East Carolina
UNIVERSITY
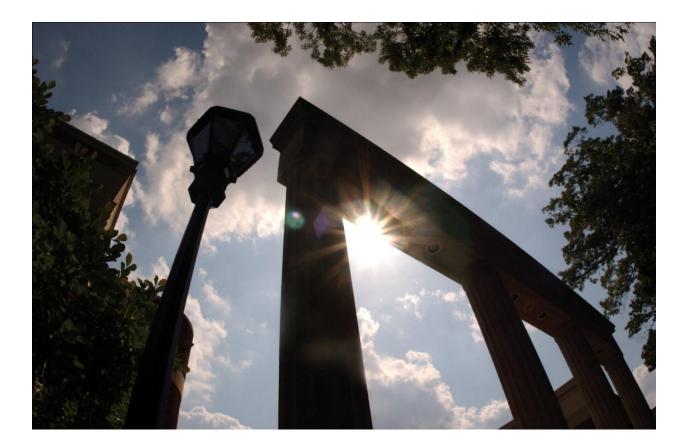
Department of Higher, Adult, and Counselor Education
Doctoral Program in Higher Education Leadership
Self-Study, 2012-2013

**East Carolina University**
**Department of Higher, Adult, and Counselor Education (HACE)**
**Academic Program Review**
**Self-Study of Program in Higher Education Leadership**

## 1. PROGRAM DESCRIPTION

### 1.1. Exact Title(s) of Unit Program:

Department of Higher, Adult and Counselor Education (Doctoral Program in Educational Leadership, with a concentration in Higher Education Leadership).

### 1.2. Department or Interdisciplinary Group Authorized to Offer Degree Program(s):

Department of Educational Leadership (LEED) and Department of Higher, Adult, and Counselor Education (HACE).

### 1.3. Exact Title(s) of Degrees Granted:

Doctor of Education (Ed.D.) in Educational Leadership, with a concentration in Higher Education Leadership.

### 1.4. College or School:

College of Education.

### 1.5. Brief History and Mission:

The Ed.D. in Educational Leadership was established at East Carolina University in 1990 with an original mission to prepare education leaders in two arenas: K-12 and higher education. For the next two decades, these two arenas comprised separate concentrations within the Department of Educational Leadership, with some cross-over of faculty and some experimentation with hybrid courses populated by both K-12 and Higher Education students. Over time, it became increasingly clear that the subject matter, the education settings, the contexts, and the expectations of students themselves were sufficiently differentiated that the organizing scheme was sub-optimizing the education experience of faculty and students alike.

At least as early as 2004, with the arrival of new faculty members dedicated exclusively to the study of higher education and with student enrollment rapidly increasing, faculty members and students in the Higher Education concentration began to openly question the efficacy of an arrangement that, from all indications, was heavily weighted toward K-12 leadership. Taking a cue from models in place at the leading higher education programs in the United States, faculty began seriously discussing, considering, and proposing alternatives that would, in effect, create a separate Higher Education concentration. In 2007, a small group of faculty met with Provost Sheerer to begin an

informal dialogue about how to strengthen the Higher Education program as a University-wide asset. These ideas (which moved from disciplinary to inter-disciplinary) were:

1. A new department of *Higher Education Studies* (HES). This would be broader than the emphasis on higher education administration/leadership and would therefore make sense as a separate department (one not operating under the aegis of Educational Leadership). This new structure would better accommodate the field's growing emphasis on areas such as organizational change, state and federal policy, economics and finance, student success, and international and comparative higher education.

2. A *Center for the Study of Higher Education* (CSHE). This would follow a model in place at the very best higher education programs in the country, including Michigan, UCLA, Penn State, USC (California), and Georgia. The Center would be a free-standing entity situated within the College of Education, degree-granting, and with substantial flexibility to pursue interdisciplinary teaching and research with our colleagues across campus.

3. A *Center for Institutional Transformation and Social Change* (CITSC). This would be an innovative center focused on the role of the university as an agent of social change. It would function as an interdisciplinary "think-and-do tank" whose central purpose would be to treat pressing social problems and challenges from a truly intersectoral and interorganizational perspective, rather than from a disciplinary one. It would focus on educating students, practitioners, and others to function in these socially networked, interorganizational contexts of the future.

During this same timeframe, the chairs of the Department of Education Leadership and the Department of Counselor and Adult Education engaged in similar discussions regarding how the concentrations might be separated or collaborations pursued to better market the HE concentration, provide more focused learning experiences, and serve the existing and potential and markets of those interested in higher education administration and leadership.

In 2010, following a series of departmental and College-wide discussions about how to position the higher education concentration for greater responsiveness to postsecondary constituents, the Higher Education faculty and associated resources moved from the Department of Educational Leadership (LEED) to the Department of Counselor and Adult Education (COAD) in order to take advantage of natural synergies with that department. In 2011, COAD was officially renamed the Department of Higher, Adult, and Counselor Education (HACE) to complete the realignment.

Through rigorous scholarship and leadership preparation, the program aims to build the capacity of postsecondary education institutions and systems – including public and private colleges and universities, community colleges, and other academic organizations – to more effectively address contemporary and emerging social challenges and serve the

public good.  The program is designed for experienced professionals already operating in administrative capacities in the postsecondary setting.

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

In terms of its relationship to UNC's strategic goals, the program is well-aligned with the following:  educating students to be personally and professionally successful in the 21$^{st}$ century (*4.1. Our Global Readiness*); increasing access to higher education for all North Carolinians, particularly for underserved regions, underrepresented populations, and nontraditional students (*4.2. Our Citizens and Their Future:  Access to Higher Education*); actively engaged in enhancing the economic transformation and community development of North Carolina's regions and the state as a whole (*4.4. Our Communities and Their Economic Transformation*); and becoming more directly engaged with and connected to the people of North Carolina, its regions, and our state as a whole (*4.7. Our Universities:  Outreach and Engagement*).

The program embodies and extends East Carolina University's mission to serve as a national model for public service and regional transformation.  The program relates directly to three of East Carolina University's five strategic directions in support of this mission:  (1) preparing our students to compete and succeed in the global economy, (2) training and preparing leaders for our state and nation, and (3) creating a strong, sustainable future for the East through education, innovation, investment, and outreach.  The program's guiding ethos and activities are closely aligned with these directions and values; in particular, the program adds value to ECU's overarching efforts to be – and to be recognized as – "The Leadership University."

**1.7. Certificate/Degree Program Objectives, Outcomes and Uniqueness:**

Our executive cohort model, which is currently the only option available to students, enables working professionals to pursue doctoral studies on a part-time basis (6 student credit hours per semester, 3 student credit hours per each summer session) as they continue to serve their campuses in various administrative, leadership, and academic roles.  The blended course delivery model includes face-to-face meetings (either at ECU or at other locations such as university or community college campuses) and online sessions utilizing state-of-the-art distance education technology, including Blackboard and Centra videoconferencing.  Approximately half of instruction is face-to-face and half is DE.  The cohort model is itself a unique feature of the program, in that it self-consciously seeks to draw on the benefits of peer learning (with students sharing and learning from the expertise resident in the group) and professional connections/networks that extend beyond students' graduate school days.

A particularly unique feature of the program, in keeping with ECU's regional stewardship mission, is that we take the program to the field:  in addition to two cohorts on the East Carolina campus, we operate a cohort on the University of North Carolina-Pembroke campus (in partnership with that institution) and will begin a new cohort in

the Triangle region in the fall of 2012.  In prior years, we have taught in the Triangle (at the North Carolina Community College System office in Raleigh), in the northeastern portion of the state (Halifax), and at Wayne Community College (Goldsboro).  In these cases, class sessions are held on location, with faculty traveling to meet with students.  As long as the quality of the learning experience is not compromised, faculty are accommodating of student preferences for meeting locations and meeting times.  We have also considered the possibility of running weekend executive cohorts, extending into the Charlotte market, and forming "special interest" cohorts such as those targeted specifically to community college leaders or leaders of historically black colleges and universities and other minority serving institutions.  In response to inquiries from members of the ECU community, we are also considering a proposal to accept students into the program unaffiliated with a cohort.

The most prominent curricular innovation in the program, and one that might serve as a launch pad for additional/similar innovations, was conceived by Professor Cheryl McFadden as part of her class on Politics and Power in Education (LEED 8020) and entails direct student engagement with state legislators in Raleigh and government officials in Washington, D.C.  Students report that this is one of the signal experiences of their entire doctoral program, and they have expressed a desire for more programming that approximates this hands-on component.

As indicated in the most recent unit assessment plan (completed in 2012), the program's objectives and outcomes are the following:  (1) The number of students/cohorts pursuing the doctorate in Higher Education Leadership will increase to better serve state and regional postsecondary administrative needs, (2) First-year doctoral students will analyze the craft of academic writing and demonstrate their own competence in writing for academic audiences, (3) Students will apply theoretical knowledge to problems of practice in the postsecondary setting, (4) Students will apply leadership principles relevant to the chosen discipline, and (5) Students will develop the knowledge, understanding, and skills to serve as effective leaders in and of postsecondary education.

**1.8. Program Enrichment Opportunities:**

Students are encouraged to collaborate with faculty on research articles and conference presentations, and very limited departmental funds are made available to assist with travel and related expenses.

**1.9. Responsiveness to Local and National Needs:**

In North Carolina, market demand for advanced graduate degree programs in higher education administration is particularly high in the community college sector, which is vastly underserved by existing research university programs.  The turnover of community college leadership in the next decade has been amply documented, and the situation is especially acute in North Carolina.  To the extent that the future of the community college system will depend in large part on effective leadership, our program answers the call to help prepare this next generation of leadership; indeed, such a

commitment is an important cornerstone of ECU's responsibility to serve the region and the state. Through the doctoral program in higher education leadership, ECU acts as a force multiplier for economic and community development in the region by preparing a community college leadership cadre that is better able to advance regional priorities. Another underserved market is that of mid-level college and university staff members and administrators without an advanced degree. Such a market is to be found throughout the UNC system, including at ECU and at historically black colleges and universities. Our program has a history of responsiveness to this market. In the fall of 2012, the program will inaugurate its new Triangle Cohort, with representatives from Duke, Meredith, North Carolina Central University, East Carolina, and other four-year institutions in the Triangle region, in addition to seven different community colleges (extending geographically from Randolph Community College to Carteret Community College) and the North Carolina Community College System office.

## 1.10. Program Quality:

Aside from periodic rankings by *U.S. News and World Report*, there is no comprehensive ranking of U.S. higher education doctoral programs. Relative to other programs in the southeastern United States, most of which are housed at large research universities, ECU's program would not compare favorably on most measures of quality. Faculty scholarly productivity is considered to be the best objective measure of national comparisons in the field. Doctoral programs at Vanderbilt, the University of Georgia, and the University of Virginia are generally considered by those in the field to be the most competitive in the southeast at the moment, with Florida State University and the University of South Carolina historically competitive. Nationally, the top-ranked programs in the field (in order) are those at the University of Michigan, Michigan State, UCLA, Penn State, Vanderbilt, and Georgia (as ranked by *U.S. News and World Report*, 2012). ECU's program does not possess a national ranking, nor has it received award recognition at the program level, although its individual faculty and students have received recognition in the field. Nevertheless, ECU is typical of public, regional research institutions offering doctoral degrees in higher education, comparing favorably with institutions such as Old Dominion University and the University of South Dakota.

## 1.11. Administration:

Five (5) faculty members comprise the program, one of whom has been reassigned to the Department of Curriculum and Instruction since the 2010-2011 academic year and has not been teaching in the doctoral program. The program is coordinated by Dr. David Siegel.

## 2. CURRICULUM/INSTRUCTION

### 2.1. Foundation Curriculum:

NA

## 2.2. Instructional Relationship to Other Programs:

Faculty in the Higher Education program have taught in the K-12 doctoral program, in the MSA (Master in School Administration) program, in the Ed.S. (Educational Specialist in Education Administration and Supervision) program, in Adult Education, in Counselor Education, and in undergraduate courses in the Department of Curriculum and Instruction.

## 2.3. Curriculum Assessment and Curricular Changes:

Student learning outcomes are measured on a course-by-course basis. Historically, student learning *across* the curriculum was assessed through an 18-hour review, in which students, upon completion of 18 credit hours in the program, would meet with a panel of faculty examiners and answer a series of integrative questions drawn from coursework to date. This practice has been discontinued but is currently under review by program faculty for reinstatement in an improved format and process.

Two new courses have been designed, developed, and offered (since 2009) within the program: *History and Philosophy of Higher Education* and *Finance in Higher Education*. (Both courses temporarily carry the LEED 7520 course prefix/number while awaiting official approval through the University's curriculum approval process.) These are considered foundational courses whose absence in the curriculum for many years was deemed by the faculty to be a liability in terms of developing knowledgeable and competent scholar-practitioners in the field. The two courses are now permanent fixtures in the curriculum.

On an experimental basis, an elective course, titled *Higher Education and Society*, was offered in the fall of 2007. This is the only elective course to have been offered in the program in approximately 10 years. More elective options, such as those focusing on the community college and student affairs practice, are under consideration by the faculty and in response to the stated needs of our constituents.

The internship (LEED 8991-8992), a two-semester course, underwent a redesign in 2011 in an effort to build in more of an intensive applied (practitioner *and* scholarly) experience. Under the revised format, students participate in a conventional internship experience during the fall term, in which they explore an area of college/university administration in depth and interact with senior level administrators. During this term, students attend conferences, conduct literature reviews, and complete a project designed collaboratively with the intern supervisor and other senior level administrators. The instructor of record conducts site visits with all intern supervisors. In the spring term, students engage an original research project, ideally related to their dissertation, with the expectation of submission to a scholarly journal or academic/professional conference.

## 2.4. Bachelor's Degree:

NA

**2.5. Certificate Programs:**

A certificate in student affairs leadership is currently under consideration within the Department.

**2.6. Master's Degree:**

NA

2.7. **Doctoral Degree:**

The Ed.D. in Educational Leadership, with a concentration in Higher Education Leadership, requires 60 credit hours of coursework. An appropriate master's degree is required for admission to the program. No professional certification is required. Curricular emphasis is placed equally on practice and research, consistent with a philosophy of educating a reflective practitioner, as articulated by Donald Schön (1983).

Students are exposed to rigorous coursework, in which they develop competencies in analyzing issues from both cutting-edge and classical perspectives. Guided by senior faculty, they undertake original dissertation research on topics relevant to college (including community college) and university settings in an attempt to inform theory, research, and improved practice. Recent dissertation topics have addressed local community colleges' interpretation of statewide developmental education policy, curriculum internationalization among a sample of North Carolina community colleges, collective leadership as an alternative to individual models of leadership, factors involved in developing and sustaining academic-industry partnerships, institutional change at church-related institutions, and the effect of selected community college traits on the academic performance of transferees to universities. In several cases, program graduates have published the findings of their dissertation research and established themselves as respected leaders in regional and national dialogues on issues facing higher education.

The program of study is as follows:

**CORE – 18 semester hours**
    LEED 7520 (3) History & Philosophy of Higher Education
    LEED 7520 (3) Finance in Higher Education
    LEED 8015 (3) Seminar-Human Resource Development
    LEED 8027 (3) Seminar-Higher Education Law
    LEED 8035 (3) Seminar-Educational Leadership
    LEED 8047 (3) Student Development Theory

**RESEARCH – 12 semester hours**
    LEED 8410 (3) Advanced Research and Evaluation
    LEED 8420 (3) Advanced Educational Statistics
    LEED 8430 (3) Qualitative Research in Education

LEED 8440 (3) Applied Educational Research

**CONCENTRATION – 18 semester hours**
  LEED 8010 (3) Organizational Theory and Culture
  LEED 8020 (3) Politics and Power in Education
  LEED 8030 (3) Educational Planning
  LEED 8040 (3) Policy Development and Analysis
  LEED 8050 (3) Ethics in Educational Leadership
  LEED 8060 (3) Program Evaluation

**INTERNSHIP – 6 semester hours**
  LEED 8991 (3) Doctoral Internship
  LEED 8992 (3) Doctoral Internship

**DISSERTATION – 6 semester hours minimum**
  LEED 9000 (3) Dissertation
  LEED 9000 (3) Dissertation

## 3. STUDENTS

### 3.1. Enrollment:

Currently, 65 students are enrolled in the Higher Education Leadership program, with 16 of these comprising the ECU 2009 Cohort (which has completed coursework and is in the dissertation phase of the program), 8 comprising the ECU 2010 Cohort (in its third and final year of coursework in the fall of 2012), 9 comprising the 2010 UNCP Cohort (in its third and final year of coursework in the fall of 2012), and 19 comprising the 2012 Triangle Cohort (in its first year of coursework in the fall of 2012). Thirteen students from earlier cohorts are currently in various stages of dissertation research.

Demand for the program is brisk. During the 2011-2012 academic year, the program received 81 inquiries from prospective students, most of whom did not subsequently submit applications for admission because they could not commit to travel to the Raleigh-Durham area for classes. The quantity and breadth of inquiries suggests that there is a vast, unmet need for doctoral education in the region.

### 3.2. Quality of Incoming Students:

Admission to the program is competitive, and special efforts are made to identify those candidates with the professional background, leadership experiences, and demonstrated academic performance that suggest a high likelihood of success in rigorous doctoral studies and beyond. To target and attract the highest-caliber applicants, recruitment activities typically include (1) letters to community college presidents and appropriate vice-presidents seeking nominations of qualified candidates on their campuses, (2) communications with currently enrolled students and recent graduates to enlist their assistance in recommending promising candidates at their institutions, and (3)

information sessions held at ECU and elsewhere in the region to generate interest in the program.  These efforts have resulted in the enrollment of several vice presidents, deans, directors, and division chairs from a number of community colleges, including Beaufort, Cape Fear, Craven, Edgecombe, Pitt, Richmond, Sampson, Sand Hills, James Sprunt, Roanoke-Chowan, Robeson, and Wayne, as well as from the North Carolina Community College System office.  Over the last five years, the program has operated cohorts in Raleigh, Durham, Goldsboro, and at UNC-Pembroke, with the feasibility of a Charlotte-area cohort or an HBCU cohort under consideration.

