department successes and continued needs. These meetings will be scheduled at the beginning of each fall semester and at the end of each spring semester. Additionally, these meetings will include the LEED interim department chair providing the COE dean with student demographic data consistent with the department's mission; 2) The LEED interim department chair will meet with the ECU graduate dean once per academic year to seek feedback regarding the quality of doctoral program's problem of practice dissertation work and to share student demographic and student achievement data aligned with the department's mission. These meetings will begin fall 2013 (the problem of practice feedback will begin spring 2017 due to the implementation of the new doctoral program)

Part three of the process resulted in the faculty teams (consisting of the three program areas MSA, EdS, EdD) working to respond to each of the reviewer suggestions related specifically to their respective program areas and to identify Department needs. The specific program and department responses were prepared (see Section 2 of this report) and the following Department needs were identified and approved by the LEED faculty.

1. Employ additional tenure track faculty;

2. Develop and implement policy to provide credit within faculty loads for dissertation work;
3. Continue to have open communication and transparency about the Department's research, teaching, and service;
4. Obtain additional faculty to support the EdS program revision;
5. Obtain additional faculty to support the EdD program revision; and
6. Appoint a permanent department chair.

2. Response to External Review Team Suggestions

This section of the LEED rejoinder is the response to each of the External Review Team's Suggestions, based on their observations, contained within their formal written report. The External Review Team's Observations and Suggestions were assigned numerically in order as presented in their formal written report (see Appendix A).

Responses to Suggestions to 2001 Program Review

Observation: In the 2001 Academic Program Review, it was recommended, among other things:

- a policy should be implemented to differentiate between masters and doctoral loads
- a policy should be implemented to provide credit within faculty loads for dissertation work
- funding should be provided for additional tenure track faculty in the department

As far as the Review Team can discern, few/little actions have been taken from this review.

Suggestion 1: The current reviewers recommend these points be addressed by department, college and university administration. Other points made in the prior review were not investigated and we have no suggestions for these prior concerns (e.g., dissertation requirements, research center, student affiliations).

Response to Suggestion 1:

Recently, revisions were made in the procedures for determining the COE faculty teaching load. The current loading procedure makes no differentiation between undergraduate and graduate teaching loads. All COE faculty, regardless of teaching assignment (undergraduate or graduate including doctoral level) are assigned a 3/3 teaching workload. The LEED interim department chair will work with the COE dean to determine if the differentiation between master level and doctoral level teaching loads needs to be reinstated or adjusted to reflect the teaching, research, and service expectations of faculty at this level. The LEED interim department chair will gather data from peer institutions regarding the respective institution's policy on differentiation of level of course loads. The LEED interim department chair will share this information with the LEED faculty, COE faculty, and COE dean. The LEED interim department

chair will conduct faculty works sessions with the LEED faculty, COE faculty, and the COE dean to determine a faculty differentiated workload for COE faculty. The work sessions will take place during the 2013 – 2014 academic year; a recommendation will be presented to the COE faculty in spring 2014; with implementation of new faculty workloads fall 2015.

The LEED interim department chair will work collaboratively with the COE dean, LEED faculty, and other faculty within ECU and ECU peer like institutions to determine a fair and consistent model to provide faculty credit for dissertation loads. The LEED interim department chair will gather data from peer institutions regarding the respective institution's policy on faculty dissertation loads as well as faculty dissertation loads from the institutions involved in the Carnegie Project on the Education Doctorate. The LEED interim department chair will share this information with the LEED faculty and COE dean. The LEED interim department chair will conduct faculty works sessions with the LEED faculty and the COE dean to determine a policy on faculty dissertation load. The work sessions will take place during the 2013 – 2014 academic year. A recommendation will be presented to the COE dean by June 30, 2014; implementation of the new faculty dissertation load will begin fall 2014

In December 2012, LEED received three additional tenure-track positions; one of those positions is the Wells Fargo Endowed Professorship. These three positions have the potential to increase Department productivity in the areas of teaching, research, and service. The Wells Fargo Endowed Professorship position will be “filled” by May 2013, with the new faculty member beginning fall 2013

A search for the other two tenure-track faculty positions will begin spring 2013. These two positions will be “filled” no later than summer 2013. These two faculty will begin on or before fall 2013.

Additionally, the LEED interim department chair will work with the COE dean, LEED faculty, and ECU administration to continue to advocate for additional faculty positions to create a more manageable and productive work environment. The LEED interim chair will use the FTE and SCH data produced by the COE and ECU as well as faculty research and scholarly productivity to present a rationale for requesting the additional faculty resource support. The topic of faculty resources with the COE dean will begin

with the fall 2013 semester, and continue in March of the spring 2014 semester. This structure will continue each semester thereafter.

Responses to Suggestions to Department

Observation: The faculty and department convey the impression that their contributions are not appreciated at the college level and administration conveys the impression directives are not honored. An impasse seems to be occurring and neither side seems willing to negotiate.

Suggestion 2: There needs to be a change in the culture of the department. A shared vision needs to be developed and two-way communication channels opened.

Response to Suggestion 2

The LEED interim department chair will continue to work collaboratively with the COE dean and ECU administration to articulate LEED's vision and mission. This action will enhance transparency and communications with internal constituencies. The LEED interim department chair will begin faculty discussions during spring 2013 regarding best practices for the communication of department successes to stakeholders. The interim department chair will incorporate the following strategies: 1) Regular semester meetings (1 – fall and 1 spring) beginning fall 2013 with the COE dean to articulate department successes and continued needs. These meetings will be scheduled at the beginning of each fall semester and at the end of each spring semester. Additionally, these meetings will include the LEED interim department chair providing the COE dean with student demographic data consistent with the department's mission; 2) The LEED interim department chair will meet with the ECU graduate dean once per academic year to seek feedback regarding the quality of doctoral program's problem of practice and to share student demographic and student achievement data aligned with the department's mission. These meetings will begin fall 2013 (the problem of practice feedback will begin spring 2017 due to the implementation of new doctoral program)

Observation: The reputation of the college is known locally and region wide but right now it seems localized.

Suggestion 3: The Review Team recommends program successes be communicated with clearer data and a concerted effort to share the strengths of the program within ECU and nationwide. Monthly data inspection meetings may be a place to begin.

Response to Suggestion 3

The LEED interim department chair will work with LEED faculty to establish a regular avenue for communicating program strengths to internal and external constituents. This will include consistent and incremental inspections of department data to ensure accuracy. The LEED interim department chair will begin faculty discussions during spring 2013 regarding best practices for the communication of department successes to stakeholders. The LEED interim department chair will incorporate the following strategies: 1) Regular semester meetings (1 – fall and 1 spring) beginning fall 2013 with the COE dean to articulate department successes and continued needs. These meetings will be scheduled at the beginning of each fall semester and at the end of each spring semester. Additionally, these meetings will include the LEED interim department chair providing the COE dean with student demographic data consistent with the department’s mission; 2) The LEED interim department chair will meet with the ECU graduate dean once per academic year to seek feedback regarding the quality of doctoral program’s problem of practice and to share student demographic and student achievement data aligned with the department’s mission. These meetings will begin fall 2013 (the problem of practice feedback will begin spring 2017 due to the implementation of new doctoral program)

Observation: The department chair has been interim for five years. This interim status of the current Department Chair compromises his ability to make substantive changes, grow the department, and enhance the college’s national reputation.

Suggestion 4: The Review Team recommends a national search be conducted for a permanent Chair and that this person be well versed in scholarship, teaching, and service

Response to Suggestion 4

A national search was conducted in fall 2009 for a permanent department chair for LEED. The search committee and LEED Personnel Committee recommended the appointment of Dr. Art Rouse. The search was closed without an appointment.