Students are evaluated on three primary factors:  (1) the nature and extent of their experience in higher education administration/leadership, (2) their past academic performance, as indicated by their graduate and undergraduate grade point averages and standardized test scores (GRE, MAT, or equivalent), and (3) their writing ability (as demonstrated in their statement of purpose, writing sample, and timed writing exercise as part of the interview process).

During applicant interviews, a standardized set of questions is used to probe for interests and dispositions that the faculty have observed to be correlates of doctoral student success (namely, curiosity, independence, and a scholarly temperament).  These questions are as follows:

1. Tell us how you come to be here – brief background, where you are now, and why you're pursuing a doctorate in higher education administration.

2. What are your ambitions, how would this experience help you fulfill those, and what would your presence in the program contribute to the experience of your peers?

3. What's your modus operandi when you're stumped, when you don't have an immediate answer to a question, or when you don't understand how to do something?  Provide an example.

4. What sort of student can we expect in you?  What are your academic strengths and weaknesses?  What are your areas of greatest/least confidence?

5. What are some of the issues confronting the higher education enterprise that you would like to learn more about, analyze, and influence?

Following their interview, students are asked to compose a brief (30-minute) essay in response to one of three questions:

1. In your view, what is the most important issue, problem, or challenge facing the higher education enterprise?

2. What have you read (in a book or article) or heard (in a speech, for example) in the last ten years that has been influential in your thinking or practice? What did you learn, and how did you apply those lessons?

3. Where does power reside in colleges and universities?

Essays are then reviewed and discussed by the faculty and used as additional data points in consideration of an applicant's suitability for doctoral study. Particular attention is paid to the substantive content of an applicant's response and the use of proper grammar, punctuation, and syntax.

### 3.3. Quality of Current/Ongoing Students:

The performance of students in the program appears to be bifurcated: some students excel, whereas others struggle. This bifurcation is perhaps unsurprising in a program that has set for itself the extraordinarily challenging task of recruiting and admitting practitioners and attempting to cultivate in them an appreciation for the value of scholarship. On the whole, students in the program are not performing as well as desired. Data in support of this assertion are provided in Section 6.2 of the report. Briefly, the major contributing factor seems to be a disjuncture between faculty expectations of student intellectual engagement (as evidenced primarily in the nature and quality of student writing) and students' own expectations of the program (namely, that of more – and higher-quality – practical experiences that prepare them for on-the-job challenges). That said, greater numbers of students than in the past are publishing and presenting their work at national conferences, symposia, and exhibits.

### 3.4. Degrees Granted:

The program has awarded an average of 6 doctoral degrees annually over the past several years. This number may be understood as a natural outgrowth and consequence of the steady diminution of the program undertaken by the Department of Educational Leadership as it sought to pursue its traditional K-12 focus. With the adoption of the cohort model and its attendant "regularization" of coursework and dissertation research, the next three to four years will see a higher annual production of degrees. The average length of time to complete the degree is five years, although a number of extension requests are filed each year for pre-cohort students who need additional time to complete and defend their dissertation research.

Attrition has increased in the past three years and has been attributable in most instances to students' inability to manage the demands of doctoral study and increasing work-related pressures/expectations. In two recent instances, students were dismissed from the program for academic integrity violations. The faculty tends to regard the level of attrition as a generally healthy indicator of program rigor.

**3.5. Diversity of Student Population:**

Across the four cohorts currently enrolled in the program, there are 27 females and 25 males. Sixteen of these are minority students (31%). The program does not have in place a formal, documented enrollment plan to promote diversity; however, the faculty is fully committed to realizing – through active recruitment, retention, student development, and the provision of culturally diverse and representative materials – the educational benefits of a racially and ethnically diverse student population. Faculty members have engaged ECU's Office of International Affairs in an effort to increase the presence of international students in the program. Moreover, the Seminar in Educational Leadership (LEED 8035) has included an international component that emphasizes the process by which international policies, decisions, and actions are made within institutions of higher education at state and federal levels and the international competencies necessary to be effective in the global market.

**3.6. Need/Placement:**

As the doctoral program caters to working professionals, all students are employed in colleges, universities, and community colleges. Recent graduates have received promotions to senior leadership positions in the North Carolina Community College system, including president, vice president of instruction, vice president of academic affairs, and vice president for student services and academic support. (See Appendix B for student/graduate employment data.)

**3.7. Funding:**

Funding has been limited to one graduate research assistantship in the past seven years. This student received an annual (fall and spring) tuition remission of $10,316 and performed 20 hours of research assistance per week within the Department of Higher, Adult, and Counselor Education. Faculty are currently seeking multi-year grants that would provide a platform to competitively recruit and retain top graduate students.

**3.8. Student Involvement in the Instructional Process:**

There are no opportunities for formal involvement in the instructional process as conventionally defined, but there exist numerous opportunities for informal instruction. These take a variety of forms, including in-class presentations in which students are responsible for educating their peers, intensive peer-to-peer Blackboard discussions, and general classroom dialogue in which students are expected to share their knowledge and expertise. As an example, students in LEED 7520 – *History and Philosophy of Higher Education* are required to prepare and deliver a 45-minute lecture on a relevant topic selected from a pre-approved list provided by the instructor (for example, The Development of Women's Colleges and Coeducation in Higher Education, The Development of Historically Black Colleges and Universities, and The Land Grant Movement). Similarly, students in LEED 8035 – *Seminar in Educational Leadership* must prepare and deliver a 45-minute lecture on a topic such as leading diverse teams

and groups, leading for innovation, and leading in times of crisis.  Finally, every course in the curriculum concludes with a series of student presentations of their research papers or other final projects so that doctoral students are able to further hone their instructional skills.

### 3.9. Professional Development Opportunities:

As of the fall 2011 term, there were more than 20 doctoral student journal manuscripts, book chapters, or book reviews published, in-press, or in draft, some of them single-author contributions and some of them in collaboration with program faculty.  Students have also presented both independently and with faculty at national and regional/state conferences.  (See Appendix G for a list of recent conference presentations and publications.)

## 4.  FACULTY

### 4.1. Faculty List and Curricula Vita:

See Appendix A for an alphabetical list of faculty members, including the rank of each and the number of doctoral advisory committees that each member has chaired during the past seven years.  See Appendix D for a current, Sedona-generated curriculum vitae for each faculty member covering the last 7 years.

### 4.2. Faculty Profile Summary:

All 5 of the faculty members in the higher education program are tenured and hold terminal degrees.  There are 3 females (two of them African American) and two males.  Only one professor was hired in the past seven years (Dr. Chambers, in 2006).

### 4.3. Visiting, Part-Time, and Other Faculty:

Over the past seven years, no officially designated visiting, part-time, or other faculty have taught in the program, although occasional use has been made of guest lecturers in senior leadership positions when their particular expertise has been deemed to add value to classroom instruction and experiences.  Faculty members from other departments at ECU – and from other institutions – occasionally serve on dissertation committees, but this is on a limited basis.

### 4.4. Advising:

Officially, students are assigned faculty advisors when they enter the program.  However, most students quickly gravitate to those faculty members whose research interests or academic expertise complements their own.

**4.5. Faculty Quality:**

Since the 2009-2010 academic year, higher education faculty have accounted for 6 books, 23 articles in refereed journals, 11 book chapters, and 20 presentations at national and international conferences.  It is noteworthy that faculty scholarship has been profiled or reviewed in high-profile academic publications such as *The Chronicle of Higher Education*, *Inside Higher Education*, *Teachers College Record*, and *Journal of College Student Development*, as well as in academic specialty publications such as *Annual Review of Social Partnerships*.

Faculty have also participated in 10 invited presentations, keynote speeches, and symposium panels since the 2009-2010 academic year.

Since 2005, faculty have received grants from Lumina Foundation for Education and the Association for Institutional Research (AIR).  One faculty member is engaged in ongoing discussions with officials at Lumina about another grant opportunity that would support the Foundation's Big Goal to increase the proportion of Americans with high-quality postsecondary degrees and credentials to 60% by the year 2025.  Another faculty member is pursuing funding from the Spencer Foundation in order to define a more comprehensive theory of student persistence to the baccalaureate degree.  One faculty member received a Fulbright Specialist grant in 2011.

Program faculty render service to the profession by serving as manuscript reviewers and/or journal editors (for example, *Review of Higher Education*, *Journal of Higher Education Outreach and Engagement*, *Association for Advancement of Educational Research*, *Urban Education*, *Negro Educational Review,* and *Journal of College Student Retention:  Research, Theory & Practice*), manuscript reviewers for publishing houses (for example, Sage, Routledge, and Corwin), and members of conference committees (for example, the Association for the Study of Higher Education [ASHE]and the American Educational Research Association [AERA]).

Faculty are heavily involved in service and leadership roles on University-wide committees (for example, Organization of Black Faculty, First-Year Experience Study Group, UNIV 1000 Program Development Team, and Faculty senate and its associated committees, including Educational Policies and Planning, Faculty Governance, Budget Committee, Tuition and Fee Committee, and Libraries Committee) and in the College of Education (for example, Code Committee, Curriculum Committee, Diversity Committee, Planning Committee, Technology Committee, Advisory Council).

The unit evaluates the quality of its faculty on the basis of teaching (as measured primarily through SOIS results), research and scholarship (as measured by publication in peer reviewed journals and scholarly texts), and service (to the unit, to the College of Education, to the institution, and to the profession).  These results are discussed in annual performance reviews and are used ostensibly in workload planning and in requests for reassigned time.

**4.6. Faculty Distribution:**

In terms of faculty workload, there is a reasonable distribution of activity among teaching, research, and service, although faculty engagement in service is disproportionate relative to its value in the reward system. Particularly as dissertation volume increases in the next two to three years, with three cohorts of students finishing coursework during this period, it will be necessary for faculty to redirect their activity from traditional service commitments to dissertation advising. Even when faculty are not chairing dissertations, they serve as a committee member on numerous dissertations, sometimes in the labor-intensive role of methodologist. As just one example of this, the faculty member who has chaired – or is chairing – 6 dissertations has also served as methodologist on 13 dissertations.

## 5. RESOURCES

**5.1. Budget:**

**HACE Budget**

| | | |
|---|---|---|
| 2011-2012 | $34,535.00 | |
| 2010-2011 | $32,995.00 | |
| 2009-2010 | $27,135.00 | |
| 2008-2009 | $42,658.00 | |
| 2007-2008 | $46,593.96 | |
| 2006-2007 | $9, 585.55  (State Budget) | |
| | $25,770.00 (DE Budget) | |
| Total: | $35,355.55 | |
| 2005-2006 | $23,453.66  (State) | |
| | $8,475.01 (DE) | |
| Total: | $31,928.67 | |

**5.2. Space:**

The current allocation of space is adequate. There are no additional projected needs.

**5.3. Technical/Equipment Support:**

Technical/equipment support provided to faculty and students by the College of Education is sufficient.

### 5.4. Library Support:

Joyner Library personnel have been extremely helpful in orienting students to Library resources, placing readings on Bb, and otherwise assisting faculty and students.

## 6. ASSESSMENT OF OUTCOMES/FACULTY EXPECTATIONS

### 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?

As in any academic department, there are diverse faculty views of what graduates ought to know, do, and be, and these are naturally in addition to what students themselves expect their education experience to provide. As a guiding philosophy, however, faculty members are in agreement that we are in the business of preparing a leadership cadre equal to the challenges of complexity, ambiguity, and paradox presented by the modern academy, including the overarching paradoxes that our institutions are at once conservators of the past and creators of the future, dedicated to the life of the mind and deeply engaged with the outside world, communities of scholars and massive business enterprises. The quality of intellect required to manage and lead such entities, what might be termed "academic executive intelligence," is one very much like that identified by F. Scott Fitzgerald, who famously suggested, "The test of a first-rate intelligence is the ability to hold two opposed ideas in the mind at the same time, and still retain the ability to function." Cultivating the ability to reconcile tensions of the sort embodied in academic identity, inherently a form of conflict management, is one of the faculty's foremost educational tasks.

In contradistinction to an increasingly popular criticism that the organizational model of the academy is fundamentally flawed, broken, or out of touch with the demands of moment, we begin with the notion that higher education is a *unique* and valuable social institution – one situated firmly between "the monastery and the marketplace" Cantor and Schomberg, 2003) – that must be deeply and subtly understood on its own terms in order to be perfected. An appreciation for traditional academic values is, we believe, essential to wise stewardship of institutions of higher education and all the more important in a commercial age that is steadily devaluing the liberal arts, shared governance, the contemplative life, and other features of academe.

At the same time, higher education must be understood not in strict isolationist, self-interested, self-sustaining tones, but within a larger societal context that is asking colleges and universities to embrace new ways of thinking and behaving in order to better serve the public interest. More and more stakeholders are demanding more – and different – outputs of colleges and universities, including cutting-edge scientific research, economic development, workforce preparation, social problem solving, and accountability to numerous publics. Moreover, we are expected to reduce costs, increase productivity, hold the line on tuition, generate revenues from new sources, and realize greater efficiencies, all in a climate of heightened scrutiny and diminished autonomy.

Given mounting pressures and the rapidly changing environment for higher education, we take seriously the obligation to educate leaders to be responsive to these multiple – and often conflicting – stakeholder demands while simultaneously narrating to the public the importance of core academic principles. This entails the capacity to work productively across differences, employing high levels of multicultural competence to leverage diverse perspectives in the service of hard problem solving, to negotiate among competing interests, and to engage in systems thinking that frames phenomena as subsets or supersets of associated phenomena. In short, we aim to cultivate the *relational aspects* of leadership in our students.

One of the major challenges in our program, a challenge characteristic of other leadership programs and of cultures around the world, is overcoming a constrained view of leadership as hierarchical or positional. While top-down leadership such as that exercised by presidents, vice presidents, deans, directors, and others with titles is of great interest, we are equally interested in a much more expansive – distributed and democratic – notion of leadership that emanates from the grassroots. We value and promote the notion of *citizen leadership* as a posture of personal responsibility for positive change in organizations, one that depends more on disposition than on position. In addition to preparing college and university administrators, then, we are educating change agents/catalysts who can and do make a difference in their institutions and communities wherever they are in the academic structure. This broadened conception of leadership has much in common with the idea of *entrepreneurship*.

Our vision for student learning aligns well with UNC's strategic goal of global readiness (*4.1. Our Global Readiness*). In general, the mission of the program is to get students to "see" the academy and their role in it *differently*, on the theory that new ways of setting and solving problems will yield dividends and will be a source of comparative advantage for leaders and for the organizations where they practice leadership. In order to accomplish this, we ask students to perform the difficult task of assuming a scholarly identity, rather than a practitioner one, when they are in class sessions, when they are writing, or when they are responding to a particular reading assignment. To be sure, there is an inevitable interplay of scholarly and practitioner identities; students' reactions to material are informed by their roles as leaders in the higher education setting. But we operate on an article of faith that engaging their scholarly identities will produce new insights, perspectives, and ways of operating.

We explain to students that the difference the doctorate will make in their career prospects will be a combination of skills for analyzing complex issues, a critical temperament they develop and refine, and an enhanced ability to frame problem situations in a much larger context. Through the development of these skills, we empower students to engage the community beyond their home institution's walls (*4.7. Our Universities: Outreach and Engagement*) and work toward increasing access to higher education (*4.2. Our Citizens and Their Future: Access to Higher Education*) and community development (*4.4. Our Communities and Their Economic Transformation*). We explain that the scholar/student engages the task somewhat differently than the professional, is permitted to be more tentative, more openly curious, and more

questioning of certain assumptions.  These are the qualities we would like them to bring with them to the learning task and to their professional lives.  We want and expect them to appreciate the truth-value of the following:

- That learning is not just about closing gaps but about opening them
- That scholarship is as much about unsettling matters as it is about settling them
- That problem setting is as important as problem solving
- That the right questions are as important as the right answers

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

Two methods of assessment have been devised to determine how well the program achieves faculty expectations of students.  The first of these is a faculty-developed annual review of student progress that was implemented in 2012 and contains 10 indicators of academic performance that the faculty feels will facilitate student academic and professional growth.

| Indicators (10) | Strong | Acceptable | Weak – Improvements Needed | Notes |
|---|---|---|---|---|
| **Written Communication Skills** | Always or usually writes in a clear and coherent manner, builds on literature in the field, has a thesis that is concrete and specific, develops the thesis logically, uses supporting evidence for the thesis, uses a style that is engaging, observes APA guidelines, and uses correct spelling, grammar, punctuation, and syntax | Occasionally or inconsistently writes in a clear and coherent manner, builds on literature in the field, has a thesis that is concrete and specific, develops the thesis logically, uses supporting evidence for the thesis, uses a style that is engaging, observes APA guidelines, and uses correct spelling, grammar, | Rarely or never writes in a clear and coherent manner, builds on literature in the field, has a thesis that is concrete and specific, develops the thesis logically, uses supporting evidence for the thesis, uses a style that is engaging, observes APA guidelines, and uses correct spelling, grammar, punctuation, and syntax | |

| | | | |
|---|---|---|---|
| | punctuation, and syntax | | |
| **Oral Communication Skills** | Always or usually presents information in a logical and engaging fashion, makes appropriate use of graphics and/or supporting materials, maintains eye contact with audience, and uses a clear voice that can be heard by audience members | Occasionally or inconsistently presents information in a logical and engaging fashion, makes appropriate use of graphics and/or supporting materials, maintains eye contact with audience, and uses a clear voice that can be heard by audience members | Rarely or never presents information in a logical and engaging fashion, makes appropriate use of graphics and/or supporting materials, maintains eye contact with audience, and uses a clear voice that can be heard by audience members | |
| **Analysis** | Usually or always identifies themes, patterns, and nuances in an assigned reading; identifies parts of theories or ideas proposed by an author that have applicability to a given situation; identifies parts of a theory that fail to support applicability in a situation; identifies a writer's point of view (philosophical | Occasionally or inconsistently identifies themes, patterns, and nuances in an assigned reading; identifies parts of theories or ideas proposed by an author that have applicability to a given situation; identifies parts of a theory that fail to support applicability in a situation; identifies a | Rarely or never identifies themes, patterns, and nuances in an assigned reading; identifies parts of theories or ideas proposed by an author that have applicability to a given situation; identifies parts of a theory that fail to support applicability in a situation; identifies a writer's point of view (philosophical | |

| | | | |
|---|---|---|---|
| | leaning) and recognizes similarities or differences between theories or writers' points of view | writer's point of view (philosophical leaning) and recognizes similarities or differences between theories or writers' points of view | leaning) and recognizes similarities or differences between theories or writers' points of view | |
| **Synthesis** | Assumes the point of view at the core of a theory or author's writing to address a question or make a point; identifies the effect(s) of the concepts or ideas in given situations | Confuses information from two or more theories or writers; does not clearly indicate how a writer's proposition or a theoretical work can be used to address a question contained in an assignment | Does not indicate the ability to apply ideas or theories to the solution of problems or to address a question contained in an assignment | |
| **Evaluation/Judgment** | Presents information from respected sources to support and/or refute theoretical concepts or ideas presented by an author; presents scenarios describing the usefulness or non-usefulness of the theory or information for use by education professionals | Uses personal values as a basis for accepting or rejecting theories or writers' ideas | Indicates acceptance of theories or writers' ideas without any question as to their merit or agreement with personal belief systems | |

| Collaborative Skills | Works with all or most students in the class; demonstrates the ability to engage diverse personalities in projects or in a discussion | Seldom initiates interaction with a broad spectrum of students within the class | Works solely on projects with a specific group of other students | |
|---|---|---|---|---|
| Independence | Rarely asks instructor for assistance with assignments or with various elements of research and writing; is resourceful when confronted with novel or perplexing material or assignments | Sometimes asks instructor for assistance with assignments or with various elements of research and writing; is occasionally resourceful when confronted with novel or perplexing material or assignments | Routinely asks instructor for assistance with assignments or with various elements of research and writing; is not resourceful when confronted with novel or perplexing material or assignments | |
| Openness to Feedback | Appears to value and use feedback as a means of enhancing understanding and strengthening performance | Accepts feedback as a routine exchange between professor and student | Reacts defensively to feedback | |
| Timely Completion of Assignments | Always submits assignments on time | Usually submits assignments on time | Routinely asks for extensions or otherwise fails to deliver assignments on time | |

| Demonstrated Breadth of Understanding of (or Curiosity about) Higher Education Issues/Problems | In class discussions and in writing assignments, often incorporates references to current issues, problems, or challenges facing the higher education enterprise | In class discussions and in writing assignments, sometimes incorporates references to current issues, problems, or challenges facing the higher education enterprise | In class discussions and in writing assignments, rarely incorporates references to current issues, problems, or challenges facing the higher education enterprise | |
|---|---|---|---|---|

Student writing was ranked by program faculty on a 3-point scale (where 3 = Strong, 2 = Acceptable, and 1 = Weak) for the 2011-2012 academic year. Across the three cohorts (n=33), 19 students scored in the range of 2.5 to 3.0, 8 students scored in the range of 2.0 to 2.49, 4 students scored in the range of 1.5 to 1.99, and 2 students scored in the range of 1.0 to 1.49. Note: Only 7 students were ranked unanimously as demonstrating strong written communication skills.

Faculty rated student academic performance in three theory-related domains on the Annual Review of Student Progress for 2011-2012: Analysis, Synthesis, and Evaluation/Judgment. Students were rated as Strong (3), Acceptable (2), or Weak (1) in each domain. Combining the three domains into an overall measure of theoretical knowledge, students across the three cohorts (n=33) scored in the following ranges: 2.5 to 3.0 (16 students), 2.0 to 2.49 (12 students), 1.5 to 1.99 (4 students), and 1.0 to 1.49 (1 student). Note: Only 6 students achieved unanimous scores of "3" (Strong) from the faculty.

In terms of *overall* performance (on all 10 indicators) as judged by the faculty, students across the three cohorts (n=33) scored in the following ranges: 2.5 to 3.0 (20 students), 2.0 to 2.49 (11 students), and 1.5 to 1.99 (2 students). No students scored in the range of 1.0 to 1.49. Detailed rankings are available upon request.

Although technically not part of the Annual Review of Student Progress, the program did participate in a first-ever external review of its dissertations in 2012. Nineteen dissertations completed between 2008 and 2011 were analyzed by a panel of 5 external reviewers (4 from ECU), who were asked to assess each dissertation's (1) research problem and questions, (2) literature review, (3) methodology, (4) results and conclusions, and (5) style and design. The rating scale given to reviewers was: 1 = No Evidence; 2 = Some Evidence; 3 = Evidence; and 4 = Exemplary. Results were shared with program faculty at a meeting in September 2012. Of the 19 dissertations reviewed, 2 achieved scores of 3.0, 9 scored in the range of 2.5 to 2.99, 7 scored in the range of 2.0

to 2.49, and 1 scored below 2.0. (Eleven dissertations were assessed by two independent reviewers; in these cases, the mean score was computed for present reporting purposes.) In addition to the quantitative ratings, reviewers provided comments on various aspects of the dissertations they assessed. Program faculty will, in due course, undertake a rigorous examination of the results and conclusions of the review and, as warranted, discuss specific ideas for dissertation quality enhancement. It has already been noted, however, that the rating rubric was applied inconsistently by reviewers and that the general comments contain a number of factually inaccurate statements. Notwithstanding these limitations, program faculty appreciate the overall value of the review process and are pleased to be the first program at ECU to subject its theses to this form of external scrutiny.

The second primary method of assessment utilized by the faculty to judge program quality is the Leadership Gap Analysis conducted for SACS reaffirmation. The faculty's comprehensive review yielded the following observations and conclusions:

**Leadership Pillar #1: Knowledge -** *Critical Thinker*

All coursework within the concentration is geared toward the production of advanced scholarship and ultimately the communication and dissemination of scholarship through publication and/or presentation. Faculty actively employ strategies to stimulate the higher order thinking skills identified by Bloom: analysis, integration/synthesis, evaluation, and creation. Students use class assignments to build on and add value to their dissertation focus. All of the courses, the internship experience, and the dissertation challenge students to think critically about the higher education enterprise and the exercise of leadership within the postsecondary setting. Students have multiple opportunities to pursue curricular, co-curricular, and dissertation research that focuses on specific problems of higher education leadership practice.

Specific examples of integration/synthesis in the knowledge domain include:

- In LEED 8430 (Qualitative Research), students produce a publishable or presentable piece of research

- Dissertation proposals are crafted to contribute to the body of knowledge in higher education leadership, not just to local practice

- Students are encouraged by faculty to publish the results of their dissertation research in peer-reviewed journals, and faculty assist students in manuscript preparation. Moreover, faculty members identify exceptional written assignments and encourage students to shape these into papers for publication and/or presentation at local, state, and national conferences.

**Leadership Pillar #2:  Relationships –** *Mentor*

The entire program is built on the cohort model, in which small groups of students (typically 10-12 in number) develop meaningful personal and professional relationships, collaborate on projects, and contribute to the overall learning experience of the rest of the cohort.

For example, In LEED 7520, students are responsible for the presentation and communication of select course content to peers. They are required to prepare as an instructor and are held responsible for thoroughness of content.

In LEED 8015, students conduct a self- assessment and determine areas that require enhancement in order to improve the student's ability to build consensus on a campus. Students create a manual that identifies likely areas of conflict and suggests campus offices that should be "*go to areas"* for help in resolving conflicts.  They present their conflict resolution project in the form of an oral presentation, thereby gaining practice in using leadership skills to address conflict on a campus.  Students identify a conflict area and use theories to suggest a strategy for reducing the conflict.  They also use reports from the campus police, Greenville police, and local and campus newspapers to heighten awareness of conflicts involving students against students, students against neighbors, and academic departments against academic departments.

Through readings, discussion, written assignments, and case analysis (in LEED 8010, LEED 8020, LEED 8027, LEED 8035, and LEED 8040), students develop an understanding of all organizations (including colleges and universities) as political arenas made up of interdependent and interconnected parts that come into conflict over different interests.  Students develop skills in using various forms of power to navigate, manage, and/or resolve conflicts and ultimately build consensus toward shared goals within their particular institution.
Alumni/ae of the program volunteer to help students network and develop writing and time management skills.

**Leadership Pillar #3: Ethics –** *Active Citizen*

All students are required to take LEED 8050 (Ethics in Educational Leadership) and LEED 8027 (Seminar in Higher Education Law) as part of the academic core.  In LEED 8027, In LEED 8027, students learn the contours of law so as not to run afoul of federal, state, and local mandates.  Students learn how to balance law and policy considerations across a number of domains related to higher education: employment practices, admissions, student and business affairs, and scientific and technological innovation.  At the core of this course are notions of due process and fair play. Students are presented with real fact scenarios and must conduct research to find applicable statutory and case law and college/university regulations to help them resolve the legal and policy issues raised.  In addition to becoming familiar with statutes such as FERPA and the Cleary Act, students also engage cabinet level administrators in academic and student affairs across a variety of institutional types to learn how specific laws impact administrative practice.  Students learn concepts of authority and the benefits of acting in congruence

with college and university procedures. In so doing students engage the contours of law, especially areas where legal concepts and ethical ones may be in tension.

In LEED 8050, students further explore ethical decision-making by academic leaders and examine methods for addressing and carrying out ethical decision-making. Readings, discussion, activities, case analysis, and written assignments focus on ethical dilemmas and their resolution. Students reflect on their personal code of ethics and examine how that code of ethics informs their behavior as a senior academic leader. They discuss ethical decisions they have made, including the resolution principle or principles they applied. Students also assess the "moral barometer" of faculty, staff, or students on their campus using a conceptual framework introduced by Rushworth Kidder. They also examine their particular institution's, discipline's, and profession's code of conduct and ethical behavior and develop a framework for application within these particular contexts. As a final project, students develop plans for assessing faculty, staff, and student awareness of work codes of ethics and strategies for informing all members of the campus body of ethical behaviors expected on a campus (including hiring, firing, email communications, etc.)

As doctoral students are working professionals in the higher education setting, they have occasion to use the knowledge and understandings they are acquiring through doctoral study to educate others, influence institutional culture and behavior, and make personal sacrifices in order to improve conditions for others. Beyond law and ethics, this notion of active citizenship is infused across the curriculum. Students in LEED 8010 and LEED 8035 examine leadership and change as a personal responsibility that transcends positional status. Moreover, through their research courses (LEED 8420, 8430, 8440) and dissertation studies, students are introduced to the ethics of research with human subjects, completing the IRB modules and undergoing rigorous review by ECU's IRB prior to conducting dissertation research.

**Leadership Pillar #4: Well-being –** *Healthy Individual*

As leaders, our students are poised not only to self-assess for signs of physical or mental impairment, but also to recognize those cues in persons they serve and the community at large. Specifically, in LEED 8015, students identify a concern from a staff member, faculty member, or administrator perspective and then identify units on campus that can assist in resolving the problem. They design strategies for informing all members of health matters and campus resources available to address mental and physical health issues. This includes the use of campus publications to identify units that have expertise concerning physical and/or mental health, such as the Counseling Center, Student Health Clinic, and massage clinics operated by the Occupational Therapy Department.

**Leadership Pillar #5: Service –** *Catalyst for Positive Change*

In the advanced doctoral internship (LEED 8991-8992), students gain experience as positive change agents on a campus by (1) observing and reflecting on key leadership strategies and styles that are used for the effective implementation of organizational policies, programs, and processes, (2) collecting, analyzing, and interpreting data

relevant to a particular problem of interest, and (3) writing a detailed analysis that supports implementation of a program or recommendations for improvement in a setting of interest.

In LEED 8010 and LEED 8035, students are socialized into the "engagement imperative" in higher education, the societal forces and factors that shape it, higher education's historical responses to this imperative, and leadership implications. Students also discuss engaged citizenship within the context of higher education and how to organize others to take ownership of the prospects for positive change.

Students participated in a redesigned internship experience in the fall of 2011. All students for whom data were available (14 of 16 students), with the exception of one, achieved an overall performance rating of 2 ("Good") or 1 ("Exemplary") by their internship supervisors. Data will be collected again at the end of the fall 2012 term, when the 2010 ECU and UNCP cohorts complete their internships.

**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?**

Three changes to the program have been implemented or planned in the past year. First, the annual review of student progress was a direct response to the need to communicate more clearly to students the expectations for their academic performance and the sorts of activities that are correlated with academic and professional success. Second, the reconfigured internship experience, while not dramatically different from its forerunner, has added expectations for publication and will be further revised for greater application to problems of practice. Third, the faculty has planned a comprehensive qualifying examination that will take effect with the 2012 cohort. Additionally, and in the interim, integrative "comp-like" questions will become part of each current student's dissertation proposal defense and final dissertation defense, beginning in the fall 2012 term.

Additional changes that should be made include a reordering of the course sequence so that LEED 8440 occurs later in the program and to ensure more integration of the research sequence. With regard to research courses, we are in need of a lab component where students can obtain hands-on experience with statistical analysis. We also need additional teaching faculty with expertise in quantitative research strategies and statistics. The internship would benefit from additional clarity of purpose so that faculty and students alike are able to identify the particular value added by its presence in the curriculum. Over time, a cognate or minor should be required outside the home department for the rich interdisciplinary perspectives offered by a supplemental course of study. Cognates in areas such as sociology, psychology, economics, business, and even the health sciences would yield important new insights into many intellectual and practical puzzles in higher education leadership. We would also like to see the development of concentrations within the doctorate, such as those focusing on community colleges, student affairs, and minority-serving institutions. Finally, a series of modular short courses on timely and important (perhaps elective) topics should be

offered.  We should incorporate more guest speakers across the curriculum in the interest of building into the program more of a practical component.

## 6.4. Assessment Reports

### 6.4.1. What outcomes were scheduled to be assessed during the present reporting period?  What outcomes were actually assessed?

As detailed in Section 6.2, the outcomes assessed during the present reporting period were related to *student academic performance* (with particular emphasis on academic writing, the development and application of theoretical knowledge, and overall academic performance) and *leadership development*.

### 6.4.2. What data were collected?  Summarize findings for these data.

As indicated in Section 6.2, data were collected primarily through two instruments:  the annual review of student progress and the Leadership Gap Analysis.  On the annual review of student progress, seven of thirty-three students across the three active cohorts were ranked unanimously as demonstrating strong written communication skills.  Six students achieved unanimous scores of "3" (Strong) from faculty on an overall measure of theoretical knowledge.  In terms of *overall* performance (on all 10 indicators) as judged by the faculty, students across the three cohorts scored in the following ranges:  2.5 to 3.0 (20 students), 2.0 to 2.49 (11 students), and 1.5 to 1.99 (2 students).  No students scored in the range of 1.0 to 1.49.

The Leadership Gap Analysis revealed that the course of study within the doctoral program is geared substantially toward advanced development of the leadership pillars identified in that instrument:  knowledge, relationships, ethics, well-being, and service.  This is not surprising for a program whose avowed purpose is the study and development of leaders and leadership.

Finally, on the College of Education Exit Survey administered by the Graduate School, the program's criterion for success was a rating of 3.0 or higher (on a 4.0 scale) for questions 7-1 ("The program developed or enhanced my ability to perform my primary job responsibilities") and 7-5 ("The program developed or enhanced my ability to assume leadership/advocacy roles in my professional environment").  For fall 2010, the mean score (n=2) for question 7-1 was 3.50, and the mean score (n=2) for question 7-5 was 3.50.  Data were not collected for the 2011-2012 year, as there were no graduates to survey.  Data will be collected in future years as cohorts complete the program.

**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?**

Sections 6.2 and 6.3 present in detail the central findings and conclusions that emerged from the assessment. Briefly, the faculty learned – or, rather, confirmed – that students are not performing academically at a consistently high level. On the measures that matter most to faculty and that are most demonstrative of high-quality intellectual engagement (written communication, theoretical knowledge, and overall academic performance), too few students are judged by the faculty to be strong performers. How to improve writing and theoretical knowledge, both of which are elemental to superior dissertations, is an ongoing concern of the faculty.

**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? How will the effectiveness of these changes be measured?**

In response to assessment results, the program has implemented an annual review of student progress, a reconfigured and improved internship experience, and a comprehensive qualifying examination. Additional programmatic changes being considered by the faculty relate to improvements in the quantitative research and internship course offerings, the development of a cognate or minor requirement, and the design of modular short courses on relevant topics. Please refer to Section 6.3 for more detail.

**6.4.5. What outcomes are being planned for assessment for the upcoming reporting period?**

For the upcoming reporting period, the program will continue to assess the areas it has assessed in the past, using the annual review of student progress and the Leadership Gap Analysis.

**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. 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.**

NA

### 7.1. Current Research/Creative Activity:

Dr. Crystal R. Chambers's research interests include college choice; race, class, and gender in higher education; and critical race/critical race feminist theory.  She is the editor/ co-editor of three volumes focusing on the higher education of African American women:  (with R. V. Sharpe) *Black Female Undergraduates on Campus: Successes and Challenges* (Emerald, 2012), *Support Systems and Services for Diverse Populations: Considering the Intersection of Race, Gender, and the Needs of Black Female Undergraduates* (Emerald, 2011), and  (with V. Barbara Bush and MaryBeth Walpole) of *From Diplomas to Doctorates: The Success of Black Women in Higher Education and its Implications for Equal Educational Opportunities for All* (Stylus, 2010).  Her research has appeared in outlets such as *The National Women's Association Journal, Journal of the Professoriate*, *NASSP Bulletin*, and *Race, Ethnicity, & Education.*

Dr Cheryl C. McFadden's research interests include principal preparation, program evaluation, leadership styles and behaviors, online education, and civic engagement.  Her research has appeared in journals such as *Academic Exchange Quarterly*, *The Community College Enterprise:  A Journal of Research and Practice*, *International Journal of Educational Leadership Preparation*, and *International Journal of Online Pedagogy and Course Design*.  Dr. McFadden is an active and frequent collaborator with doctoral students.

Dr. Michael C. Poock's research interests are graduate education, student affairs, diversity in graduate enrollment management and professional development, Web site utilization and program choice, and mentoring.  He has published in *College Student Journal*, *Journal of College Student Retention*, *Community College Journal of Research and Practice*, and *NASPA Journal*, among others.