The LEED interim department chair will work with the COE dean, ECU administration and LEED department personnel chair to advocate for another national search for a

permanent department chairperson. These meetings/discussions will begin fall 2013 to determine “next steps” for conducting the search. The search for a chair will be conducted fall 2015. A permanent chair will be appointed to begin in that role fall 2016.

Responses to Suggestions to Department

Observation: At one time there were 30 faculty members in the department but due to attrition and retirement this number has fallen to 6 tenure-track and four fixed-term faculty members. Faculty service 38 counties and are being required to travel long distances to deliver courses.

Suggestion 5: Given the number of students in the three programs and impending retirement status of several current members it is recommended that a national search be conducted for new faculty. In materials provided the previous the Personnel Evaluation Review Team made this suggestion (see page 25 of the Program Review.)

Response to Suggestion 5

In December 2012, LEED received three additional tenure-track positions; one of those positions is the Wells Fargo Endowed Professorship. These three positions have the potential to increase Department productivity in the areas of teaching, research, and service. The Wells Fargo Endowed Professorship position will be “filled” by May 2013, with the new faculty member beginning fall 2013

A search for the other two tenure-track faculty positions will begin spring 2013. These two positions will be “filled” no later than summer 2013. These two faculty will begin on or before fall 2013.

Additionally, the LEED interim department chair will work with the COE dean, LEED faculty, and ECU administration to continue to advocate for additional faculty positions to create a more manageable and productive work environment. The LEED interim chair will use the FTE and SCH data produced by the COE and ECU as well as faculty research and scholarly productivity to present a rationale for requesting the additional faculty resource support. The topic of faculty resources with the COE dean will begin with the fall 2013 semester and continue in March of the spring 2014 semester. This structure will continue each semester thereafter.

Observation: The 2012 self assessment report provided to the reviewers indicates that the typical teaching load for faculty is 3 courses per semester. However, in the interviews strong concern was voiced about this load because of the additional demands of advising students. Faculty voiced that all masters and doctoral advising and committee work is added on to their workload and that because of this, their scholarship is suffering. Vitas show that some faculty are chairing as many as 8 dissertations, serving as second members on 6-8 committees, and serving on as many, if not more, Masters thesis committees.

Suggestion 6: Who is doing what and for how long was difficult to discern. The Review Team recommends someone gather data, look at committee and advising loads, and work with the faculty to develop reasonable and fair expectations. If faculty are overburdened with advising the college should consider hiring additional advisors. If dissertation and thesis committee loads are too high, faculty will need to be hired and/or a moratorium placed on the admission of students until there are enough faculty to chair work.

Response to Suggestion 6

The LEED interim department chair will continue to work with the COE dean to maintain the current LEED structure which involves the recent employment of a department advisor for the three program areas. The department advisor thus far has provided additional support to the program coordinators. This additional advising support has allowed the three program coordinators to focus on program improvements, assessment, and evaluation. Preliminary feedback indicates improved programs attributed to this support.

The LEED interim department chair will work collaboratively with the COE dean, LEED faculty, and other faculty within ECU and ECU peer like institutions to determine a fair and consistent model to provide faculty credit for dissertation loads. The LEED interim department chair will gather data from peer institutions regarding the respective institution's policy on faculty dissertation loads as well as faculty dissertation loads from the institutions involved in the Carnegie Project on the Education Doctorate. The LEED interim department chair will share this information with the LEED faculty and COE dean. The LEED interim department chair will conduct faculty works sessions with the LEED faculty and the COE dean to determine a policy on faculty dissertation load. The work sessions will take place during the 2013 – 2014 academic year. A recommendation

will be presented to the COE dean by June 30, 2014; implementation of the new faculty dissertation load will begin fall 2014.

Observation: There is variation among faculty as to the quality, quantity, and consistency of scholarly productivity. Faculty feels strongly that they are meeting scholarship requirements but it seems stakes have risen and faculty are expected to publish in top tier journals, present nationally at conferences, and pursue grant funding.

Suggestion 7: Given this, and a review of faculty vitas the team believes faculty need mentoring and support from leadership at the department and college level. They also need time to work on scholarship. Specifically faculty needs guidance to understand the importance of:

- single author or first author publications
- tiers of journals including impact factors
- how books, chapters, monographs, etc. fit into one's publication record
- the importance of presenting at national/international conferences
- how and where consulting fits or does not fit into scholarship – paid consulting is typically neither service nor scholarship
- the weight and value of external funding (grants)
- the weight of scholarship/research relative to teaching and service

Although the above is noted and were drawn from Vitas supplied on the CD that was given to the Review Team, there may be missing data. For example several faculty with active publication records have no 2010 publications listed leading the Team to wonder if this were true or an oversight of the system and information provided.

Response to Suggestion 7

The LEED faculty participated in several faculty work sessions to discuss the value and intent of scholarly activities. The faculty work sessions resulted in the following conclusions -- the LEED faculty place value on the scholarship of discovery, integration, and application. Fundamentally, all three scholarly activities have the potential to significantly impact the field of educational leadership; therefore, this principle guided our work. Our tiered scholarly research approach recognized each activity's scholarly value and utilizes the following indicators: a) Readership, b) Blind peer review, c) Impact factor, and d) Acceptance rate. The faculty believes these four indicators, used collectively or in combination, serves as a more holistic indication of the impact and

quality of the contribution to the discipline. Furthermore, it was determined that the LEED faculty would meet once per semester to discuss his/her scholarly productivity as a means of encouraging individual and collaborative faculty research efforts. These meetings will begin fall 2013 and continue each semester thereafter.

In December 2012, LEED received three additional tenure-track positions; one of those positions is the Wells Fargo Endowed Professorship. These three positions have the potential to increase Department productivity in the areas of teaching, research, and service. The Wells Fargo Endowed Professorship position will be “filled” by May 2013, with the new faculty member beginning fall 2013

A search for the other two tenure-track faculty positions will begin spring 2013. These two positions will be “filled” no later than summer 2013. These two faculty will begin on or before fall 2013.

Response to Programs Overall

Observation: The syllabi for various courses at both the doctoral and master's level vary in terms of clarity (objectives, assignments, schedules, timelines). In particular, in reviewing syllabi from adjunct faculty, no details regarding assignments or course schedule were included.

Suggestion 8: Create a syllabus template and have all faculty including adjunct faculty use it. Course descriptions, objectives, schedules, assignments, rubrics, grade scales, professor and college policies, etc. should be part of every syllabus and placed in each syllabus in a consistent manner.

Response to Suggestion 8

The MSA faculty continue to meet monthly in MSA faculty work sessions to include leadership theory within courses, adjust assignments related to course content and objectives, and review course syllabi for consistent student experiences. Additionally, a faculty member will devote the equivalent of one graduate course (adjunct rate) during first summer 2013 to review all MSA course syllabi for inclusion of leadership theory framework. The MSA program will have the appropriate leadership theory and associated conceptual framework completed by July 30, 2013. The MSA course syllabi (reflected leadership theory and conceptual framework) will be implemented beginning with the fall 2013.

The EdS faculty will continue to review the market value of this program to determine best revision strategy to meet the needs of the region. The EdS faculty began meeting in faculty program work sessions in March 2012; these works sessions have continued on a regular basis. The revised EdS program will have the appropriate leadership theory and associated conceptual framework within the course syllabi. The EdS program will be revised by March 2015 with the new program beginning fall 2015.

The EdD faculty are currently redesigning the EdD program. The EdD faculty began aligning the EdD program to the Carnegie Project on the Education Doctorate (CPED) in summer 2011. The faculty began intensive EdD redesign work with the co-director of the CPED in May 2012; that work will continue through June 2013. The EdD program to

have the appropriate leadership theory and associated conceptual framework completed by June 30, 2014. The new EdD program will begin fall 2014.