Dr. Sandra E. Seay's research interest concerns first-generation students.  Within that population, her focus is on higher education administrators who are women and graduate students.  Dr. Seay's scholarship has appeared in journals such as *Journal of Continuing Higher Education, Educational Management Administration and Leadership, Adult Learning, and the Journal for the Education of the Gifted*.

Dr. David J. Siegel's work focuses on collective action by organizations to promote social change, with a particular emphasis on initiatives supporting diversity and inclusion.  He is the author of *Organizing for Social Partnership* (Routledge, 2010) and *The Call for Diversity* (RoutledgeFalmer, 2003) and is co-editor (with John C. Knapp) of *The Business of Higher Education* (Praeger, 2009), a three-volume book set.  His research on the dynamics of cross-sector collaboration has appeared in journals such as *Higher Education*, *Innovative Higher Education*, the *Journal of Higher Education Outreach and Engagement*, and the *Journal of Further and Higher Education*, and his essays on academic life and culture have appeared in *Academe*, *Liberal Education*, *The Chronicle of Higher Education*, *Diverse Issues in Higher Education,* and *About Campus*.

Siegel's research has been funded by Lumina Foundation for Education. In 2011, he lectured at the University of Johannesburg (South Africa) on a Fulbright grant.

Among the noteworthy accomplishments in faculty scholarship over the past seven years has been the publication of *The Business of Higher Education*, a three-volume book set that explores mounting pressures for colleges and universities to be managed as businesses, as well as the costs and benefits to our institutions and to society when academe embraces business models. Fifty thought leaders from higher education and business contributed a total of thirty-five original essays on a vast range of topics related to this central theme, including college rankings, accountability, marketing, unionization, participative management, academic freedom, commercialization, technology transfer, and cost containment. One of the unique features of the project is that it offers contrasting views – by those within the academy and outside of it – on whether and how higher education and the public interest are ultimately helped or harmed by the application of business methods to essential academic functions. The three volumes (*Leadership and Culture*, *Management and Fiscal Strategies*, and *Marketing and Consumer Interests*), which were published simultaneously in 2009, add to a critical and evolving dialogue on higher education in an era of increasing corporatization.

Several emerging areas of interest are taking shape within the program, ones with significant prospects for contributing to national and international conversations on the future of higher education. These areas of inquiry include the role of the liberal arts and humanities in cultural contexts that increasingly devalue these pursuits in favor of business, engineering, scientific, and technological knowledge and skills; the online education revolution, including the open courseware movement and its effects on traditional postsecondary education; the rapidly changing nature of faculty work, including institutional and societal expectations for what has been described as "academic capitalism"; the privatization of public higher education and its implications; the civic engagement imperative and its relationship to the economic imperative; higher education access and persistence among students at non-select institutions; and a broader consideration of the role of the university – and its outputs/products – in society.

## 7.2. National Comparison:

In terms of focus and breadth, research/creative activity undertaken by program faculty compares favorably to that in the discipline on a national level. Some of the most pressing issues and concerns in the field – the changing social contract in higher education, escalating pressures for colleges and universities to be run as business organizations, academic-industrial relations, underrepresented minority student participation in postsecondary education, and leadership behaviors and experiences – are covered by program faculty, either individually or in league with collaborators at other institutions. Focus areas that are prominent nationally but that are not well-represented in the faculty's current research portfolio include tuition pricing and policy, undergraduate student retention, student engagement, the economics of higher education (namely, institutional responses to shifting sources and patterns of funding), online

education and other competitive forces comprising a "postsecondary knowledge industry," the "casualization" of academic labor (the increasing reliance on part-time, as opposed to tenure-track, faculty), and the changing nature and expectations of academic work.

## 7.3. Interdisciplinary Projects:

As higher education is inherently an interdisciplinary field, there exist numerous opportunities for interdisciplinary research that utilizes the expertise and perspectives of the program's faculty, although these opportunities have not, for the most part, been realized in practice given the limits of time, attention to program building, and the information infrastructure on campus.  In particular, there is enormous potential in projects that address college readiness, college completion, new models of education delivery, the adult learner, economic and workforce development, community development, engaged citizenship, cross-sector approaches to public problem solving, entrepreneurship and innovation (civic, social, *and* economic), and sustainability (environmental and social).  All of these initiatives have been identified as high priorities or interest areas by private foundations, public agencies, higher education associations, national task forces, and special commissions.  Moreover, these are areas in which East Carolina University and other institutions within the UNC system possess known intellectual capital that could be turned toward local/regional "demonstration projects" that might be promoted and adopted as national or global models.

As just one example of interdisciplinary/inter-institutional research that has been explored by unit faculty, UNC-Chapel Hill's "Innovate@Carolina" program (http://innovate.unc.edu/#4) offers abundant opportunities for collaboration and study, with objects of analysis ranging from the process by which a campus culture of entrepreneurship and innovation takes hold to measures of the impact of particular ventures launched by the program.  Discussions with UNC-Chapel Hill officials in the fall of 2010 yielded several interesting ideas for doctoral dissertation studies and other research partnerships, but these have not been further developed.

Recognition and exploitation of interdisciplinary/inter-institutional opportunities such as this depend crucially on social capital and professional networks, which the higher education faculty *have* but do not leverage as profitably as we might.  This reality, coupled with a unit culture that does not actively promote interdisciplinary or inter-institutional scholarship, creates an impression that our faculty are not involved as thinkers and actors in some of the critical cross-cutting themes in higher education.  (But we do not have to go far afield to find intellectual partners with whom we might develop interesting programs of research.  Even within our own department, we are neglecting to build alliances with our colleagues in Adult Education at a time when the adult learner – and especially certification of workers' knowledge and skills – is of increasing interest to external constituencies.  For example, see recent work/reports by Anthony Carnevale and colleagues at Georgetown University's Center on Education and the Workforce, available at http://cew.georgetown.edu/certificates/.)

**7.4. External Research/Creative Activity Support:**

Related to our deficiencies in interdisciplinary research and scholarship is the matter of underperformance in generating competitive levels of external funding (as funding agencies tend to favor interdisciplinary projects).  More specifically, unit faculty have historically not directed sufficient effort toward this aspect of their faculty role.  This is due, at least in part, to two historical artifacts.  First, notwithstanding the significant financial and reputational rewards that flow from funded research, the risks entailed in highly labor-intensive (and, statistically speaking, typically unsuccessful) grant-seeking by tenure-track faculty have advised against much expenditure of effort in this domain relative to traditional teaching and research, and our faculty have not adjusted their patterned behavior once they have earned tenure.  Second, unlike full-time doctoral programs, our program is composed of working professionals who do not depend on graduate stipends supported by faculty research grants, which has perhaps functioned as a disincentive for unit faculty to seek extramural funding.  Nevertheless, the simple fact remains that higher education faculty are not generating levels of external support that would (1) provide a measure of financial self-sufficiency and flexibility, (2) contribute to the program's reputation among influential funding agencies, and (3) draw additional positive regard, recognition, and resources to the program.  This is despite the fact that faculty members are engaged in research that is – or might be, with the proper framing – relevant and attractive to major funders.  For example, the Gates Foundation, Lumina Foundation, and the U.S. Department of Education are among the many entities supporting college completion efforts, with particular attention to underrepresented minorities, STEM (science, technology, engineering, and mathematics) education, and "pipeline development" initiatives that develop college readiness.  Our faculty have interest and expertise in these and related areas of emphasis.

**7.5. Research Development:**

At the moment, the unit does little to encourage, develop, or otherwise facilitate research collaborations with faculty performing similar activities elsewhere in the University or in the UNC system.  Interdisciplinary requests for proposals (RFPs) are only occasionally – not regularly or systematically – brought to the attention of faculty, and it is only by dint of personal connections or serendipity that researchers learn of one another's similar interests and begin to conceive of possible collaborations.  On one level, unit culture is a deterrent to research development, in that there is a general absence of discussion about research and scholarship, much less about forging interdisciplinary ties around mutual interests or expertise.  On another level, a lack of basic infrastructure – resources or tools – that would enable and promote research collaborations is problematic.  Even something as technologically simple as a centralized, Web-based clearinghouse of ECU faculty interests would constitute a positive start toward building research relationships.  Yammer or other similar social networking platforms would create an even more dynamic and self-organizing environment for the formation such partnerships.  Finally, the relative lack of unit/institutional incentives – financial and otherwise – for interdisciplinary scholarship does little to foster collegial interactions and the cross-pollination of ideas.

### 7.6. Ethics Training:

As our doctoral students must engage in dissertation research in order to successfully complete their degrees, all students are required to undergo IRB training and do so in – or by the time they complete – the capstone research course, LEED 8440. Students are exposed to research ethics in their four-course research sequence (LEED 8410, LEED 8420, LEED 8430, and LEED 8440) and in the Seminar in Higher Education Law (LEED 8027).

## 8. SERVICE/OUTREACH

### 8.1. Consulting:

Unit faculty are involved in outside consulting work to a limited extent. Dr. McFadden has worked as an educational consultant both in higher education and in the public and private school sectors. Dr. Siegel has received a request from ATC Consultants (based in Vienna, Austria) to serve as a program evaluator of and consultant to the Erasmus Mundus Programme, an extensive partnership between South African and European higher education institutions designed to contribute to the provision of appropriate high-level skills for sustainable development and growth in South Africa, and to improve political, economic and cultural links between South Africa and the European Union. The programme is supported by South Africa's Department of Higher Education and Training (DHET) and Higher Education South Africa (HESA), the representative body of the Vice-Chancellors of the 23 public higher education institutions in South Africa. The objective of the evaluation, which entails a 7-week commitment in fall 2012, is to provide decision makers in the South African government and the European Commission with sufficient information to make an informed judgment about future activities and funding of Erasmus Mundus.

### 8.2. Community Service/Engagement:

The unit's professional expertise is made available to the community, state, and nation through an array of activities. For example, Dr. Chambers has served as Co-Chair of the American Educational Research Association's (AERA's) Division G Early Career Mentorship Breakfast, Co-Chair of Communications for the Association for the Study of Higher Education's (ASHE's) Council for the Advancement of Higher Education Programs (CAHEP), and member of national conference planning committees (ASHE and AERA) and ASHE's Dissertation Award Committee. Additionally, Dr. Chambers has served as an active member of the Wake County Public School System's Economically Disadvantaged Student Task Force. Her leadership and service roles in the two leading higher education associations prove to be extremely beneficial to our doctoral students, who are able to gain direct insight into the elements of successful conference proposals and dissertations.

Dr. McFadden has been engaged in numerous service activities at the local, regional, and state-wide levels. Her involvement has spanned community colleges, independent schools, public school, and school districts. She has delivered presentations on equity issues in educational leadership programs in the UNC system, attracting international students to campus, the development of active learning strategies, and other issues related to teaching and learning. Moreover, she has involved current and former doctoral students in several of these presentations.

Dr. Seay's service activities have a community focus. She organized the first Latino discussion forum at East Carolina University that brought university administrators and Latino members of the community together to discuss the ways in which university resources could be used to address the economic and educational aspirations of local residents. She remains involved with Amexcan, an organization focused upon addressing the needs of Mexican Americans in particular and others whose first language is Spanish. Dr. Seay works with STRIVE, a community organization designed to help the underserved find employment opportunities. She presents career counseling workshops to the clients of STRIVE and presents self-development workshops to STRIVE staff members.

### 8.3. Student Involvement in Community Service/Engagement:

Students are exposed to formal and informal outreach activities in their capacity as college, university, and community college leaders/administrators. Currently, no structured opportunities exist within the doctoral program to expose them to community service/engagement.

## 9. OTHER ISSUES FACED BY THE PROGRAM/DEPARTMENT

**NA**

## 10. ACCREDITATION

**NA**

## 11. SUMMARY COMMENTS AND VISION FOR THE FUTURE

### 11.1. Summary of Major Strengths, Weaknesses, Opportunities, Challenges:

<u>Strengths</u>

The doctoral program in Higher Education Leadership serves an important and growing need for knowledgeable, responsible, and innovative leaders of academic institutions of all types in order to more effectively address numerous public issues that confront our region, the state, and nation, and the world. Perhaps the greatest overall strength of the program is that it serves as a vital laboratory for an exchange of ideas that continually and relentlessly challenge what we – students, faculty, and the general public – think we

know or understand about higher education and its contribution to society. This habit of thought and practice is, we believe, crucial in the continuing education and development of academic leaders in an era defined by rapid change and proliferating demands from stakeholders. In short, it is the *space* provided for "heretical," or at least agnostic, thinking about the academic enterprise and the demands facing it that is the program's strongest asset. Where else, after all, do students get an opportunity to question – in a meaningful and disciplined way – the value of strategic planning, program evaluation, the accountability movement, or even of leadership itself? Cultivating new and unsettling perspectives with respect to familiar phenomena is what an education worthy of the name ought to aspire to, and we believe the program succeeds admirably on this front.

## Weaknesses

That said, there are significant weaknesses that affect the program and potentially compromise the positive learning experiences we endeavor to create. Foremost among these is what must be regarded, somewhat nonspecifically but nevertheless palpably, as a poor reputation internally to East Carolina University. Whether or not the program deserves or has earned this reputation, there is a vague sense that we do not offer an experience of the highest quality. The reputational problem is compounded by the fact that there is a tendency within the University to conflate the K-12 and Higher Education doctorates (and particularly the dissertations), no doubt due to the years we spent together in the same department and the fact that we are still considered to be one entity for certain administrative purposes. (The degree itself, for instance, is represented by a single CIP code, without differentiation between preparation and/or expertise in the K-12 arena or higher education setting.) Old reputations die hard, and new ones are notoriously difficult to create, so it is understandable that our program's attempts to fashion and reinforce a distinct identity for itself would meet with challenges.

Fortunately, it does not appear that we suffer from a poor reputation outside the University. Indeed, the high demand for our program suggests that we enjoy a solid reputation for quality among our external constituents. However, it is also the case that the program is not known externally for any core competency in particular. We do not occupy a special niche, do not possess (and are not known for possessing) competitive advantages over other programs, and are not associated with a distinctive set of competencies that might be desirable to students or partners. The lack of "brand recognition" – or, more specifically, our failure to develop and market the program's uniqueness factors – may be considered a weakness in the sense of carrying opportunity costs.

An additional weakness is that the assets of the program are not being harnessed to the ultimate benefit of our students or other audiences. We have not found, and perhaps have not adequately explored, ways in which to collectivize or leverage our strengths in order to produce a program that is greater than the sum of its individual parts and interests; we are, regrettably, a mere collection of independent operators or free agents without a much of a unifying center. Consequently, students and others are likely to

experience the program quite differently depending on which of the faculty is in front of them at the moment, which is to say that the program presents a less unified and cohesive front in *certain* important respects than is advisable. This is not to say that we should strive for uniformity over diversity, rather that we should identify convergences of interest and purpose and use these to the program's advantage. Asymmetric contributions to a broadly defined and coherent mission would be possible with a more broadly defined and coherent mission in the first place.

Perhaps related to the notion of excessive "free agency" mentioned above is the sense that we are not operating at full horsepower in the program, or that we are woefully underperforming relative to our talent and capabilities. Conversations among the faculty reveal that, as a crude estimate, we seem to be functioning at approximately 60% horsepower, meaning variously that only three of five faculty at any one time are "pulling their fair share" of the workload or that we are, all of us, only tapping into three-fifths of our capacity for scholarship, teaching, and/or service. While it may be tempting to see this simply as a sign of complacency (which it is at least in part, perhaps conditioned by years of benign neglect in a department that did not accord it high priority), another culprit appears to be a general lack of energy and enthusiasm stemming from being constantly under the microscope and contending with often vague – though prominent – criticisms of program quality without the benefit of supporting evidence. (We observe that "scrutiny" is often used as a cudgel not only to reform negative practices but also to dampen innovative ones, so that we are sometimes caught in a classic bind.) The anxiety generated by recent program prioritization initiatives on campus was perhaps felt disproportionately by our faculty due to our program's already tenuous position. One positive response to such a state of affairs was to redouble our efforts to improve program quality with tangible changes; in this respect, PPC efforts were a catalyst to evaluation and improvement. But it is impossible to overlook the deleterious effects on faculty morale. Of course, greater resolve and resilience in the face of these "exogenous" circumstances would be highly advantageous, as would a greater sense of collective urgency on the part of the faculty, which at times has seemed oblivious to the severity of the program's precariousness.

A final observation is in order. The requirements and challenges of "program building" have eclipsed, to some extent, a focus on the sort of productivity that would be expected in a more mature, already well-established and smoothly functioning program (one, that is, whose infrastructure and other programmatic elements would not require so much attention from the faculty). While we recognize and appreciate the unique professional privilege of (re)building the doctoral program, there is no doubt that the exertions involved have taken a toll in terms of conventional scholarly productivity, and this has been an abiding source of frustration for the faculty.

## **Opportunities**

As discussed elsewhere in this report, there is tremendous opportunity – and need – for externally funded research from major private foundations, government agencies, and corporate entities. Especially promising are large-scale, interdisciplinary grants that

address massively complex social problems from multiple perspectives. Our faculty can – and should – be part of these efforts; we must focus on grants for the resources and the vitality they bring to the program.

There is also an opportunity to tap into the expertise and services of our alumni/ae, many of whom are eager to assist the program (and do, on a limited, ad-hoc basis, such as by giving in-class presentations or by reviewing students' papers). Graduates at a 2010 focus group session indicated a desire and willingness to be more actively involved in the life of the program upon graduation. There is also an opportunity, often discussed but not yet acted upon, to form an external advisory board.

From a curricular standpoint, there are numerous opportunities to revitalize teaching and learning in the program. As just a few examples, we ought to think seriously about (1) incorporating faculty from other campus units (faculty whose strengths in research methods or in relevant disciplinary areas would add substantial value in the classroom or on dissertations), (2) nurturing a culture of inquiry/ideas that goes beyond classroom discussions and involves outside scholars and practitioners as catalysts of dialogue and debate (in forums, symposia, brown bags, and in other hosted events), (3) making the doctoral experience more interdisciplinary by, for example, requiring concentrations or cognates, (4) making use of social media to engage students and the wider community in issue analysis, and (5) offering more electives.

**Challenges**

The same "crisis of identity" facing higher education on a wider level appears to be reflected in the experience of our own doctoral program: Are we to be in the first instance an idea culture (an intellectual experience), or are we to be an engine of workforce development? It seems that our students want more of a practical/applied experience, whereas what we wish for them and what we think we deliver is a more intellectual one or at least a hybrid that splits the difference. Students have a grudging appreciation for theory and want us to emphasize a more hands-on approach. A student's recent protest – that she and her fellow cohort members are not going to become teachers or academics and are therefore less in need of theory than of practical administrative skills – deserves a gentle correction: "As leaders, you *will* become teachers (or educators), just in a different classroom."

After all, on our own campus, student affairs professionals are self-consciously being called – in their own division – student affairs *educators* in recognition of their educative role. Many of the problems we face in higher education can be said to result from our unwillingness or inability to educate the public about our many purposes, to educate legislators and other policymakers about the value of higher education, and even to educate our doctoral students about the value of theory for practitioners. Reasonable people may disagree over the extent to which the problems and challenges facing higher education are practical or philosophical in nature, or both. Do students really need advanced study (in the form of a doctoral program) to equip them with strictly practical

knowledge and skills, or do they need a program in which to develop a philosophical approach to solving problems?

These and related questions stem from the overarching challenge of determining and articulating what it is a doctoral program in higher education leadership – and ours in particular – ought to provide to students. We have largely failed to communicate our expectations and assumptions in this regard and are consequently challenged to provide greater clarity to current and future students. If students are as confused about "what the program wants to be" (by which they mean a predominately scholarly or a primarily practitioner program) as they let on, perhaps we need to be more explicit (in writing, in our handbook, and on our Website) about the mission, the vision, and the rules of engagement.

In their own voices, students would like to see more of the following in their program of study:

1. In general, a focus on practical application
2. Public relations and marketing functions of higher education
3. Innovation, entrepreneurship, and creativity
4. Skills development around adaptability (being a generalist, not a "one-trick pony"); going "outside of one's administrative area"
5. Practical tips on lobbying
6. Group projects that address a problem of practice and could be done on a grand scale for an institution
7. Issues in human resource development
8. Experience in facilitating "civil discourse" (how leaders can develop and articulate their arguments) and group dynamics (how to negotiate within and among different groups)
9. Clearer expectations
10. Coursework more tightly connected to dissertation research (Note: See the University of Pennsylvania's model).

## 11.2.     Vision/Strategic Plan:

The academic enterprise is at an inflection point, with potentially paradigmatic changes in the offing. External calls for a different business model altogether are more frequent and insistent, and there is a proliferation of special interests laying claims to higher education and its outputs. It may be tempting for higher education workers to embrace disruptive technologies and techniques, as many critics are advising, so that the culture and structure of the enterprise are fundamentally transformed, but there is ultimately little promise in these self-negating approaches, ones that obliterate or neglect the academy's unique value. Our approach to leadership development recognizes that leadership at all levels of the enterprise, from the grassroots to the apex of the hierarchy, must strike a difficult balance as conservators of the past and creators of the future.

We aim to serve as a vital incubator of ideas that shape the future of higher education, engaging creative, even iconoclastic, thinkers and doers and sharpening their capacity to

imagine alternative futures and act on them.  In short, we want to be in the business of grooming academic entrepreneurs, those who are able to identify and pursue opportunities far beyond the resources currently or customarily at hand, and who operate with a special regard for and sensitivity to the academic context, its craft and culture, its rhythms and routines.

A key component of this vision entails developing an understanding of how to work collaboratively and interdependently across differences, especially in the formation of alliances with external entities to pursue broadly conceived social objectives and/or to address large-scale social problems and challenges that exceed the capacity of organizations (colleges and universities, businesses, government agencies, community-based organizations, nonprofit organizations, and others) to address on their own.  This is of growing importance in an interconnected world where technologies permit an increasing ease of assembly and nontraditional forms of organizing.

In support of this vision, the program's goals will be:

- To prepare and educate leaders in higher education and other postsecondary organizations, with an emphasis on cultivating and developing relationships with other societal institutions to advance mutual objectives in the public interest

- To serve as a vital center of research and scholarship on what it means to be an engaged public university called to regional, national, and global stewardship

- To address the economic and community development needs of the region by serving as a catalyst for cross-sector collaboration

The program will be recognized internally and externally as a hub of (1) research, scholarship, and creative activity, (2) teaching, and (3) outreach and engagement.  It will collaborate on projects and programs across campus, across the UNC system, nationally, and globally.

**(1)  Scholarship/Research/Creative Activity**

The research agendas undertaken by program faculty are, and will continue to be, diverse in orientation and focus.  The program will support the widest range of scholarly interests, in keeping with its efforts to build a vigorous and relevant intellectual community and culture.  The core emphasis on the university's roles and responsibilities in society, however, will link and give thematic coherence to these several streams of inquiry.  Connections will be established with relevant on-campus resources and units.  In order to conduct research that is relevant to East Carolina University and to the region, a stronger relationship will be forged with the Office of Institutional Research, Planning, and Effectiveness.

An internal "marketing campaign" will be conducted in which colleagues across campus with interests in higher education as a unit of analysis will be invited to participate in

research projects undertaken by program faculty. Program faculty will also support the research of graduate students in other disciplines across campus by serving on dissertation committees, directing research, and making graduate assistantship opportunities available as appropriate.

**(2) Teaching**

The program will continue to offer a course study leading to the Doctor of Education (Ed.D.) degree. Opportunities for joint degree programs, particularly in the health sciences, will be explored. These degree programs will be oriented toward developing habits of visionary and entrepreneurial leadership, cross-sector community building, responsible citizenship, and social engagement.

A robust program of "executive education" or continuing professional education courses will be developed and offered by program faculty to current higher education leaders, both at ECU and beyond the campus. Examples would include a fundraising academy, a cross-sector community development academy, and programs for local and national educators with an emphasis on rural economic/community development. Civic, business, nonprofit, and government leaders will be able to take "academic immersion" courses on topics such as developing collaboration competencies, partnership for commercialization, and others with a higher education focus.

In the interest of enhancing the student learning experience, creating a more robust intellectual climate, and contributing to professional growth, we will launch a series of leadership development opportunities to be facilitated by visiting scholars/practitioners under the auspices of a branded forum/symposium (e.g., "Leading Change in Higher Education") housed in East Carolina's Department of Higher, Adult, and Counselor Education, with strong interdisciplinary linkages – and joint sponsorship – across campus. The idea of the forum/symposium would be to engage faculty and doctoral students in the Higher Education Leadership concentration, as well as faculty and students in other disciplines, in advanced thinking about topics such as the future of the public university, cross-sector collaboration to drive regional development, and new entrepreneurial models of postsecondary education delivery. We envision that such an initiative will be a generator of research ideas for our students and an incubator of large-scale interdisciplinary projects with significant prospects for extramural funding.

**(3) Outreach and Engagement**

Program faculty and students will be more actively engaged in the creation, development, and delivery of programs that directly address the needs of the region and the state. The program will also study the dynamics and outcomes of East Carolina's various collaborations with community-based organizations to improve the quality of life in eastern North Carolina. The following is a small sample of initiatives that might be pursued under the auspices of the program:

- Pipeline development of underrepresented students into higher education and beyond, particularly in the areas of business, health science, social science, science, technology, engineering, and mathematics

- School/university partnerships

- A social entrepreneurship program on campus that is directed toward grass-roots change in eastern North Carolina communities

- Partnership with ECU's Office of Economic Development to study the process, dynamics, and impacts of university commercialization and technology transfer in the region

- Study of institutional change/transformation initiatives; for example, impacts of "The Leadership University" longitudinally in various communities of interest

- Projects or programs that stimulate cross-sector collaboration for social change

In sum, this vision seeks to tie the program more closely to UNC's and ECU's goals, while simultaneously shaping the future of higher education and its capacity to deliver enduring social value.

**APPENDICES**

**Appendix A.  Graduate Faculty/Student Committees Chaired Over the Last 7 Years**


Members of the graduate faculty in the Higher Education Leadership program are:

**Crystal R. Chambers, J.D., Ph.D.**
Associate Professor
Chaired/Chairing 6 Dissertations

**Cheryl C. McFadden, Ed.D.**
Associate Professor
Chaired/Chairing 21 Dissertations

**Michael C. Poock, Ph.D.**
Associate Professor
Chaired/Chairing 11 Dissertations

**Sandra E. Seay, Ed.D.**
Associate Professor
Chaired/Chairing 10 Dissertations

**David J. Siegel, Ph.D.**
Associate Professor
Chaired/Chairing 17 Dissertations

**Appendix B.  Student Placement**

**Department of Higher, Adult, and Counselor Education (HACE)**
**Doctoral Program in Higher Education Leadership**

**<u>Alumni/ae (2005-2011)</u>**

| Name | Position |
|------|----------|
| Susanne H. Adams, Ed.D. | President<br>Brunswick Community College<br>Bolivia, NC |
| David Batts, Ed.D. | Associate Professor<br>Department of Technology Systems<br>East Carolina University<br>Greenville, NC |
| Susan G. Beck-Frazier, Ed.D. | Interim Director, Institutional Assessment<br>East Carolina University<br>Greenville, NC |
| John Paul Black, Ed.D. | Dean of Arts and Sciences<br>Lenoir Community College<br>Kinston, NC |
| Alissa Chapman, Ed.D. | Vice President for Academic and University Programs<br>University of North Carolina<br>Chapel Hill, NC |
| Taffye Benson Clayton, Ed.D. | Vice Provost for Diversity and Multicultural Affairs<br>University of North Carolina at Chapel Hill<br>Chapel Hill, NC |
| Cynthia DeLuca, Ed.D. | Associate Vice Provost, Enrollment Management and Services<br>N.C. State University<br>Raleigh, NC |
| Steve Duncan, Ed.D. | Director, High School Equivalency Program<br>Wake Tech Community College<br>Raleigh, NC |

| | |
|---|---|
| Johnica Ellis-Kiser, Ed.D. | Chair, Business Administration and Accounting<br>Edgecombe Community College<br>Tarboro, NC |
| Sondra K. English, Ed.D. | Grant Project Manager<br>Maryville University<br>St. Louis, MO |
| Richard J. Gough, Ed.D. | Executive Vice President for Administrative Services<br>Sandhills Community College<br>Pinehurst, NC |
| Deborah Grimes, Ed.D. | Vice President of Academic and Student Services<br>Lenoir Community College<br>Kinston, NC |
| Theresa C. Guidry, Ed.D. | Teaching Assistant Professor, Elementary Education<br>College of Education<br>East Carolina University<br>Greenville, NC |
| Kendra E. Harris, Ed.D. | Organizational Development Specialist<br>Center for Learning and Performance<br>Vidant Medical Center<br>Greenville, NC |
| Amy P. Harrell, Ed.D. | Department Chair, Business Technologies<br>Nash Community College<br>Rocky Mount, NC |
| Laura J. Hummell, Ed.D. | Assistant Professor<br>Dept. of Applied Engineering and Technology<br>California University of Pennsylvania<br>California, PA |
| Tracey Ivey, Ed.D. | Division Chair for Arts and Sciences<br>Wayne Community College<br>Goldsboro, NC |
| Angela Kearney, Ed.D. | Director of Joint High Schools Programs<br>Johnston Community College<br>Smithfield, NC |

| | |
|---|---|
| Heidi Lane, Ed.D. | Director, Patient Centered Education<br>Nova Southeastern University<br>Miami, FL |
| Cathy Maahs-Fladung, Ed.D. | Assistant Professor<br>School of Teacher Education and Leadership<br>Emma Eccles Jones College of Education and Human Services<br>Utah State University<br>Logan, UT |
| Diane J. Majewski, Ed.D. | Director, Program Development and Evaluation<br>Dean of Students Office<br>East Carolina University<br>Greenville, NC<br><br>Project Director, College STAR<br>College of Education<br>East Carolina University<br>Greenville, NC |
| William Mallett, Ed.D. | Assistant Director of International Student Advisement<br>East Carolina University<br>Greenville, NC |
| Judith C. Mann, Ed.D. | Assistant Professor of Nursing<br>Fayetteville State University<br>Fayetteville, NC |
| Jeffrey C. Marshall, Ed.D. | Executive Director<br>Center for Regional Engagement<br>Morehead State University<br>Morehead, KY |
| Daniel S. Mayo, Ed.D. | Dean, Division of Public Services and Fine Arts<br>Pitt Community College<br>Greenville, NC |
| Jack McCoy, Ed.D. | Networking Specialist, IT Security Administration<br>East Carolina University<br>Greenville, NC |
| Kay B. Murphy, Ed.D. | Director of Advancement Services<br>East Carolina University<br>Greenville, NC |

| | |
|---|---|
| Margaret J. Olszewska, Ed.D. | Director, Student Rights and Responsibilities<br>East Carolina University<br>Greenville, NC |
| Vera J. Palmer, Ed.D. | Dean of Continuing Education and Community Services<br>Halifax Community College<br>Weldon, NC |
| Susan J. Peck, Ed.D. | Coordinator of Instructional Technology<br>Doctor of Pharmacy Partnership Program (UNC-Chapel Hill & ECSU)<br>Elizabeth City State University<br>Elizabeth City, NC |
| Beata K. Peterson, Ed.D. | English Instructor<br>Fayetteville Technical Community College<br>Fayetteville, NC |
| Melody Prevatte, Ed.D. | Director of Volunteer Services<br>Southeastern Community College<br>Whiteville, NC |
| Phillip Price, Ed.D. | Dean of Administrative Services<br>Beaufort County Community College<br>Washington, NC |
| Lisa Rogerson, Ed.D. | Director, Advising Center<br>College of Education<br>East Carolina University<br>Greenville, NC |
| Kristi L. Snuggs, Ed.D. | Vice President of Instruction<br>Edgecombe Community College<br>Tarboro, NC |
| Christina Spearman, Ed.D. | Director of Student Life<br>Loyola University Maryland<br>Baltimore, MD |
| Laura Spivey, Ed.D. | Lecturer<br>Recreation, Sport Leadership & Tourism Management<br>University of North Carolina at Wilmington<br>Wilmington, NC |

| | |
|---|---|
| Beth Strecker, Ed.D. | Instructional Consultant<br>College of the Albemarle<br>Manteo, NC |
| William Sypawka, Ed.D. | Curriculum Coordinator, Computer Programming<br>Pitt Community College<br>Greenville, NC |
| R. Timothy Wright, Ed.D. | Vice President for Academic Affairs<br>Casper College<br>Casper, WY |
| Ray Young, Ed.D. | Associate Vice President and Dean of Learner Services<br>Thomas Edison State College<br>Trenton, NJ |

**East Carolina University**
**Doctoral Program in Higher Education Leadership**
**Current Student Employment**
**2012**

| **ECU Cohort 2009** |
|---|

**Katrina Ramsey Arnold**
Director of Tutorial Services and Academic Success
Pitt Community College
Greenville, NC

**Steven Asby**
Associate Director, Academic Advising
East Carolina University
Greenville, NC

**Laura Bilbro-Berry**
Assistant Director of Teacher Education
College of Education
East Carolina University
Greenville, NC

**Dixon Boyles**
Division Chair of Arts and Sciences
Beaufort County Community College
Washington, NC

**Charlie Brown**
Teaching Instructor, Leadership and Professional Development Program
College of Business
East Carolina University
Greenville, NC

**Levy Brown**
Associate Vice President of Student Services and Enrollment Management
Brunswick Community College
Bolivia, NC

**Catrina Davis**
Assistant Director, Career Center
East Carolina University
Greenville, NC

**Cheryl Dudasik-Wiggs**
Teaching Instructor, Dept. of English
East Carolina University
Greenville, NC

**Taheshia Hobbs**
HRD Instructor/Coordinator – Business Technology
James Sprunt Community College
Kenansville, NC

**Amanda Hodges**
Assistant Dean for Student Success and Enrollment Management
College of the Albemarle
Edenton, NC

**Dionna Manning**
Director, North Carolina Teaching Fellows
College of Education
East Carolina University
Greenville, NC

**Maria Pharr**
Assistant Vice President for Academic Affairs
Pitt Community College
Greenville, NC

**T. Greg Prince**
Director of Development
East Carolina University
Greenville, NC

**Amy Shannon**
Academic Advisor
East Carolina University
Greenville, NC

**Dean Smith**
Associate Director of Finance and Administration for Student Involvement and Leadership
Adjunct Faculty - College of Business, Department of Finance
East Carolina University
Greenville, NC

**Darcie Tumey**
Instructor
Roanoke Chowan Community College
Ahoskie, NC

## ECU Cohort 2010

**Kelly Cleaton**
Student Success Advocate
College of Nursing
East Carolina University
Greenville, NC

**Wes Hill**
Associate Dean of Business/Computer Programs
Wilson Community College
Wilson, NC

**Tierini Hodges**
Associate Director of Admissions
East Carolina University
Greenville, NC

**Shelly Hoover-Plonk**
Graduate Research Assistant
Department of Higher, Adult, and Counselor Education
East Carolina University
Greenville, NC

**Larry M. Johnson**
Director, Occupational Extension/Special Programs
Wayne Community College
Goldsboro, NC

**Ruth Little**
Vice Chair of Operations and Director of Community Initiatives
Dept. of Public Health
Brody School of Medicine
East Carolina University
Greenville, NC

**Shawn Moore**
Biology Instructor
Craven Community College
Havelock, NC

**Keith Tingley**
Director of Greek Life
East Carolina University
Greenville, NC

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### UNC-Pembroke Cohort 2010