The course syllabi for each for each program area will be evaluated and revised as needed by the department faculty work teams in the various program areas (MSA, EdS, EdD). The respective program coordinators will be accountable for ensuring syllabi in his/her program area are consistent, contain identical objectives for the same courses, and submitted to the COE Syllabi System (college level software program that stores all course syllabi for faculty use).

Responses to the MSA Program

The Master of School Administration (MSA) program is designed to prepare individuals to undertake leadership roles in education, primarily school-site administration. The program requires the successful completion of 42 semester hours, including 27 hours of coursework and 15 hours of a year-long internship. The MSA program allows for both part-time and full-time study.

Enrollment in the MSA program is relatively strong and fairly constant. It is noted that ECU is a participating institution in the North Carolina Principal Fellows Program.

Observation: The course requirements in the program are highly practice-oriented. A review of various course syllabi indicates little evidence of theoretical and conceptual grounding in the MSA coursework.

Suggestion 9: Granted that it is essential to develop practice-related leadership skills in such a program, the theoretical and conceptual development of candidates is critically important as well.

The faculty should reexamine the program's curriculum in order to fortify the theoretical/conceptual content of the program.

Response to Suggestion 9

In 2008 the MSA program was aligned to the North Carolina Standards for School Executives. The University of North Carolina General Administration reauthorized the program and the North Carolina Department of Public Instruction approved the program in March 2010. In February 2010 the LEED interim department chair and two LEED senior faculty made a presentation to a national review panel on the new MSA program. The national review team lauded the new program.

The MSA faculty continue to meet monthly in MSA faculty work sessions to include leadership theory within courses, adjust assignments related to course content and objectives, and review course syllabi for consistent student experiences. Additionally, a

faculty member will devote the equivalent of one graduate course during first summer 2013 to review all MSA course syllabi for inclusion of leadership theory framework. The MSA program will have the appropriate leadership theory and associated conceptual framework completed by July 30, 2013. The MSA course syllabi (reflected leadership theory and framework) will be implemented beginning with the fall 2013 semester.

Observation: With respect to course syllabi, the Review Team found several of the syllabi to be insubstantial, much too brief and general, and lacking sufficient detail.

Suggestion 10: The Department should explicit state in written policy the information that is required to be included in each course syllabus. The Department might consider sponsoring a professional development workshop on syllabus preparation.

Response to Suggestion 10

The MSA faculty will act as reviewers to provide feedback on course syllabi consistency, aligned objectives, leadership theory and associated framework, the alignment of assignments, and the alignment of assessments. Additionally, a faculty member will devote the equivalent of one graduate course during first summer 2013 to review all MSA course syllabi for inclusion of leadership theory framework. The syllabi will be ready for use at the beginning of the fall 2013 semester.

Observation: The use of the off-campus cohort model for MSA program delivery has its clear advantages and benefits. At the same time, program delivery on the university campus provides students with opportunities and outcomes not possible in off-campus delivery.

Suggestion 11: The Review Committee suggests that, when and where feasible, students enrolled in (primarily) off-campus programs be required to take some reasonable amount of coursework on campus.

Response to Suggestion 11

The MSA program offers continuing education for working educators that want to become principals. Students in the MSA program are non-traditional students. Students work full time in schools, typically as teachers. MSA courses were approved by ECU's graduate curriculum committee to be delivered face-to-face off campus. At this point the faculty decided not to bring more students on campus because students drive to a more central location after working all day. The department will continue to explore technological resources that will enhance off campus delivery to access any needed resources. The yearlong internship seminars will be required to be on campus. The LEED interim department chair will evaluate the off campus delivery model with stakeholder meetings during the spring 2013 and fall 2013 to determine stakeholder needs. The LEED interim department chair will make a recommendation to the LEED faculty spring 2014 regarding the adjustment of such course offerings. If needed, a new strategy regarding the off campus cohort model will be implemented fall 2014

Observation: Faculty and students variously refer to the program's theme as "service learning" or "servant leadership." Of course, these are quite different concepts with very different meanings.

Suggestion 12: The faculty needs to clarify the program's theme (organizing framework) by developing and adopting a consensus statement that explicates the theme. Such a statement should be promulgated within the university community and among relevant stakeholders, especially students.

Response to Suggestion 12

The faculty clarified the program's theme to be:

The MSA program prepares *Service* leaders through service learning experiences in K-12 schools. Service learning experiences will focus on six leadership themes:

- Positive impact on student learning and development
- Teacher empowerment and leadership
- Community involvement and engagement
- Organizational Management
- School culture and safety
- School improvement

Through these service learning experiences, the MSA at ECU encourages and supports students to be [Service](#) leaders that are problem solvers, communicators, innovators, collaborators, and change agents. The MSA faculty will seek stakeholder feedback on the clarity and theme (mission) of the MSA program. This feedback will be sought and gathered during spring, summer, and fall 2013. The feedback will be analyzed by the faculty, clarity in the statement and program focus made if needed, then disseminated to all stakeholders spring 2014

Response to the EdS Program

Observation: Unlike the MSA and EdD it appears the EdS is ill defined and lacks a clear purpose and focus. However, faculty is able to articulate the concerns with the program as well as a vision. It is apparent that there is still a niche for this program. In the past, students in the EdS program were able to transfer their coursework to the EdD program. The review team supports the recent decision of the faculty to change this policy. This will allow the two programs to be distinct allowing the faculty to recruit and market the program to the unique needs of students in each program.

Suggestion 13: The faculty understands what they need to do to revise and strengthen this program but need time to carry out this work.

Response to Suggestion 13

The EdS faculty will continue to review the market value of this program to determine best revision strategy to meet the needs of the region. The EdS faculty began meeting in faculty program work sessions in March 2012; these works sessions have continued on a regular basis. The revisioned EdS program will have the appropriate leadership theory and associate conceptual framework within the course syllabi and content taught during the program of study. The EdS program will be revisioned by March 2015 with the new program beginning fall 2015.

Responses to the EdD Program

Faculty Time

Observation: Admissions currently requires faculty to interview prospective students via SKYPE Interviews take approximately 20 minutes each.

Suggestion 14: Depending on faculty's time this can be positive or negative. Interviewing perspective students helps with program fit. However in interviews, faculty noted this as another burden that hampers their scholarship. A strategic plan, creating an admissions committee, with rotating responsibilities (e.g., some conduct interviews one year, others the next) might help.

Response to Suggestion 14

An Admissions Committee currently exists. It consists of the Coordinator of the Masters of School Administration Program, Educational Specialist Program, Educational Doctorate Program, and Department Advisor. The LEED interim department chair will work with the faculty during the spring and summer 2013 to determine a structure to distribute this workload. The new admission structure will be implemented the beginning of the fall 2013 semester.

Observation: To deliver courses faculty travel to various sites (e.g., there are 28 EdD students in Charlotte, 19 in Pembroke, and more in Wade County).

Suggestion 15: Faculty appears to have great ties with the local community and this enhances the EdD program's focus and recruitment. Districts want the program brought to them and believe its graduates are well prepared however, with so few faculty consideration needs to be paid as to where they want programs located and how and if they can support these students. Consider enacting a moratorium on EdD admissions until a clear understanding of who is doing what is developed. Carefully consider the driving distance of faculty and how admissions, committees, teaching, etc. lessen time able for scholarship. For example, it is noteworthy that the department is being asked to start a cohort in Charlotte but the review committee advises against this at this

time. The costs and toll on faculty to starting a cohort on the other side of the state (e.g., considerable travel demands) would outweigh any benefits to the department.