**Angie Adams**
Sociology Instructor
Richmond Community College
Hamlet, NC

**Jennifer Bruner**
Academic Advisor
University of North Carolina at Pembroke
Pembroke, NC

**Jason Chaffin**
QEP Director and English Instructor
Cape Fear Community College
Wilmington, NC

**Devon Hall**
Business Professor
Lead Instructor, Healthcare Management
Richmond Community College
Hamlet, NC

**Steve Hunt**
Director, Center for Academic Excellence
University of North Carolina at Pembroke
Pembroke, NC

**Jolee Johnson**
Reading Instructor
Robeson Community College
Lumberton, NC

**Annette Morgan**
Psychology Instructor
University of North Carolina at Pembroke
Pembroke, NC

**Mike Severy**
Director, Student Involvement and Leadership
University of North Carolina at Pembroke
Pembroke, NC

**Daphne Stancil**
Director of Admissions and Enrollment Management
Richmond Community College
Hamlet, NC

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**Triangle Cohort 2012**

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**Brandy Alexander**
Volunteer Coordinator
Vidant Medical Center
Greenville, NC

**Elizabeth Baker**
Library Director
Carteret Community College
Morehead City, NC

**Stephen Baltes**
Department Head for Computer Technology programs
Randolph Community College
Asheboro, NC

**Shannon Bennett**
Associate Dean of Students
Shaw University
Raleigh, NC

**Travis Bulluck**
Assistant Director of Advising, College of Business
East Carolina University
Greenville, NC

**R. J. Corman**
Associate Dean of Business, Industry, and Emerging Technologies
Lenoir Community College
Kinston, NC

**Kimberly Nicole Herring**
Salem Academy and College
Wake Forest University
Winston-Salem, N.C.

**Nicole Hinnant**
Director of TRiO Programs
Wilson Community College
Wilson, NC

**Susan Howard**
Mathematics Instructor
Pitt Community College and East Carolina University
Greenville, NC

**Brandon Jenkins**
Department Chair - Humanities/Fine Arts/Social Sciences
Wayne Community College
Goldsboro, NC

**Kesha Lee**
Director, Student Disability Services
North Carolina Central University
Durham, NC

**Nichole Lewis**
Director, Professional and Staff Development
Saint Augustine's University
Raleigh, NC

**Frank "Ozzie" McFarland**
Assistant Professor, Sport Studies and Physical Education
Chowan University
Murfreesboro, NC

**Page Midyette**
Director, MBA Program
Meredith College
Raleigh, NC

**Rochelle Newton-Brown**
Senior Manager, IT
Duke University School of Law
Durham, NC

**Lisa Nuesell**
Dean of Extended Education
Mount Olive College
Durham, NC

**Davis Smith**
Director of Student Success and Academic Advising
Sandhills Community College
Pinehurst, NC

**Sharon D. Smith**
Social Research Assistant
NC Community College System Office
Raleigh NC

**Angela Wall**
Instructor, Industrial Systems Technology
Wayne Community College
Goldsboro, NC

**Appendix C.  Degree Program/Degree Concentration**

*From the ECU College of Education brochure…*

**Ed.D. in Higher Education Leadership**

The Department of Higher, Adult, and Counselor Education (HACE), in conjunction with the Department of Educational Leadership (LEED), offers the Doctor of Education (Ed.D.) degree with a concentration in Higher Education Leadership.  This academically rigorous, 60-semester-hour doctoral program is designed to prepare experienced administrators for senior/executive leadership in community colleges, public and private colleges and universities, and other academic organizations.  Coursework emphasizes leadership, organizational behavior, finance, strategic planning, policy analysis, research, assessment and evaluation, and student affairs/development.  Face-to-face instruction is supplemented with state-of-the-art distance education technologies.

**Appendix D.  Template for Faculty Sedona-Generated CVs for Self-Study**

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<div align="center">

**Crystal R. Chambers, Ph.D.** (formerly Gafford Muhammad)
**Associate Professor**
**Higher, Adult, & Counselor Education**
**College of Education**
Phone: 2523284649
chambersc@ECU.edu

</div>

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## Education

**Degrees**

**Other   University of Syracuse,  Strasbourg, France,  Certificate in Contemporary Europe,  1994**

**B.A.   Spelman College,  Atlanta, GA, USA,  Political Science,  1995**

**J.D.   University of Virginia, School of Law,  Charlottesville, VA, USA,  Law,  1998**

**Ph.D.   University of Virginia, Curry School of Education,  Charlottesville, VA, USA,  Education Policy & Evaluation,  2003**

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## Employment History

*Associate Professor,* **East Carolina University, 2012 - present**

*Assistant Professor,* **East Carolina University, 2006 – 2012**

*Assistant Professor*, **North Carolina State University College of Education, 2003 – 2006**

*Facilitator,* **Multicultural Education, University of Virginia Curry School of Education, Spring 2003**

*Consultant,* **University of Virginia, Office of African-American Affairs, 2002–2003**

   *Adjunct Professor of Education Policy*, University of Virginia Curry School of Education, Spring 2001

*Resource Consultant*, **Peabody Elementary School, Charlottesville, VA, 1999-2001**

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## Other Relevant Experiences and Profession Memberships

**Professional Memberships**

**National Women's Studies Association**

American Educational Researchers Association

Association for the Study of Higher Education

**Professional Development**

**2011-2012: Blackboard Commumication Tools. Greenville, North Carolina.**

**2011-2012: DE Modules. Greenville, North Carolina.**

**2011-2012: Blackboard EPA Search Committee Training. Greenville, North Carolina.**

**2011-2012: Odyssey of the Mind Coaches Training. Cary, North Carolina.**

**2011-2012: The Incredibles: How to Become a Grant Writing Superhero. Durham, North Carolina.**

**2011-2012: Webinar: Department of Education, Veterans Upward Bound Program. Washington, D.C., Virtual.**

**2011-2012: E-Pirate Training. Greenville, North Carolina.**

**2011-2012: COE Scholarship Scoring Committee. Greenville, North Carolina.**

**2010-2011: National Women's Studies Association. Fellow, Women of Color Leadership Conference. Denver, Colorado.**

**2010-2011: Pursuing Cultural Competence to Support a Multicultural Student Body: A Diversity Seminar for Faculty and Staff Sponsored by the Office of Equity, Diversity, and Community Relations. Greenville, North Carolina.**

**2010-2011: USING 21st CENTURY TOOLS: Web Site Accessibility Overview. Greenville, North Carolina.**

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## Honors

**2003 – Dissertation Award - AAHE Black Caucus**

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## Publications

**Articles in Journals**

**Chambers, C. R. (in press, 2012). Rawlsian Justice and the Ayers Settlement. *Educational Policy*.**

**Chambers, C. R. (2011). 'Tell me what you really think': Candid reflections on the tenure detours of Black women faculty from academe in the United States. *Negro Educational Review,* 92, 81-94.**

**Akroyd, D., Bracken, S., & Chambers, C. R. (*2011*). A comparison of factors that predict the satisfaction of community college faculty by gender. *Journal of the Professoriate*, 4(1), 74-95.**

**Muhammad, C. G. (2009). Gender differences in African American college enrollment: The role of extracurricular participation. *The National Journal of Urban Education and Practice*, 2(3), 123-134.**

Muhammad, C. G. (2009).  Mississippi higher education desegregation and the interest convergence principle: A CRT analysis of the 'Ayers Settlement.'. *Race, Ethnicity, & Education*, 12 (3), 319-336.

Muhammad, C. G. & Dixson, A. (2008).  Black females in high school: A statistical educational profile. *Negro Educational Review, 59 (3-4)*, 163-180.

Muhammad, C. G., Smith, M. J., & Duncan, G. A. (2008). College choice and college experiences: Intersections of race and gender along the secondary to post-secondary continuum. *Negro Educational Review, 59 (3-4)*, 141-146.

Gafford Muhammad, C. (2008). African American Students and college choice: A CRT perspective on the Hossler-Gallagher model. *NASSP Bulletin*, 92, 81-94.

Gafford Muhammad, C. (2007). An oasis within a *Desert Palace*: Proving sex discrimination in the new millennium. *The National Women's Association Journal*, 19, 67-86.


**Articles in Proceedings**


Muhammad, C. G. (2006).  Do young black men and women have different social and cultural capital? Steps toward an understanding of differences in college enrollment.  *Brothers of the Academy Think Tank*.


Muhammad, C. G. (2004).  Judicial politics and affirmative action in education.  *Education Law Conference*.


Muhammad, C. G. (2005).  Examining the baggage: First steps towards transforming habits of mind around race in higher education.  *Transformative Learning Conference*.


Muhammad, C. G. (2003).  Data matters: Making a compelling case for diversity.  *Education Law Conference*.


**Books, Monographs, Compilations, Manuals**


Chambers, C. R. (2011).  *Support Systems and Services for Diverse Populations: Considering the Intersection of Race, Gender, and the Needs of Black Female Undergraduates* Emerald Group Publishing.


Chambers, C. R. & Sharpe, R. V. (2012).  *Black Female Undergraduates on Campus: Successes and Challenges* Emerald Group Publishing.


Bush, V. B., Chambers, C., & Walpole, M. (2010).  *From Diplomas to Doctorates: The Success of Black Women in Higher Education and Its Implications for Equal Educational Opportunities for All*. Sterling, VA:  Stylus.


Muhammad, C. G. (2006).  *An oasis within a Desert Palace: Proving sex discrimination in the new millennium.*. Houston, TX:  University of Houston's Institute for Higher Education Law & Governance Monograph Series..


Muhammad, C. G. (2005).  *Data matters: Making a compelling case for diversity.*. Houston, TX:  niversity of Houston's Institute for Higher Education Law & Governance Monograph Series..


**Chapters, Cases, Readings, Supplements**


Chambers, C. R. & Poock, M. C. (2011). Does Student Engagement = Positive Outcomes for African American Women College Students?: A Cursory Analysis of NSSE 2009-2010 Data,  *Support Systems and Services for Diverse Populations: Considering the Intersection of Race, Gender, and the Needs of Black Female Undergraduates*. Emerald Group Publishing.

Johnson, R. & Chambers, C. R. (2011). The quest for excellence: Reviewing Alpha's legacy of academic achievement, *Alpha Phi Alpha: An Analysis of Organizational Identity*. University Press of Kentucky.

Chambers, C. R., Walpole, M., & Coaxum, III, J. (2012). Academic achievement of African American fraternities and sororities, *African American Fraternities and Sororities: The Legacy and the Vision, Second Edition*. The University Press of Kentucky.

Oketch, A. & Chambers, C. R. (2012). Gender differences in self actualization, *Black Female Undergraduates on Campus: Successes and Challenges*. Emerald Group Publishing.

Chambers, C. & Dixson, A. D. (2010). College predisposition and the dilemma of being Black and female in high school, *From Diplomas to Doctorates: The Success of Black Women in Higher Education and its Implications for Equal Educational Opportunities for All.*

Chambers, C. R. (2011). Preface, *Support Systems and Services for Diverse Populations: Considering the Intersection of Race, Gender, and the Needs of Black Female Undergraduates*. Emerald Press.

Chambers, C. (2009). Making a dollar out of fifteen cents: The early educational investments of young Black women, *From Diplomas to Doctorates: The Success of Black Women in Higher Education and its Implications for Equal Educational Opportunities for All.* Sterling, VA: Stylus.

Chambers, C., Bush, V. B. , & Walpole, M. (2009). Introduction, *From Diplomas to Doctorates: The Success of Black Women in Higher Education and its Implications for Equal Educational Opportunities for All.*

Chambers, C. (2009). Discretionary Time Choices and College Search: Extracurricular Participation as a Simple Indicator of the Propensity of Young Black Men towards Post Secondary Education, In H. T. Frierson, J. H. Wyche, & W. Pearson, Jr. (Eds.), *Programs, Policy and Academe as Pertains to Black American Males in Higher Education*. Bedfordshire, UK: Emerald Press.

Muhammad, C. G. & Dixson, A. (2008). Unpacking the race and gender knapsack in higher education., In Allen, J. K., Bracken, S. J. and Dean, D. R. (Eds.), *Most college students are women: Implications for Teaching, Learning, and Policy..* Sterling, VA: Stylus.

**Encyclopedia Entries**

Chambers, C. & Buckner, K. (2010). Curricular content. *Encyclopedia of Educational Reform and Dissent.* Thousand Oaks, CA: Sage Publishers.

Gafford Muhammad, C. (2009). Meredith v. Fair. *Encyclopedia of African American Education.* Thousand Oaks, CA: Sage Publishers.

Gafford Muhammad, C. (2009). Frasier v. Board of Trustees. *Encyclopedia of African American Education.* Thousand Oaks, CA: Sage Publishers.

Gafford Muhammad, C. (2009). North Carolina State Board of Education v. Swann. *Encyclopedia of African American Education.* Thousand Oaks, CA: Sage Publishers.

**External Grants Awarded**

Chambers, C. National Women's Studies Association Travel Grant ($200). November 2010.

Gafford Muhammad, C. Academic and cultural identity and The Black - Black Achievement Gap. Grant ($26,243) Funding proposal for the Association for Institutional Research. June 2005- June 2006.

**Internal Grants Awarded**

**Gafford Muhammad, C.** (2005). International Travel Support Grant ($800) Office of International Affairs, North Carolina State University, Raleigh, NC.

**Gafford Muhammad, C.** (2005). Unpacking the Race and Gender Gap in Higher Education. Travel Grant ($200) Department of Women's Studies, North Carolina State University, Raleigh, NC.

**Gafford Muhammad, C.** (2004). Academic and Cultural Identity. Grant ($4,000) from the College of Education, FRPD, March 2003-March 2004, North Carolina State University, Raleigh, NC.

**Dr. Chambers has over 25 presentations to national organizations, including but not limited to the American Educational Researchers Association, The Association for the Study of Higher Education, The National Women's Studies Association, and The Education Law Association.**

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**Courses Taught**

**Prior to Fall 2007**

| TERM | YEAR | CRS NAM | CRS NBR | SECT |
|------|------|---------|---------|------|
| 1 | 2006 | LEED | 8410 | 602 |
| 3 | 2007 | LEED | 8430 | 001 |
| 3 | 2007 | LEED | 8440 | 002 |
| 4 | 2007 | LEED | 8020 | 601 |
| 4 | 2007 | LEED | 8430 | 601 |

**Since Fall 2007**

| ACADEMIC PERIOD | SUBJECT | COURSE NUMBER | OFFERING NUMBER |
|-----------------|---------|---------------|-----------------|
| 200780 | LEED | 8991 | 003 |
| 200780 | LEED | 8420 | 801 |
| 200780 | LEED | 8991 | 803 |
| 200830 | LEED | 7483 | 601 |
| 200830 | LEED | 8992 | 003 |
| 200830 | LEED | 8992 | 803 |
| 200830 | LEED | 8027 | 800 |
| 200840 | LEED | 6801 | 604 |
| 200880 | LEED | 6804 | 002 |

| | | | |
|---|---|---|---|
| 200880 | LEED | 6804 | 601 |
| 200880 | LEED | 6804 | 602 |
| 200880 | LEED | 9000 | 010 |
| 200930 | LEED | 6802 | 001 |
| 200930 | LEED | 7483 | 601 |
| 200930 | LEED | 9000 | 005 |
| 200980 | EDUC | 3200 | 008 |
| 200980 | LEED | 7520 | 001 |
| 200980 | LEED | 6801 | 601 |
| 200980 | LEED | 9000 | 010 |
| 201030 | LEED | 7483 | 601 |
| 201030 | LEED | 8410 | 001 |
| 201030 | LEED | 9000 | 008 |
| 201080 | LEED | 8420 | 602 |
| 201080 | LEED | 7520 | 604 |
| 201080 | LEED | 9000 | 602 |
| 201130 | ADED | 6491 | 601 |
| 201130 | LEED | 8430 | 603 |
| 201180 | ADED | 6490 | 601 |
| 201180 | COAD | 7480 | 001 |
| 201180 | LEED | 8420 | 601 |
| 201230 | ADED | 6491 | 601 |
| 201230 | LEED | 8027 | 602 |
| 201280 | LEED | 9000 | 607 |

## Dissertation Supervision

I successfully served as chair for Dr. Angela Kearney. I currently serve as chair for Katrina Arnold, Laura Bilbro-Berry, Catrina Davis, Keith Tingley, and Darcie Tumey,

I serve/ have served as methodologist for the following students:

| **Student Name** | **Status** |
| --- | --- |

Completed

| | |
| --- | --- |
| • White, Carol | Defended Dissertation, Summer 2007 |
| • Stevenson, Kimberly | Defended Dissertation, Summer 2007 |
| • Bishop, Virginia Andrews | Defended Dissertation, Fall 2007 |
| • Nobles, Audrey | Defended Dissertation, Spring 2008 |
| • Stiles, John | Defended Dissertation, Spring 2008 |
| • Hummel, Laura | Defended Dissertation, Spring 2008 |
| • Black, John | Defended Dissertation, Fall 2008 |
| • Ivey, Tracey | Defended Dissertation, Fall 2009 |
| • Majewski, Diane | Defended Dissertation, Spring 2010 |
| • Peterson, Bea | Defended Dissertation, Fall 2010 |
| • Spearman, Christine | Defended Dissertation, Fall 2010 |
| • Williamson, Kimberly | Defended Dissertation, Fall 2010 |
| • Wright, Timothy | Defended Dissertation, Fall 2010 |
| • Daughety, Ralph Morgan | Defended Dissertation, Spring 2012 |
| • Manning, Laurie | Defended Dissertation, Spring 2012 |

In Progress
- Myers, Michelle
- Levy,  Brown

**Last updated by member on 12-Mar-12 (11:08 AM)**

**Cheryl C. McFadden, Ed.D.**
**Associate Professor**
**Higher, Adult, & Counselor Education**
**College of Education**
Phone:   Fax:
[mcfaddench@ecu.edu](mailto:mcfaddench@ecu.edu)

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## Education

**Degrees**

**Ed.D.   Widener University, Chester, Pennsylvania, Leadership in Higher Education, 1991**

**Ed.D.   ,  --N/A--**

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## Employment History

**Consulting Experience**

**2011:  Pitt Community College's Leadership Institute, Pitt Community College's Leadership Institute, I conducted a 3 day leadership institute for faculty and staff of Pitt Community College.**

**2010:  Pitt Community College, Pitt Community College's Leadership Institute, I conducted a 3 day leadership institute for faculty and staff of Pitt Community College.**

**2010:  Onslow Count Schools, Wachovia Leadership Grant, Dr. Kermit Buckner, Susan Koepp and I delivered professional development to principals in Onslow County Schools**