Response to Suggestion 15

Currently there is no student cohort in Charlotte and we are uncertain of the origin of this Observation. We assume the “Wade” cohort discussed in the observation refers to the actual “Wake” cohort and the “Pembroke” cohort refers to the actual “Pembroke” cohort. The three LEED faculty positions / searches, the Endowed Wells Fargo Chair and the two additional tenure-track positions, will enable the department to fulfill its research, teaching and service obligations in an exemplary manner. The LEED interim department chair will evaluate the faculty workload as the new faculty positions are “filled.” The department chair will continue to evaluate the workload at the beginning of each academic year (as has been conducted since fall 2008) to determine the student capacity within the department. This evaluation will continue, as has been the case, fall 2013. The results of the workload analysis, as has been the case since fall 2008, will be shared with LEED faculty and COE dean.

Coursework

Observation: It was noted that some/or several courses meet four times a semester all day (18 hours per time for two courses).

Suggestion 16: This is counterproductive to good learning. The Team suggests that a more realistic schedule be developed.

Response to Suggestion 16

The department could find no evidence that classes have met 18 hours per time for two courses. The Department has proposed that EdD classes utilize an Executive Cohort delivery model in which classes will meet Friday evenings for 3 hours and Saturdays for 6 hours. It is also proposed that these sessions be conducted four times each semester and that an additional 9 contact hours be devoted to supervised field work in the local district. The LEED interim department chair will continue to evaluate this delivery model with faculty during the fall of each academic year. This structure will begin fall 2013 (as it has since fall 2008)

Observation: Coursework designed to prepare students for dissertation work is currently perceived to be problematic. The localness of the program and coursework is a concern.

Suggestion 17: The re-envisioned EdD notes its graduates will be culturally responsive, globally competitive, interpersonally skilled, and critical thinkers. Given this new vision it is suggested courses be designed around these ideals. It is also recommended faculty explore the possibility of including coursework from other departments like Business, Political Science, and Sociology into the program. A course in educational finance offered through the College of Business or a course in educational policy through the Political Science would strengthen the curriculum, broaden students' knowledge base and perspectives, and relieve some of the burden from LEED faculty.

Response to Suggestion 17

The LEED faculty are currently redesigning the EdD program. The LEED faculty began aligning the EdD program to the Carnegie Project on the Education Doctorate (CPED) in summer 2011. The faculty began intensive EdD redesign work with the co-director of the CPED in May 2012; that work will continue through June 2013. In addition, the Department is in discussion with others Departments regarding courses in Social Justice, and Research Methodology. The EdD program will have the appropriate leadership theory and associated conceptual framework completed by June 30, 2014. The new EdD program will begin fall 2014.

Dissertation Committees

Observation: There are no procedures for candidacy, no comprehensive exam.

Suggestion 18: The Review Team suggests guidelines be established for candidacy in the EdD program.

Response to Suggestion 18

The practice in the Department has been to use the completion of the Review of the Literature as a transition from doctoral student to candidacy. The practice has also been to use the Defense of the Literature Review as the Comprehensive Examination. Consistent with past practice, the Department will develop formal policies to recognize the completed Review of the Literature as the transition to candidacy and the defense of the Literature Review as the Comprehensive Examination. However, the EdD program redesign that is aligned with the CPED does not feature a candidacy process. Therefore, the faculty will continue to explore best practices related to candidacy. The candidacy issue will be resolved within the EdD redesign. The new EdD program will begin fall 2014.

Observation: Dissertation committees are comprised of two faculty members and students are assigned chairs based on their research interests and fit.

Suggestion 18: Consider a change in policy to require a member of the dissertation committee allow practitioners with PhDs or EdDs be on committees. Not, only would this take off some pressure for committee work from the committee but would allow students to benefit from complementary perspectives and disciplines.

Response to Suggestion 19

Dissertation Committees are comprised of 4-5 members. Dissertation Chairs are chosen by doctoral students consonant with the students' research interest and fit. Sixty percent of the Department's Dissertation Committees have included practitioners. In the CPED model, which we are currently adopting, each Committee will be required to include a practitioner familiar with the problem of practice under investigation. The dissertation committee issue will be resolved within the EdD redesign. The new EdD program will begin fall 2014.

Observation: Faculty consistently noted a need for a methodologist on staff. They are currently using a faculty member outside the department for some of the committees.

Suggestion 20: Given this is an EdD program it is wondered why faculty themselves cannot serve as methodologists? The Review Team advises that faculty consider what methods practitioners need to assess effectiveness of their dissertation work. If current faculty does not have the practical research skills then need to help students design dissertations in practice individuals with these abilities be hired.

Response to Suggestion 20

With the implementation of the revised EdD program, faculty will serve as methodologists. The new EdD program will begin fall 2014.

Dissertations

Observation: Rigor in dissertation work was noted to be lacking and the review committee was asked specifically to review dissertation quality.

Suggestion 21: The Dean of the College of Education recently coordinated a systematic review of dissertations in the program. Members of the review team were not given access to the results of this review and therefore cannot comment on their quality or rigor. However, given the review the Team recommends the college use this report to enhance the quality of dissertations.

Response to Suggestion 21

The dissertation review referenced in the suggestion was not a comprehensive review, but a review of the research methodology in selected dissertations. The reviewers comprising the EdD dissertation review were quantitative and qualitative experts in the field of statistics. The review of the literature, the background and introduction, the findings and conclusions, and the implications and recommendations are components that make up the majority of the content in a typical dissertation. Therefore we questioned the value of the dissertation review. However, we would have gladly provided the dissertation review had the External Review Team requested it. During the External Review Team's visit

they requested and received many materials (see list included at the end of this response). Furthermore, the External Review Team conducted some of its deliberations in the room in which the Department's dissertations are housed.

The following is a list of items the department administrative assistant was asked to produce for the External Review Team during their on-campus site visit and a comment by the LEED administrative assistant.

- Syllabi for MSA, EdS, and EdD (two each)
- Program of study for each program (1 student example from each with catalog descriptions of all the courses)
- Materials used at information sessions (MSA and EdS)
- Course schedule
- Cohort materials

The LEED administrative assistant said, "Once I heard the results of their day in regards to not being given dissertations to review – I informed one of them that I had all the dissertations electronically and could have given them those as well if they had asked – I was told it wasn't my responsibility to produce them." As part of the next LEED program review, the department will follow the new graduate school policy regarding the inclusion of thesis/dissertations.

Completion Rates

Observation: From what the Review Team could discern there are currently 67 students in program and approximately 16 -17 students who have completed coursework but not finished their dissertation (ABDs).

Suggestion 22: It is typical for students in this type of professional program to take more time and to have difficulty in completing their dissertations. One student, who had to put his

dissertation on hold because of family issues, stated that the faculty had been very supportive. They had stayed in touch and provided encouragement and this helped him graduate. This is to be commended; however, it seems that there is still a high number of students who remain ABD and do not finish their degree. Faculty might devise a plan to follow up with students and keep them on track for finishing their dissertations.

Response to Suggestion 22

There are currently 58 students in the program. Four students are ABD in that they have completed their coursework and are making no progress in completing their dissertation. Personal attention to resolve their difficulties will be given each of these students by the faculty and chair. The EdD program coordinator and LEED interim department chair have devised a plan of action to resolve this issue. The EdD program coordinator will contact these students by telephone or mail to ask he/she contact the EdD program coordinator to develop a plan of action to successfully complete the program of study or withdraw from the program. This work will be conducted spring and summer 2013 with the completion of this task spring 2015.

Program Assessment

Observation: According to the Program Review there are data collected on this program (e.g., an exit survey, field experience project, student reviews) and this is a positive thing.