**2010:  Enhancing North Carolina's Economy Through STEM Capacity, I reviewed the data for establishing two new math and science high schools associated with Appalachian State University and East Carolina University and developed an executive summary and power point presentation to present to stakeholders.**

**2009:  Consultant for Onslow County Schools, Wachovia Grant, Dr. Kermit Buckner, Susan Koepp and I delivered professional development to principals in Onslow County Schools.**

**2007:  The Oakwood School, Advisor to Search Committee, Educational Consultant and Interim Head of School, I was an advisor to search committee (head) for The Oakwood School. I provided educational consulting to the Board of Trustees. I acted as interim head of school.**

**2007:  Principals' Executive Program, The Leadership Program for Future Superintendents, I co-presented a three day training on research-based leadership development that included a battery of assessment instruments for improving organizational processes in leadership, recruitment and selection of leaders, employee evaluation, team development, and performance management.**

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## Other Relevant Experiences and Profession Memberships

**Professional Memberships**

**Association for the Advancement of Educational Research, 2007-present**

**International Society for Exploring Teaching and Learning, 2005-present**

**Professional Development**

**2012-2013: Journal Publishing and Faculty Authors. This presentation addresses publishing as a business, what faculty need to know about its effects on the collections of scholarly content available to university researchers (i.e., library collections), and what faculty as authors should consider in deciding with whom to place their publications. The business of publishing journals relates directly to what content faculty researchers and authors have available to them. Recently, mathematician Timothy Gowers' call for a boycott of Elsevier caught the attention not only of fellow professors in multiple disciplines, but also that of the Chronicle of Higher Education, the New York Times, Wired, and Forbes. Gowers' complaints focused on the following business practices of the publishing giant: 1, its "exorbitant high prices;" 2, its bundling of journals into "Big Deals" that have a deleterious effect on library budgets, and 3, Elsevier's support of SOPA, PIPA and the Research Works Act, all of which Gower maintains will unnecessarily restrict access to information. His boycott was triggered in part by Elsevier's $1.6B in profits for 2010, on an operating profit margin of 36%. News of the boycott has also been picked up by other news outlets and is generating other scholarly debates. What are some of the underlying issues from Gowers' boycott, how are they related to other publishers, and what do they mean for individual faculty members who need to conduct their research and publish it?. Greenville, North Carolina.**

**2012-2013: IES Funding Opportunities Webinar Basic Overview. This webinar will provide a general overview of IES, NCSER, and NCER research topics, the IES goal structure, and the peer review process. Greenville, Virtual.**

**2011-2012: Distance Education Faculty Development Modules. I completed the Distance Education Faculty Development Modules. Greenville, North Carolina.**

**2011-2012: electronic Portal for Institutional Research at ECU (ePIRATE) Training for Ancillary Approvers (PCMH/ECU Institutional Approval for Research Group members). electronic Portal for Institutional Research at ECU (ePIRATE) Training for Ancillary Approvers (PCMH/ECU Institutional Approval for Research Group members). Greenville, North Carolina.**

**2011-2012: BlackBoard 9. Overview of Blackboard 9. Hands-on training with highlights of navigation and new features, plus how to add content and multimedia. There are some new tools (blogs, wikis, journal, new groups tool) you'll explore. Greenville, North Carolina.**

**2011-2012: JMP. JMP is a point and click based software for statistical analysis developed by SAS. JMP has a very flexible, user friendly interface with a wide range of capabilities easily accessible to both experienced and new statistical users. The purpose of this workshop is to provide a hands on demonstration of the software; and while a wide variety of topics will be discussed, the emphasis will be on simple descriptive statistics, graphics, and elementary inference such as t-tests and tables. Greenville, North Carolina.**

**2010-2011: LEED 8020 DE. I developed and taught an online course, LEED 8020 Organizational Theory and Culture, to the UNC-Pembroke doctoral cohort in Spring 2011. Greenville, North Carolina.**

**2010-2011: ECU Qualitative Research Symposium. This symposium, sponsored by the ECU Division of Research and Graduate Studies and the Graduate School, January 27-28, 2011 explored topics related to qualitative research. Greenville, North Carolina.**

**2010-2011: ECU University Wide Committee on Online Management Systems. The Quick Start to Online Teaching presentation shared how to build a collaborative, interactive and engaging learning experience for students and the resources available to faculty. Greenville, North Carolina.**

**2009-2010:  North Carolina Association of Research in Education. I attended presentations at NCARE. Winston Salem, North Carolina.**

**2009-2010:  ECU Center for Faculty Development. I attended 5 workshops in the Stats Review Series. Greenville, North Carolina.**

**2009-2010:  International Society for Exploring Teaching and Learning. Optimize Your Health, is a university/school district/community partnership that provides a learning environment where school administrators engage in practices that improve their personal health and wellness. This study examined the impact of the initiative on participants' attitudes about their health and wellness and on their practice of good nutrition, stress reduction techniques and physical activity. Philadelphia, Pennsylvania.**

**2009-2010:  American Association of Educational Research (AAER). I attended presentations at AAER Conference. Hutchinson Island, Florida.**

**2009-2010:  ECU Academic Computing Center. I attended the Beginning and Intermediate SPSS Workshop. Greenville, North Carolina.**

**2009-2010:  ECU Academic Computing Center. I attended the Blackboard 8 Grade Center Workshop. Greenville, North Carolina.**

**2008-2009:  Association for the Advancement of Educational Research. I attended the 10th annual conference for the Association for the Advancement of Educational Research & The National Academy for Educational Research. Hutchinson Island, Florida.**

**2008-2009:  Association for the Advancement of Educational Research. AAER demonstrates the importance of research and encourages the integration of inequity processes and findings across those disciplines and fields. Hutchinson Island, North Carolina.**

**2008-2009:  North Carolina Teacher Education Forum. This conference presents research in the field of education. Raleigh, North Carolina.**

**2008-2009:  North Carolina Association of School Administrators. This school law conference focused on personnel law, covering issues such as the teacher tenure, administrator contracts, personnel records, legal issues regarding the new teacher evaluation instrument, discrimination law, academic freedom, and new state law requirements. Raleigh, North Carolina.**

**2007-2008:  National Council of Professors of Educational Administration. I attended the 61st annual summer conference of the National Council of Professors of Educational Administration. Chicago, Illinois.**

**2007-2008:  North Carolina Teacher Education Forum. I attended the 25th annual North Carolina Teacher Education Forum. Raleigh, North Carolina.**

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## Honors

**Honors/Awards**

**2011-2012:  I was accepted into the BRIDGES Academic Leadership for Women program sponsored by the UNC System. BRIDGES Academic Leadership for Women.**

**2007-2008:  Susan Beck-Frazier's dissertation, Perceptions of Selected University Deans' Leadership Behavior, was awarded the Goodman-Malamuth Dissertation Award by the American Association of University Administrators. I chaired this dissertation. American Association of University Administrators.**

## Publications

**Articles in Journals**

Pharr, M., Arnold, K., Prince, T., Davis, C., Brown, L., Cheryl C. McFadden; Cathy Maahs-Fladung, (2012).  Creating Engaged Learning in Higher Education.  *Academic Exchange Quarterly, 16 (2)*.

McFadden, C. C., Maahs-Fladung, C., & Mallett, W. (2012).  Recruiting International Students to Your Campus.  *Journal of International Students, 2 (2)*, 135-143.

McFadden, C. C. (2012).  Collaboration: The Ultimate Solution in Conflict.  *Academic Exchange Quarterly, 15*, 31-35.

Belinda, P., Mallett, W., & McFadden, C. (2012).  Does online outshine? Online vs. campus degree withdrawal and completion rates within an MBA program.  *International Journal of Online Pedagogy and Course Design, 2 (1)*.

Batts, D., Pagliari, L., Mallett, W., & McFadden, C. (2010).  Insights for Community College Administrators Regarding Faculty Who Teach Online.  *Community College Journal of Research and Practice, 16 (2)*, 7-17.

William, S., McFadden, C., & Mallett, W. (2010).  Leadership Styles of Community College Academic Deans.  *Community College Journal of Research and Practice, 16 (1)*, 53-61.

Mallett, W., Miller, B., McFadden, C., & Sypawka, W. (2010).  Leadership Styles of Leadership Institute Participants at Community College Level.  *International Journal of Educational Leadership Preparation, 5 (3)*.

McGlone, J., Mallett, W., & McFadden, C. (2010).  University presidents: A study of leadership perceptions in the twenty-first century.  *Academic Exchange Quarterly, 14 (4)*.

McFadden, C. C., Maahs-Fladung, C., & Beacham, B. (2009).  A Study to Determine the Impact of Service Learning on Students' Attitude on Civic Engagement.  *Journal for Civic Engagement, 2009 (13)*.

Patterson, B. & McFadden, C. C. (2009).  Attrition in Online and Campus Degree Programs.  *Online Journal of Distance Learning Administration, 12 (2)*.

Pagliari, L., Batts, D., McFadden, C. C. , & Jackson, S. (in press, 2010).  Desired Versus Actual Training for Online Instructors in Community Colleges.  *Online Journal of Distance Learning Administration*.

Mallett, W. & McFadden, C. (2009).  International College Choice Factors.  *Academic Exchange Quarterly, 13 (2)*, 161-166.

McFadden, C. C., Maahs-Fladung, C., Beck-Frazier, S., & Buckner, K. (2009).  Perceptions of Leadership Behaviors by Female Principals in North Carolina.  *Journal of Women in Educational Leadership, 7 (3)*, 115-133.

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McFadden, C. C. (2007).  A Not-So-Vast Conspiracy.  *Phi Delta Kappan*, 1.

Beck-Frazier, S., White, L. N., & McFadden, C. C. (2007).  Perceived Differences of Leadership Behaviors of Deans of Education: A Selected Study.  *Journal of Leadership Education, 6 (1)*, 92-105.

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McFadden, C. (2005).  Major Approaches to the Study of Leadership.  *Academic Exchange Quarterly*, 71-75.

McFadden, C. (2004).  Educational Leadership Programs Lag Behind other College of Education Programs in Adopting Distance Education Strategies.  *Journal of Scholarship and Practice, 1*, 3-6.

McFadden, C. (2004).  Prepared to Teach Online? Perspectives of Faculty in the University of North Carolina System.  *Online Journal of Distance Learning Administration, VII*, 1-18.

McFadden, C. (2003).  Classroom Management in Our Schools: A Study of the Savannah-Chatham County Public Elementary Schools.  *GATEways to Teacher Education, XIII*, 17-36.

McFadden, C. (2003).  Professional Development and Research in Partner Schools.  *P-16 in Action, 3*, 9-11.

McFadden, C. (2003).  Professional Development and Research in Partner Schools.  *P-16 in Action, 3*, 9-11.

McFadden, C. (2001).  Professional Development and Research in the Partner Schools.  *P-16 in Action, Vol.3,No.1*, 9 and 11.

Articles in Proceedings

Batts, D., R, P., S, J., & McFadden, C. (2007).  Preparation for Online Teaching and Actual Practices for Technology-Oriented Courses.  *American Society for Engineering Education*, American Association for Engineering Education.

Chapters, Cases, Readings, Supplements

McFadden, C. C., Hall, D., Adams, A., Hodges, T., Little, R., Shelly Hoover-Plonk, (2012). Advancing Active Learning with Adult Learners,  In V. Wang (Ed.), *Handbook of Research on Teaching and Learning in K-20 Education*. Hersey, PA:  IGI Global.

Ringler, M., McFadden, C., & Ford, V. (2012). Women in Administration: Differences in Equity,  In Jennifer Martin (Ed.), *Women as Leaders in Education:Succeding Despite Inequity, Discrimination, and Other Challenges, (Volume II: Women's Leadership in Classrooms, Schools, and K-12 Administration)*. Praeger.

Lane, H., Rouse, W., McFadden, C., Clay, M., & Buckner, K. (2008). Evaluating Principal Preparation Candidate Competence Using Medical School Methodology,  *Leadership on the Frontlines: Changes in Preparation and Practice*. Lancaster, PA: DEStech Publications.

Tettegah, S., McFadden, C., Wiziecki, E., & Zhong, H. (2009). Access Grid Technology: An Exploration in Educator's Dialogue,  In Bill Cope and Mary Kalantzis (Eds.), *Ubiquitous Learning* (pp. 156-172). Champaigne, ILL:  University Of Illinois Press.

McFadden, C. C., Buckner, K., & Colaric, S. (2007). Transforming Educational Administration Programs,  In Cynthia J. Reed (Ed.), *Southern Regional Council on Educational Administration 2007 Yearbook: Stop the Tinkering: Real Reform* (pp. 75-83). Auburn University, AL:  Truman Pierce Institute.

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McFadden, C. (2005). Public School/University Principal Induction Program,  In Cynthia J. Reed (Ed.), *Leadership Challenges and Opportunities: Linking Past Success with New Generation Thinking* (pp. 51-62). Auburn:  Truman Pierce Institute.

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McFadden, C. (2003). Are National ISLCC Standards Important to Job Performance?--An Eastern North Carolina Perspective,  In F.C. Lunenburg & C.S. Carr (Eds.), *Shaping the Future* (pp. 389-400). Lanham:  Scarecrow Education.

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**Courses Taught**

**Prior to Fall 2007**

| TERM | YEAR | CRS NAM | CRS NBR | SECT |
|------|------|---------|---------|------|
| 4 | 2005 | LEED | 6824 | 601 |
| 4 | 2005 | LEED | 6824 | 602 |
| 5 | 2005 | LEED | 6334 | 601 |
| 5 | 2005 | LEED | 6334 | 602 |
| 1 | 2005 | LEED | 7415 | 601 |
| 1 | 2005 | LEED | 6801 | 602 |
| 4 | 2005 | LEED | 9000 | 998 |
| 4 | 2005 | LEED | 9000 | 999 |
| 3 | 2005 | LEED | 6334 | 001 |
| 3 | 2005 | LEED | 8060 | 200 |
| 3 | 2005 | LEED | 9000 | 201 |
| 1 | 2005 | LEED | 9000 | 201 |
| 1 | 2006 | LEED | 7415 | 601 |
| 3 | 2006 | LEED | 6334 | 001 |
| 3 | 2006 | LEED | 6334 | 002 |
| 3 | 2006 | LEED | 9000 | 201 |
| 1 | 2006 | LEED | 9000 | 003 |

| 5 | 2006 | SPED | 5501 | 601 |
| 4 | 2006 | LEED | 6334 | 001 |
| 4 | 2006 | LEED | 6801 | 001 |
| 3 | 2007 | LEED | 9000 | 005 |
| 3 | 2007 | LEED | 6334 | 001 |
| 3 | 2007 | LEED | 6334 | 002 |
| 3 | 2007 | LEED | 8060 | 173 |
| 4 | 2007 | LEED | 6334 | 999 |
| 4 | 2007 | LEED | 6334 | 601 |
| 5 | 2007 | LEED | 6334 | 601 |
| 5 | 2007 | LEED | 6820 | 602 |

**Since Fall 2007**

| ACADEMIC PERIOD | SUBJECT | COURSE NUMBER | OFFERING NUMBER |
| --- | --- | --- | --- |
| 200780 | LEED | 7415 | 601 |
| 200780 | LEED | 9000 | 005 |
| 200830 | LEED | 8060 | 139 |
| 200830 | LEED | 9000 | 005 |
| 200840 | LEED | 6334 | 999 |
| 200860 | LEED | 6334 | 601 |
| 200860 | LEED | 6334 | 602 |
| 200880 | LEED | 7415 | 601 |
| 200880 | LEED | 9000 | 007 |
| 200880 | LEED | 6334 | 601 |
| 200880 | LEED | 6334 | 999 |

| | | | |
|---|---|---|---|
| 200930 | LEED | 6807 | 601 |
| 200930 | LEED | 9000 | 004 |
| 200940 | LEED | 6334 | 124 |
| 200960 | LEED | 6801 | 602 |
| 200960 | LEED | 6807 | 001 |
| 200980 | EDUC | 3200 | 009 |
| 200980 | LEED | 8035 | 002 |
| 200980 | LEED | 9000 | 013 |
| 201030 | EDUC | 3200 | 602 |
| 201030 | LEED | 6807 | 602 |
| 201030 | LEED | 9000 | 009 |
| 201040 | EDUC | 3200 | 001 |
| 201060 | LEED | 8015 | 001 |
| 201080 | LEED | 8035 | 606 |
| 201080 | LEED | 7520 | 601 |
| 201080 | LEED | 9000 | 603 |
| 201130 | LEED | 8010 | 604 |
| 201130 | LEED | 8020 | 602 |
| 201130 | LEED | 9000 | 002 |
| 201140 | LEED | 8050 | 001 |
| 201160 | LEED | 8015 | 601 |
| 201180 | LEED | 7520 | 601 |
| 201180 | LEED | 7520 | 604 |
| 201180 | LEED | 8991 | 602 |
| 201180 | LEED | 9000 | 602 |

| 201230 | LEED | 8010 | 001 |
|--------|------|------|-----|
| 201230 | LEED | 8020 | 601 |
| 201230 | LEED | 8020 | 603 |
| 201230 | LEED | 9000 | 001 |
| 201240 | LEED | 8050 | 001 |
| 201240 | LEED | 8050 | 002 |
| 201280 | LEED | 8991 | 001 |
| 201280 | LEED | 8991 | 002 |
| 201280 | LEED | 9000 | 604 |
| 201280 | LEED | 9000 | 606 |

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**Teaching Activities**

**Assurance of Learning - Teaching**

**2007-2008 - Assurance of Learning - Teaching. I received an average SOIS score of 6.856 for Spring and Fall of 2007.**

**Course (New) - Creation/Delivery: Conventional**

**2011-2012 - Course (New) - Creation/Delivery: Conventional. I collaborated with Dr. Austin Bunch and developed LEED 8991 Internship course.**

**2009-2010 - Course (New) - Creation/Delivery: Conventional. I revised an existing doctoral course (LEED 8035) to include an international component with a doctoral graduate (Bill Mallett) and team taught the course with him.**

**Course (New) - Creation/Delivery: Online**

**2009-2010 - Course (New) - Creation/Delivery: Online. I developed an online course (EDUC 3200)for the Department of Curriculum and Instruction.**