Suggestion 23: To better assess the program, the Review Team would have liked to have seen the survey results, a few sample projects, rubrics/notes on student reviews, the Internal Review Report on Dissertations and a few dissertations.

Response to Suggestion 23

The Department is at full disclosure to the External Review Team, COE administration, ECU administration, and the public in general. The Department would have gladly provided any documents upon request. In fact, many artifacts were requested by the External Review Team. Additionally, the Self Study Report, which was also sent to the External Review Team, consisted of hyperlinks of the documents that were suggested for review by the External Review Team. The LEED interim department chair will make

explicit notes to guide the next LEED Program Review so that this information (and/or associated information) is included clearly in the review documentation.

Observation: The review team commends the dean and faculty for contracting with Dr. Jill Perry.

Suggestion 24: The team recommends faculty continue working with her and the administration provide time for faculty to conduct this important program work. Faculty needs to apply to be part of CPED and continue to define a dissertation in practice and incorporate CPED's principles and design features into their program.

Response to Suggestion 24

As stated in the response to Observation and Suggestion 17, the Department has scheduled extensive follow-up with Dr. Perry and is working daily to revise and implement the EdD in the Carnegie Model. Application will be made to the CPED as soon as appropriate.

Response to Self Study

Observation: The Team feels they have received inconsistent data in the Self Study Report as well as inconsistent interpretations of conditions in the college from the stakeholders.

Suggestion 25: While this was not part of our charge the Review Team encountered difficulties getting materials that could have helped with this review. Department staff and faculty were extremely helpful and willing to provide information, yet, some information was simply not easy to obtain. For example, pages 91-98 talk about program assessments (e.g., surveys, portfolios, projects) yet no samples or results of these measures were provided to the Team. Better data management by the department and the college would have been advantageous for the work of the Review Team.

Response to Suggestion 25

The Department will scrutinize the collection, dissemination and articulation of data to constituents. Collecting and analyzing data to make informed decisions is critical to the success of the organization. The LEED interim department chair and the three area program coordinators (MSA, EdS, EdD) will work more closely with university personnel to implement quality control measures related to data.

The LEED interim department chair will schedule regular meetings with COE assessment director, ECU Graduate School staff, and LEED program coordinators (MSA, EdS, EdD) to discuss the specific need of what data need to be collected, the collection and analyzing of the data, and the appropriate dissemination of the data to stakeholders to inform program improvement. These meetings will be held once per semester beginning fall 2013. The meetings will be scheduled for the beginning of each fall semester and the end of each spring semester; accordingly, additional meetings may be scheduled as needed.

Furthermore, the pages referenced by the External Review Team are the department's actual SACS reports extracted from the University data system. Those specific reports (referenced pages 91-98) include the objectives, criteria for success, measurable objectives, results, and action taken based on the results from each of the three program

areas. However, we will ensure that future external review teams are briefed on ECU’s assessment report system to ensure clarity of what is being reported

APPENDIX A

This report is organized by the 5 Category Areas; each Suggestion is aligned with the corresponding Category. It is worth noting, 14 Suggestions are aligned with Category One; 10 suggestions are aligned with Category Two; 5 Suggestions are aligned with Category Three; 4 Suggestions are aligned with Category Four; and 4 Suggestions are aligned with Category Five (see chart below).

	Category 1	Category 2	Category 3	Category 4	Category 5
Suggestion #	14 Suggestions aligned with Category One. Suggestions	10 Suggestions aligned with Category One. Suggestions are	5 Suggestions aligned with Category One. Suggestions are listed in	4 Suggestions aligned with Category One. Suggestions are listed in the order as they	4 Suggestions aligned with Category One. Suggestions are listed in the

	are listed in the order as they appear in the external review report	listed in the order as they appear in the external review report	the order as they appear in the external review report	appear in the external review report	order as they appear in the external review report
1		x			
2				x	x
3			x		x
4		x			
5		x			
6		x			
7		x		x	
8	x				
9	x				
10	x				
11	x			x	
12	x				x
13		x			
14	x	x		x	
15	x	x			
16	x				x
17	x				
18	x				

19	x	x			
20	x	x			
21			x		
22	x		x		
23			x		
24	x				
25			x		
Totals	14	10	5	4	4

Category 1: Articulate leadership theory and associated conceptual framework

8 Suggestion: Create a syllabus template and have all faculty including adjunct faculty use it. Course descriptions, objectives, schedules, assignments, rubrics, grade scales, professor and college policies, etc. should be part of every syllabus and placed in each syllabus in a consistent manner.

9 Suggestion: Granted that it is essential to develop practice-related leadership skills in such a program, the theoretical and conceptual development of candidates is critically important as well.

The faculty should reexamine the program’s curriculum in order to fortify the theoretical/conceptual content of the program.

10 Suggestion: The Department should explicit state in written policy the information that is required to be included in each course syllabus. The Department might consider sponsoring a professional development workshop on syllabus preparation.

11 Suggestion: The Review Committee suggests that, when and where feasible, students enrolled in (primarily) off-campus programs be required to take some reasonable amount of coursework on campus.

12 Suggestion: The faculty needs to clarify the program's theme (organizing framework) by developing and adopting a consensus statement that explicates the theme. Such a statement should be promulgated within the university community and among relevant stakeholders, especially students.

14 Suggestion: Depending on faculty's time this can be positive or negative. Interviewing perspective students helps with program fit. However in interviews, faculty noted this as another burden that hampers their scholarship. A strategic plan, creating an admissions committee, with rotating responsibilities (e.g., some conduct interviews one year, others the next) might help.

15 Suggestion: Faculty appears to have great ties with the local community and this enhances the EdD program's focus and recruitment. Districts want the program brought to them and believe its graduates are well prepared however, with so few faculty consideration needs to be paid as to where they want programs located and how and if they can support these students. Consider enacting a moratorium on EdD admissions until a clear understanding of who is doing what is developed. Carefully consider the driving distance of faculty and how admissions, committees, teaching, etc. lessen time able for scholarship. For example, it is noteworthy that the department is being asked to start a cohort in Charlotte but the review committee advises against this at this time. The costs and toll on faculty to starting a cohort on the other side of the state (e.g., considerable travel demands) would outweigh any benefits to the department.

16 Suggestion: This is counterproductive to good learning. The Team suggests that a more realistic schedule be developed.

17 Suggestion: The re-envisioned EdD notes its graduates will be culturally responsive, globally competitive, interpersonally skilled, and critical thinkers. Given this new vision it is suggested courses be designed around these ideals.

It is also recommended faculty explore the possibility of including coursework from other departments like Business, Political Science, and Sociology into the program. A course in educational finance offered through the College of Business or a course in educational policy through the Political Science would strengthen the curriculum, broaden students' knowledge base and perspectives, and relieve some of the burden from LEED faculty.

18 Suggestion: The Review Team suggests guidelines be established for candidacy in the EdD program.

19 Suggestion: Consider a change in policy to require a member of the dissertation committee allow practitioners with PhDs or EdDs be on committees. Not, only would this take off some pressure for committee work from the committee but would allow students to benefit from complementary perspectives and disciplines.

20 Suggestion: Given this is an EdD program it is wondered why faculty themselves cannot serve as methodologists? The Review Team advises that faculty consider what methods practitioners need to assess effectiveness of their dissertation work. If current faculty does not have the practical research skills then need to help students design dissertations in practice individuals with these abilities be hired.

22 Suggestion: It is typical for students in this type of professional program to take more time and to have difficulty in completing their dissertations. One student, who had to put his dissertation on hold because of family issues, stated that the faculty had been very supportive. They had stayed in touch and provided encouragement and this helped him graduate. This is to be commended; however, it seems that there is still a high number of students who remain ABD and do not finish their degree. Faculty might devise a plan to follow up with students and keep them on track for finishing their dissertations.

24 Suggestion: The team recommends faculty **continue** working with her and the administration provide time for faculty to conduct this important program work. Faculty needs to apply to be part of CPED and continue to define a dissertation in practice and incorporate CPED's principles and design features into their program.

Category 2: Secure appropriate faculty resources for enhanced faculty productivity

1 Suggestion: The current reviewers recommend these points be addressed by department, college and university administration. Other points made in the prior review were not

investigated and we have no suggestions for these prior concerns (e.g., dissertation requirements, research center, student affiliations).

4 Suggestion: The Review Team recommends a national search be conducted for a permanent Chair and that this person be well versed in scholarship, teaching, and service

5 Suggestion: Given the number of students in the three programs and impending retirement status of several current members it is recommended that a national search be conducted for new faculty. In materials provided the previous the Personnel Evaluation Review Team made this suggestion (see page 25 of the Program Review.)

6 Suggestion: Who is doing what and for how long was difficult to discern. The Review Team recommends someone gather data, look at committee and advising loads, and work with the faculty to develop reasonable and fair expectations. If faculty are overburdened with advising the college should consider hiring additional advisors. If dissertation and thesis committee loads are too high, faculty will need to be hired and/or a moratorium placed on the admission of students until there are enough faculty to chair work.

7 Suggestion: Given this, and a review of faculty vitas the team believes faculty need mentoring and support from leadership at the department and college level. They also need time to work on scholarship. Specifically faculty needs guidance to understand the importance of:

- single author or first author publications
- tiers of journals including impact factors
- how books, chapters, monographs, etc. fit into one's publication record
- the importance of presenting at national/international conferences
- how and where consulting fits or does into not fit into scholarship – paid consulting is typically neither service nor scholarship
- the weight and value of external funding (grants)
- the weight of scholarship/research relative to teaching and service

13 Suggestion: The faculty understands what they need to do to revise and strengthen this program but need time to carry out this work.

14 Suggestion: Depending on faculty's time this can be positive or negative. Interviewing perspective students helps with program fit. However in interviews, faculty noted this as another burden that hampers their scholarship. A strategic plan, creating an admissions committee, with rotating responsibilities (e.g., some conduct interviews one year, others the next) might help.

15 Suggestion: Faculty appears to have great ties with the local community and this enhances the EdD program's focus and recruitment. Districts want the program brought to them and believe its graduates are well prepared however, with so few faculty consideration needs to be paid as to where they want programs located and how and if they can support these students. Consider enacting a moratorium on EdD admissions until a clear understanding of who is doing what is developed. Carefully consider the driving distance of faculty and how admissions, committees, teaching, etc. lessen time able for scholarship. For example, it is noteworthy that the department is being asked to start a cohort in Charlotte but the review committee advises against this at this time. The costs and toll on faculty to starting a cohort on the other side of the state (e.g., considerable travel demands) would outweigh any benefits to the department.

19 Suggestion: Consider a change in policy to require a member of the dissertation committee allow practitioners with PhDs or EdDs be on committees. Not, only would this take off some pressure for committee work from the committee but would allow students to benefit from complementary perspectives and disciplines.

20 Suggestion: Given this is an EdD program it is wondered why faculty themselves cannot serve as methodologists? The Review Team advises that faculty consider what methods practitioners need to assess effectiveness of their dissertation work. If current faculty does not have the practical research skills then need to help students design dissertations in practice individuals with these abilities be hired.

Category 3: *Improved data collection for accountability purposes*

3 Suggestion: The Review Team recommends program successes be communicated with clearer data and a consorted effort to share the strengths of the program within ECU and nationwide. Monthly data inspection meetings may be a place to begin.

21 Suggestion: The Dean of the College of Education recently coordinated a systematic review of dissertations in the program. Members of the review team were not given access to the results of this review and therefore cannot comment on their quality or rigor. However, given the review the Team recommends the college use this report to enhance the quality of dissertations.

22 Suggestion: It is typical for students in this type of professional program to take more time and to have difficulty in completing their dissertations. One student, who had to put his dissertation on hold because of family issues, stated that the faculty had been very supportive. They had stayed in touch and provided encouragement and this helped him graduate. This is to be commended; however, it seems that there is still a high number of students who remain ABD and do not finish their degree. Faculty might devise a plan to follow up with students and keep them on track for finishing their dissertations.

23 Suggestion: To better assess the program, the Review Team would have liked to have seen the survey results, a few sample projects, rubrics/notes on student reviews, the Internal Review Report on Dissertations and a few dissertations.

25 Suggestion: While this was not part of our charge the Review Team encountered difficulties getting materials that could have helped with this review. Department staff and faculty were extremely helpful and willing to provide information, yet, some information was simply not easy to obtain. For example, pages 91-98 talk about program assessments (e.g., surveys, portfolios, projects) yet no samples or results of these measures were provided to the Team. Better data management by the department and the college would have been advantageous for the work of the Review Team.

Category 4: *Revitalize department culture*

2 Suggestion: There needs to be a change in the culture of the department. A shared vision needs to be developed and two-way communication channels opened.

7 Suggestion: Given this, and a review of faculty vitas the team believes faculty need mentoring and support from leadership at the department and college level. They also need time to work on scholarship. Specifically faculty needs guidance to understand the importance of:

- single author or first author publications
- tiers of journals including impact factors
- how books, chapters, monographs, etc. fit into one's publication record
- the importance of presenting at national/international conferences
- how and where consulting fits or does not fit into scholarship – paid consulting is typically neither service nor scholarship
- the weight and value of external funding (grants)
- the weight of scholarship/research relative to teaching and service

11 Suggestion: The Review Committee suggests that, when and where feasible, students enrolled in (primarily) off-campus programs be required to take some reasonable amount of coursework on campus.

14 Suggestion: Depending on faculty's time this can be positive or negative. Interviewing perspective students helps with program fit. However in interviews, faculty noted this as another burden that hampers their scholarship. A strategic plan, creating an admissions committee, with rotating responsibilities (e.g., some conduct interviews one year, others the next) might help.

Category 5: *Enhance internal and external communication*

2 Suggestion: There needs to be a change in the culture of the department. A shared visions needs to be developed and two-way communication channels opened.

3 Suggestion: The Review Team recommends program successes be communicated with clearer data and a consorted effort to share the strengths of the program within ECU and nationwide. Monthly data inspection meetings may be a place to begin.

12 Suggestion: The faculty needs to clarify the program's theme (organizing framework) by developing and adopting a consensus statement that explicates the theme. Such a statement should be promulgated within the university community and among relevant stakeholders, especially students.

16 Suggestion: This is counterproductive to good learning. The Team suggests that a more realistic schedule be developed.

East Carolina University
Final 2012 Program Review

The Review Team visited ECU on October 22 and 23, 2012. The Review Team was comprised of Dr. Sharon Ballard, East Carolina University (internal reviewer), Dr. Peter Cistone, Florida International University (external reviewer), and Dr. Debby Zambo, Arizona State University (external reviewer).

As part of their visit the Reviewers spoke with the Academic Council, Dean of the College of Education, the Interim Department Chair, faculty (both tenure and fixed term), administrative staff, external constituents, and current and former students.

This review combines the initial findings presented to the faculty, University Administration, and Department Leadership Team on October 23rd and the overall analysis of information that included the Program Review (including faculty vitas), interviews, observations, and syllabi.

This report includes a program overview, overall program strengths, concerns and suggestions, and then more specific analysis by degree program.

Program Overview

The Department of Educational Leadership (LEED) at East Carolina University (ECU) is housed within the College of Education. The department offers three degree programs: Masters of School Administration (MSA), Educational Specialists (EdS), and Doctor of Education (EdD). In addition, the department offers two licensure-only programs: Principal License and Curriculum Instructional Specialist License.

The MSA program has undergone regular redesigns in an effort to keep current with state and national guidelines and is accredited by national Educational Leadership Constituent Council. The focus of the program is to prepare school leaders, primarily school principals. The EdS program was created and approved in 1965 and is offered completely online. The focus of this

program is helping students move from building level leadership to district level leadership. The EdD program was approved in 1990. The focus of program is to prepare educational leaders to solve complex educational issues and to provide leadership in superintendent and other higher administrative levels. At the time of the self-assessment, the department had granted 194 doctoral degrees.

LEED is comprised of an interim department chair, a full-time administrative assistant, seven tenure-track/tenured faculty, three part-time fixed term faculty, and two adjunct faculty. Student enrollment for the 2011-2012 academic period was 301 with 175 in the MSA, 104 in the EdD, and 22 in the EdS. Enrollment numbers have been fairly consistent over the past five years.

Program Strengths

The major strengths of this program include productive partnerships with area school districts, use of a cohort model for program delivery, and the faculty's commitment to the service learning model and student development. Specific assets include:

- the Interim Chair's diligent stewardship of the department as noted in interviews with faculty, staff and students. All spoke highly of his commitment and dedication to keep the department functioning despite its challenges.
- the use of authentic teaching and assessment, particularly through the service-learning model used in the MSA program. Projects students spoke about appeared to focus on making an impact on students' leadership capabilities.
- the faculty's work ethic and deep commitment to teaching and service including their willingness to travel to off-campus sites for their classes, and their presence within the public schools in the region.
- the students' perceptions of faculty as being committed, caring, and competent (have experience in practice). All students interviewed believed they had received, or were receiving a quality education because of faculty's expertise and willingness to give of their time.
- the high credibility faculty have with stakeholders such as area principals, alums, current students, and university colleagues as evidenced in faculty vitas for their consulting work and in constituent interviews.
- the program's use of a cohort model and alternate delivery options that provide a far reach and enhanced focus on meeting the needs of urban and rural counties. In interviews students spoke highly of the cohort model as a means of emotional and intellectual support.
- the considerable interest in and demand for the programs offered within the department as evidenced by requests for program spread.
- the perception from the larger community that ECU develops quality teachers and leaders as evidenced by faculty's reputation across the university.

- the alignment of the mission of the program with ECU's Strategic Directions as evidenced in materials provided.
- the consultation services by Dr. Jill Perry aimed at helping ECU develop their EdD as noted in interviews. Faculty felt this work was revitalizing and useful to their understanding of the EdD's purpose and goals.

Observations and Suggestions for Improvement

Prior Review

Observation: In the 2001 Academic Program Review, it was recommended, among other things:

- a policy should be implemented to differentiate between masters and doctoral loads
- a policy should be implemented to provide credit within faculty loads for dissertation work
- funding should be provided for additional tenure track faculty in the department

As far as the Review Team can discern few/little actions have been taken from this review.

Suggestion: The current reviewers recommend these points be addressed by department, college and university administration. Other points made in the prior review were not investigated and we have no suggestions for these prior concerns (e.g., dissertation requirements, research center, student affiliations).

Department

Observation: The faculty and department convey the impression that their contributions are not appreciated at the college level and administration conveys the impression directives are not honored. An impasse seems to be occurring and neither side seems willing to negotiate.

Suggestion: There needs to be a change in the culture of the department. A shared visions needs to be developed and two-way communication channels opened.

Observation: The reputation of the college is known locally and region wide but right now it seems localized.

Suggestion: The Review Team recommends program successes be communicated with clearer data and a concerted effort to share the strengths of the program within ECU and nation wide. Monthly data inspection meetings may be a place to begin.

Leadership of the Department

Observation: The department chair has been interim for five years. This interim status of the current Department Chair compromises his ability to make substantive changes, grow the department, and enhance the college's national reputation.

Suggestion: The Review Team recommends a national search be conducted for a permanent Chair and that this person be well versed in scholarship, teaching, and service

Faculty

Observation: At one time there were 30 faculty members in the department but due to attrition and retirement this number has fallen to 6 tenure-track and four fixed-term faculty members. Faculty service 38 counties and are being required to travel long distances to deliver courses.

Suggestion: Given the number of students in the three programs and impending retirement status of several current members it is recommended that a national search be conducted for new faculty. In materials provided the previous the Personnel Evaluation Review Team made this suggestion (see page 25 of the Program Review.)

Observation: The 2012 self assessment report provided to the reviewers indicates that the typical teaching load for faculty is 3 courses per semester. However, in the interviews strong concern was voiced about this load because of the additional demands of advising students. Faculty voiced that all masters and doctoral advising and committee work is added on to their workload and that because of this, their scholarship is suffering. Vitas show that some faculty are chairing as many as 8 dissertations, serving as second members on 6-8 committees, and serving on as many, if not more, Masters thesis committees.

Suggestion: Who is doing what and for how long was difficult to discern. The Review Team recommends someone gather data, look at committee and advising loads, and work with the

faculty to develop reasonable and fair expectations. If faculty are overburdened with advising the college should consider hiring additional advisors. If dissertation and thesis committee loads are too high, faculty will need to be hired and/or a moratorium placed on the admission of students until there are enough faculty to chair work.

Observation: There is variation among faculty as to the quality, quantity, and consistency of scholarly productivity. Faculty feels strongly that they are meeting scholarship requirements but it seems stakes have risen and faculty are expected to publish in top tier journals, present nationally at conferences, and pursue grant funding.

Suggestion: Given this, and a review of faculty vitas the team believes faculty need mentoring and support from leadership at the department and college level. They also need time to work on scholarship. Specifically faculty needs guidance to understand the importance of:

- single author or first author publications
- tiers of journals including impact factors
- how books, chapters, monographs, etc. fit into one's publication record
- the importance of presenting at national/international conferences
- how and where consulting fits or does not fit into scholarship – paid consulting is typically neither service nor scholarship
- the weight and value of external funding (grants)
- the weight of scholarship/research relative to teaching and service

Although the above is noted and were drawn from Vitas supplied on the CD that was given to the Review Team, there may be missing data. For example several faculty with active publication records have no 2010 publications listed leading the Team to wonder if this were true or an oversight of the system and information provided.

Programs Overall

Observation: The syllabi for various courses at both the doctoral and master's level vary in terms of clarity (objectives, assignments, schedules, timelines). In particular, in reviewing syllabi from adjunct faculty, no details regarding assignments or course schedule were included.

Suggestion: Create a syllabus template and have all faculty including adjunct faculty use it.

Course descriptions, objectives, schedules, assignments, rubrics, grade scales, professor and college policies, etc. should be part of every syllabus and placed in each syllabus in a consistent manner.

MSA

The Master of School Administration (MSA) program is designed to prepare individuals to undertake leadership roles in education, primarily school-site administration. The program requires the successful completion of 42 semester hours, including 27 hours of coursework and 15 hours of a year-long internship. The MSA program allows for both part-time and full-time study.

Enrollment in the MSA program is relatively strong and fairly constant. It is noted that ECU is a participating institution in the North Carolina Principal Fellows Program.

Observation: The course requirements in the program are highly practice-oriented. A review of various course syllabi indicates little evidence of theoretical and conceptual grounding in the MSA coursework.

Suggestion: Granted that it is essential to develop practice-related leadership skills in such a program, the theoretical and conceptual development of candidates is critically important as well.

The faculty should reexamine the program's curriculum in order to fortify the theoretical/conceptual content of the program.

Observation: With respect to course syllabi, the Review Team found several of the syllabi to be insubstantial, much too brief and general, and lacking sufficient detail.

Suggestion: The Department should explicitly state in written policy the information that is

required to be included in each course syllabus. The Department might consider sponsoring a professional development workshop on syllabus preparation.

Observation: The use of the off-campus cohort model for MSA program delivery has its clear advantages and benefits. At the same time, program delivery on the university campus provides students with opportunities and outcomes not possible in off-campus delivery.

Suggestion: The Review Committee suggests that, when and where feasible, students enrolled in (primarily) off-campus programs be required to take some reasonable amount of coursework on campus.

Observation: Faculty and students variously refer to the program's theme as "service learning" or "servant leadership." Of course, these are quite different concepts with very different meanings.

Suggestion: The faculty needs to clarify the program's theme (organizing framework) by developing and adopting a consensus statement that explicates the theme. Such a statement should be promulgated within the university community and among relevant stakeholders, especially students.

EdS

Observation: Unlike the MSA and EdD it appears the EdS is ill defined and lacks a clear purpose and focus. However, faculty is able to articulate the concerns with the program as well as a vision. It is apparent that there is still a niche for this program. In the past, students in the EdS program were able to transfer their coursework to the EdD program. The review team supports the recent decision of the faculty to change this policy. This will allow the two programs to be distinct allowing the faculty to recruit and market the program to the unique needs of students in each program.

Suggestion: The faculty understands what they need to do to revise and strengthen this program

but need time to carry out this work.

Edd Program

ECU has had EdD programs since 1990 and there are currently two strands: Higher Education and Educational Leadership (LEED). Because of philosophical differences faculty teaching the two strands have recently separated. This report focuses on the LEED EdD. The LEED EdD requires students to take 60 credit hours beyond their Master's degree, complete an internship, and write a research-based dissertation.

Program Strengths

Graduates of the program spoke very highly about their experience. Of note were:

- the cohort structure – students enjoyed learning different perspectives from varied colleagues
- coursework
 - liked the use of technology – hybrid and online
 - liked the blending of theory and practice
 - appreciated the practical ideas they learned that they could take back to their districts
 - enjoyed the discussions on current issues that applied to their work
- appreciated time of classes and the fact faculty traveled to them
- appreciated the one a month face-to-face time
- appreciated the faculty's support
- believe the EdD opens more doors than the EdS
- liked doing a dissertation situated in their workplace
- believed the program was rigorous

Two dissertations written by EdD students received national awards.

The Dean wants the EdD program to improve and in granted funding so faculty could revise their EdD with Dr. Jill Perry from the Carnegie Project on the Education Doctorate (CPED), faculty have written a proposal to join CPED.

Observations and Suggestions

Faculty Time

Observation: Admissions currently requires faculty to interview prospective students via SKYPE Interviews take approximately 20 minutes each.

Suggestion: Depending on faculty's time this can be positive or negative. Interviewing perspective students helps with program fit. However in interviews, faculty noted this as another burden that hampers their scholarship. A strategic plan, creating an admissions committee, with rotating responsibilities (e.g., some conduct interviews one year, others the next) might help.

Observation: To deliver courses faculty travel to various sites (e.g., there are 28 EdD students in Charlotte, 19 in Pembroke, and more in Wade County).

Suggestion: Faculty appears to have great ties with the local community and this enhances the EdD program's focus and recruitment. Districts want the program brought to them and believe its graduates are well prepared however, with so few faculty consideration needs to be paid as to where they want programs located and how and if they can support these students. Consider enacting a moratorium on EdD admissions until a clear understanding of who is doing what is developed. Carefully consider the driving distance of faculty and how admissions, committees, teaching, etc. lessen time able for scholarship. For example, it is noteworthy that the department is being asked to start a cohort in Charlotte but the review committee advises against this at this time. The costs and toll on faculty to starting a cohort on the other side of the state (e.g., considerable travel demands) would outweigh any benefits to the department.

Coursework

Observation: It was noted that some/or several courses meet four times a semester all day (18 hours per time for two courses).

Suggestion: This is counterproductive to good learning. The Team suggests that a more realistic schedule be developed.

Observation: Coursework designed to prepare students for dissertation work is currently perceived to be problematic. The localness of the program and coursework is a concern.

Suggestion: The re-envisioned EdD notes its graduates will be culturally responsive, globally competitive, interpersonally skilled, and critical thinkers. Given this new vision it is suggested courses be designed around these ideals.

It is also recommended faculty explore the possibility of including coursework from other departments like Business, Political Science, and Sociology into the program. A course in educational finance offered through the College of Business or a course in educational policy through the Political Science would strengthen the curriculum, broaden students' knowledge base and perspectives, and relieve some of the burden from LEED faculty.

Dissertation Committees

Observation: There are no procedures for candidacy, no comprehensive exam.

Suggestion: The Review Team suggests guidelines be established for candidacy in the EdD program.

Observation: Dissertation committees are comprised of two faculty members and students are assigned chairs based on their research interests and fit.

Suggestion: Consider a change in policy to require a member of the dissertation committee allow practitioners with PhDs or EdDs be on committees. Not, only would this take off some pressure for committee work from the committee but would allow students to benefit from complementary perspectives and disciplines.

Observation: Faculty consistently noted a need for a methodologist on staff. They are currently using a faculty member outside the department for some of the committees.

Suggestion: Given this is an EdD program it is wondered why faculty themselves cannot serve as methodologists? The Review Team advises that faculty consider what methods practitioners need to assess effectiveness of their dissertation work. If current faculty does not have the practical research skills then need to help students design dissertations in practice individuals with these abilities be hired.

Dissertations

Observation: Rigor in dissertation work was noted to be lacking and the review committee was asked specifically to review dissertation quality.

Suggestion: The Dean of the College of Education recently coordinated a systematic review of dissertations in the program. Members of the review team were not given access to the results of this review and therefore cannot comment on their quality or rigor.

However, given the review the Team recommends the college use this report to enhance the quality of dissertations.

Completion Rates

Observation: From what the Review Team could discern there are currently 67 students in program and approximately 16 -17 students who have completed coursework but not finished their dissertation (ABDs).

Suggestion: It is typical for students in this type of professional program to take more time and to have difficulty in completing their dissertations. One student, who had to put his dissertation on hold because of family issues, stated that the faculty had been very supportive. They had

stayed in touch and provided encouragement and this helped him graduate. This is to be commended; however, it seems that there is still a high number of students who remain ABD and do not finish their degree. Faculty might devise a plan to follow up with students and keep them on track for finishing their dissertations.

Program Assessment

Observation: According to the Program Review there are data collected on this program (e.g., an exit survey, field experience project, student reviews) and this is a positive thing.

Suggestion: To better assess the program, the Review Team would have liked to see the survey results, a few sample projects, rubrics/notes on student reviews, the Internal Review Report on Dissertations and a few dissertations.

Observation: The review team commends the dean and faculty for contracting with Dr. Jill Perry.

Suggestion: The team recommends faculty continue working with her and the administration provide time for faculty to conduct this important program work. Faculty needs to apply to be part of CPED and continue to define a dissertation in practice and incorporate CPED's principles and design features into their program.

Self Study

Observation: The Team feels they have received inconsistent data in the Self Study Report as well as inconsistent interpretations of conditions in the college from the stakeholders.

Suggestion: While this was not part of our charge the Review Team encountered difficulties getting materials that could have helped with this review. Department staff and faculty were extremely helpful and willing to provide information, yet, some information was simply not easy

to obtain. For example, pages 91-98 talk about program assessments (e.g., surveys, portfolios, projects) yet no samples or results of these measures were provided to the Team. Better data management by the department and the college would have been advantageous for the work of the Review Team.