**2008-2009 - Course (New) - Creation/Delivery: Online. I developed an online class in school finance (LEED 6807)**

**2007-2008 - Course (New) - Creation/Delivery: Online. I developed an online technology course for school administrators with two practitioners.**

**Program Assessment Projects**

**2007-2008 - Program Assessment Projects. I developed a program evaluation plan for Project Heart, an AmeriCorps initiative, for at risk students in eastern North Carolina.**

**Student Assign-Independent Studies**

**2007-2008 - Student Assign-Independent Studies. 1 student. I conducted an independent study course (Spring 2008) with a doctoral candidate (Cathy Maahs-Fladung) in program evaluation.**

**Student Assign-Students Advised (GRAD)**

**2008-2009 - Student Assign-Students Advised (GRAD). 250 students. I am the MSA advisor.**

**Student Collaborator: Co-Author of Article/Chapter**

**2011-2012 - Student Collaborator: Co-Author of Article/Chapter. 8 students. I collaborated and published two articles ("Creating Engaged Learning" "Does Online Outshine? Online vs. Campus Degree Withdrawal and Completion Rates Within an MBA Program" and with five doctoral students and three graduates.**

**2009-2010 - Student Collaborator: Co-Author of Article/Chapter. 3 students. I published 6 articles with 5 doctoral graduates. With one of those graduates, I published 2 articles.**

**2007-2008 - Student Collaborator: Co-Author of Article/Chapter. 1 student. I co-authored an article with a doctoral graduate and a colleague in the Department of Library Science and Instructional Technology (Larry White).**

**2007-2008 - Student Collaborator: Co-Author of Article/Chapter. 1 student. A doctoral graduate and I conducted a study of leadership behaviors by female principals in the third largest public school district in North Carolina and co-authored an article on the research.**

**Student Collaborator: Co-Presenter at Prof Meeting**

**2011-2012 - Student Collaborator: Co-Presenter at Prof Meeting. 6 students. I collaborated with six students and developed a presentation for the International Society for Teaching and Learning Conference 2011, San Diego, CA. One student was able to co-present with me at the conference.**

**2009-2010 - Student Collaborator: Co-Presenter at Prof Meeting. 1 student. I conducted research with a doctoral candidate (Cathy Maahs-Fladung) and presented at a national conference.**

**2008-2009 - Student Collaborator: Co-Presenter at Prof Meeting. 2 students. I conducted two research studies with doctoral students and presented the findings at national and state conferences.**

**2008-2009 - Student Collaborator: Co-Presenter at Prof Meeting. 1 student. I conducted research with a doctoral student and presented the findings at a national conference.**

**2007-2008 - Student Collaborator: Co-Presenter at Prof Meeting. 1 student. I co-presented with a doctoral graduate a paper on leadership behaviors of female principals at a national conference (NCPEA).**

**2007-2008 - Student Collaborator: Co-Presenter at Prof Meeting. 1 student. I presented a paper on recruitment practices that influence international undergraduate enrollment at a national conference.**

**Thesis / Dissertation Committee - Chair**

**2011-2012 - Thesis / Dissertation Committee - Chair. 12 students. I serve as chair on the following dissertation committees: Greg Robison, 2012-present Haven Harrelson, 2010-present Patrick Merricks, 2011-present Karen Pierce, 2011-present Amy Shannon, 2012-present Levy Brown, 2011-present Amanda Hodges, 2011-present Ruth Little, 2012-present Steven Asby, 2012-present Dionna Manning, 2012-present Charlie Dean, 2012-present Angie Adams, 2012-present**

**2009-2010 - Thesis / Dissertation Committee - Chair. 5 students. I serve as dissertation chair on the following committees: Dan Mayo, Haven Harrelson, Julie Carey, Debbie Barberousse, and Karen Pearce**

**2008-2009 - Thesis / Dissertation Committee - Chair. 4 students. I chaired four doctoral dissertations.**

**2007-2008 - Thesis / Dissertation Committee - Chair. I serve(d) as the dissertation chair for the following students: Laura Hummel, Ray Young, Debbie Barberousse, Bill Sypawka, and Sandra Sauve.**

**Thesis / Dissertation Committee - Member**

**2011-2012 - Thesis / Dissertation Committee - Member. 3 students. I serve(d)as a committee member on the following dissertations: Richard Gough, 2010-2012 Laurie Manning, 2011-present LaTonya Afolayan, 2011-present**

**2009-2010 - Thesis / Dissertation Committee - Member. 4 students. I served on Tracey Ivey's dissertation committee and currently am serving on the following: Tim Wright,Kimberly Williamson and Richard Gough.**

**2009-2010 - Thesis / Dissertation Committee - Member. 3 students. I serve on the following dissertation committees: Tim Wright, Tracey Ivey, and Kimberly Williamson.**

**2008-2009 - Thesis / Dissertation Committee - Member. 6 students. I serve on six doctoral dissertation committees.**

**2007-2008 - Thesis / Dissertation Committee - Member. I am or was a member of the following dissertation committees: Kim Stevenson, John Stiles, Lisa Rogerson, and Debbie Thompson.**

**Innovations in Course Content / Presentation**

**2011-2012 - Innovations in Course Content / Presentation. I collaborated with doctoral students and developed and administered a pre assessment survey for LEED 8020. We also developed and administered a survey to solicit information about course content from experts in the field and employers. In collaboration with experts in the field, I arranged two field trips for the doctoral students to NCGA, Raleigh and the Capitol, Washington, DC. Students met with legislators, lobbyists, and other experts in the field.**

**2010-2011 - Innovations in Course Content / Presentation. I collaborated with doctoral students and developed and administered a pre assessment survey for LEED 8020. We also developed and administered a survey to solicit information about course content from experts in the field and employers. In collaboration with experts in the field, I arranged two field trips for the doctoral students to NCGA, Raleigh and the Capitol, Washington, DC. Students met with legislators, lobbyists, and other experts in the field.**

**2009-2010 - Innovations in Course Content / Presentation. I collaborated with a clinician (Susan Koepp, NP)to develop a health and wellness program 'Optimize Job Performance Through Wellness: A Balanced Approach for School Administrators' for our graduates. I team taught this program with Susan Koepp for 1 year with the principals in Onslow County.**

**2008-2009 - Innovations in Course Content / Presentation. I collaborated with practitioners in developing a course in school community relations.**

**2007-2008 - Innovations in Course Content / Presentation. I co-developed an online course for school administrators with two practitioners from Pitt County Schools. This course was made available to COE faculty via BB.**

**Other Teaching Activities**

**2011-2012 - Other Teaching Activities. I taught a colleague's class (LEED 8440) for 6 weeks while he was participating in a Fulbright program in South Africa.**

**Last updated by member on 24-Sep-12 (09:37 PM)**

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## Education

**Degrees**

**Ph.D.   ,   --N/A--**

## Employment History

## Other Relevant Experiences and Profession Memberships

**Professional Development**

**2011-2012:  ECU Distance Education Professional Development. ECU professional development on DE. Our teaching area in the state, North Carolina.**

**2010-2011:  Center for Faculty Excellence. Teaching Online Faculty Interest Group**
**TOPIC: Transferring Face-to-Face Lectures into the Blackboard Course Site. Offered Feb 2 and viewed via streaming video. Greenville, North Carolina.**

## Honors

## Publications

**Articles in Journals**

**Garrett, M. & Poock, M. (2011).  Resource allocation and management strategies implementation in time of fiscal constraint.  *College Student Journal, 45 (4)*, 882-890.**

**Rogerson, L. & Poock, M. (in press, 2011).  The impact of population the first-year seminar on student retention.  *Journal of College Student Retention*.**

**Poock, M. (2008).  A shifting paradigm in the recruitment and retention of underrepresented graduate students.  *Journal of College Student Retention, 9 (2)*, 167-181.**

**Poock, M. & Bishop, V. (2006).  Characteristics of an Effective Community College Web Site.  *Community College Journal of Research and Practice, 30 (9)*, 687695.**

**Poock, M. (2006).  Characteristics of an effective Web site in educational Leadership.  *College Student Journal, 40 (4)*, 785-789.**

**Poock, M. (2005).  Benchmarking graduate school development practices.  *International Journal of Educational Advancement, 6 (1)*, 11-19.**

**Poock, M. (2004).  Determining the design of effective graduate school web sites.  *College and University Journal, 80(3)*, 29-32.**

**Poock, M. (2004).  Graduate student orientation practices: results from a national survey.  *NASPA Journal, 41*, 470-486.**

**Poock, M. (2004).  Graduate student orientation: applying CAS Standards to national practices.  *College and University Journal, 80(2)*, 19-26.**

**Poock, M. & Lefond, D. (2003).  Characteristics of Effective Graduate School Web Sites: Implications for the Recruitment of Graduate Students.  *College and University Journal, 78 (3)*, 15-19.**

**Poock, M. (2002).  Graduate student orientation: Assessing needs and methods of delivery.  *Journal of College Student Development, 43 (2)*, 231-245.**

**Poock, M. (2001).  A model for integrating professional development in graduate education.  *College Student Journal, 35 (3)*, 345-352.**

**Poock, M. (2001).  African American graduate enrollment: The impact of online applications.  *College Student Affairs Journal, 20 (2)*, 72-81.**

**Poock, M. & Love, P. (2001).  Factors influencing the program choice of doctoral students in higher education administration.  *NASPA Journal, 38 (2)*, 51-60.**

**Poock, M. & Lefond, D. (2001).  How college-bound prospects perceive university Web sites: Findings, implications, and turning browsers into applicants.  *College and University Journal, 77 (1)*, 12-21.**

**Poock, M. (2000).  African American students and the decision to attend doctoral programs in higher education administration.  *College Student Affairs Journal, 19 (2)*, 51-60.**

**Poock, M. & Berryhill, P. (2000).  The impact of an online application process on minority graduate students.  *College and University Journal, 75 (4)*, 13-18.**

**Poock, M. (1999).  Students of color and doctoral programs: Factors influencing the application decision in higher education administration.  *College and University Journal, 74 (3)*, 2-7.**

**Chapters, Cases, Readings, Supplements**

**Chambers, C. R. & Poock, M. C. (2011). Does student engagement = outcomes for African American women college students?: A Cursory Analysis of NSSE 2009-2010 Data.,  In Press, In Crystal Chambers (Ed.), *Support Systems and Services for Diverse Populations: Considering the Intersection of Race, Gender, and the Needs of Black Female Undergraduates.*. Emerald Group: UK:  Emerald Group Publishing.**

**Poock, M. (2008). Graduate orientation programs, *Graduate Students in Transition*. Columbia, SC: National Resource Center.**

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## Courses Taught

### Prior to Fall 2007

| TERM | YEAR | CRS NAM | CRS NBR | SECT |
|---|---|---|---|---|
| 4 | 2005 | LEED | 8047 | 601 |
| 4 | 2005 | LEED | 8047 | 200 |
| 3 | 2005 | EDUC | 7440 | 200 |
| 5 | 2005 | LEED | 8030 | 001 |
| 3 | 2005 | LEED | 8027 | 191 |
| 1 | 2005 | LEED | 7470 | 192 |
| 1 | 2005 | LEED | 9000 | 191 |
| 3 | 2006 | EDUC | 7440 | 001 |
| 5 | 2006 | LEED | 8020 | 001 |

| 3 | 2006 | LEED | 8047 | 999 |
|---|------|------|------|-----|
| 3 | 2006 | LEED | 9000 | 191 |
| 5 | 2006 | LEED | 7470 | 602 |
| 1 | 2006 | LEED | 8035 | 601 |
| 1 | 2006 | LEED | 8420 | 001 |
| 1 | 2006 | LEED | 8991 | 003 |
| 1 | 2006 | LEED | 9000 | 004 |
| 4 | 2006 | LEED | 7470 | 999 |
| 4 | 2006 | LEED | 8047 | 001 |
| 3 | 2006 | EDUC | 7440 | 191 |
| 3 | 2007 | LEED | 9000 | 006 |
| 3 | 2007 | LEED | 8010 | 001 |
| 3 | 2007 | LEED | 8410 | 800 |
| 3 | 2007 | LEED | 8992 | 002 |
| 4 | 2007 | LEED | 8045 | 001 |
| 4 | 2007 | LEED | 8047 | 999 |
| 4 | 2007 | LEED | 8420 | 601 |

**Since Fall 2007**

| ACADEMIC PERIOD | SUBJECT | COURSE NUMBER | OFFERING NUMBER |
|-----------------|---------|---------------|-----------------|
| 200780 | LEED | 9000 | 006 |
| 200780 | LEED | 8420 | 800 |
| 200780 | LEED | 8991 | 801 |
| 200830 | LEED | 7520 | 800 |
| 200830 | LEED | 8992 | 801 |
| 200830 | LEED | 9000 | 006 |
| 200840 | LEED | 6801 | 601 |
| 200840 | LEED | 8050 | 601 |
| 200880 | LEED | 6801 | 002 |
| 200880 | LEED | 6806 | 601 |
| 200880 | LEED | 6806 | 602 |
| 200880 | LEED | 9000 | 011 |

| | | | |
|---|---|---|---|
| 200930 | LEED | 6806 | 153 |
| 200930 | LEED | 6806 | 002 |
| 200930 | LEED | 9000 | 006 |
| 200940 | LEED | 8047 | 601 |
| 200980 | ADED | 6484 | 601 |
| 200980 | ADED | 6490 | 602 |
| 200980 | LEED | 9000 | 009 |
| 200980 | LEED | 8035 | 001 |
| 200980 | ADED | 6484 | 001 |
| 201030 | ADED | 6491 | 601 |
| 201030 | LEED | 8010 | 001 |
| 201030 | LEED | 9000 | 010 |
| 201030 | ADED | 6491 | 999 |
| 201030 | LEED | 9000 | 014 |
| 201080 | ADED | 6484 | 601 |
| 201080 | LEED | 8420 | 601 |
| 201080 | LEED | 9000 | 604 |
| 201080 | LEED | 9000 | 011 |
| 201130 | LEED | 8410 | 605 |
| 201130 | LEED | 8410 | 604 |
| 201130 | LEED | 9000 | 609 |
| 201130 | LEED | 9000 | 003 |
| 201140 | LEED | 8040 | 002 |
| 201160 | LEED | 8015 | 604 |
| 201180 | ADED | 6484 | 601 |
| 201180 | LEED | 8420 | 604 |
| 201180 | LEED | 9000 | 603 |
| 201180 | LEED | 9000 | 008 |

| | | | |
|---|---|---|---|
| 201230 | ADED | 6491 | 602 |
| 201230 | LEED | 8992 | 602 |
| 201230 | LEED | 9000 | 609 |
| 201230 | LEED | 9000 | 002 |
| 201230 | LEED | 8035 | 601 |
| 201260 | LEED | 8060 | 602 |
| 201260 | LEED | 8047 | 601 |
| 201280 | LEED | 7520 | 001 |
| 201280 | LEED | 8440 | 002 |
| 201280 | LEED | 9000 | 009 |

**Teaching Activities**

**Course (Existing) - Compensated Redesign**

**2008-2009 - Course (Existing) - Compensated Redesign. SSI 2008 LEED 8050 enr 7**

**2008-2009 - Course (Existing) - Compensated Redesign. Fall 2008 LEED 6806 enr. 25**

**2008-2009 - Course (Existing) - Compensated Redesign. Fall 2008 LEED 6806 enr. 24**

**2008-2009 - Course (Existing) - Compensated Redesign. Spring 2009 LEED 6806 enr. 8**

**2008-2009 - Course (Existing) - Compensated Redesign. Spring 2009 LEED 6806 enr. 25**

**2008-2009 - Course (Existing) - Compensated Redesign. SSI 2008 LEED 6801 enr 17**

**2007-2008 - Course (Existing) - Compensated Redesign. Fall 2008 LEED 6801 enr. 17**

**Thesis / Dissertation Committee - Chair**

**2011-2012 - Thesis / Dissertation Committee - Chair. 3 students.**

**2011-2012 - Thesis / Dissertation Committee - Chair. 3 students.**

**2010-2011 - Thesis / Dissertation Committee - Chair. 3 students.**

**2008-2009 - Thesis / Dissertation Committee - Chair. 4 students. Fall 2008 LEED 9000 enr 4**

**2008-2009 - Thesis / Dissertation Committee - Chair. 5 students. Fall 2008 LEED 9000 enr 5**

**Thesis / Dissertation Committee - Member**

**2011-2012 - Thesis / Dissertation Committee - Member. 2 students.**

**2011-2012 - Thesis / Dissertation Committee - Member. 1 student.**

**2011-2012 - Thesis / Dissertation Committee - Member. 2 students.**

**2008-2009 - Thesis / Dissertation Committee - Member. 1 student. Fall 2008 LEED 9000 enr 1 (methodologist)**

**Last updated by member on 21-Sep-12 (12:42 PM)**

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# Sandra E. Seay, Ed.D.

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## Education

**Degrees**

**B.A.   University of Massachusetts at Boston,  Boston, MA, USA,  Anthropology/Sociology,  1971**

**M.A.   University of Chicago, Chicago, IL, USA,  Social Sciences,  1976**

**M.A.   East Tennessee State University, Johnson City, TN, USA, Personal Counseling,  1982**

**Ed.D.   East Tennessee State University, Johnson City, TN, USA, Educational Leadership,  1989**

**Certifications**

**Professional Counselor- State of Tennessee, PC000884, 1991**

**Employment History**

**Academic Experience**

**Associate Professor, East Carolina University (August, 2003 - Present).   Associate Professor in the Department of Counselor and Adult Education.**

**Assistant Dean of Undergraduate Studies, East Carolina University (December, 2001 - May, 2003).**

**Dean of the University College, Mississippi Valley State University (June, 1999 - May, 2001).**

**Developmental Studies Coordinator, Mississippi Valley State University (June, 1996 - May, 1999).**

**Adjunct faculty member, Lehigh Carbon Community College (August, 1992 - May, 1994).   Taught sociology and college adjustment courses.**

**Director of Retention, Lehigh Carbon Community College (October, 1991 - May, 1993).**

**Director of PROJECT EXCEL, Virginia Highlands Community College (May, 1986 - August, 1988).**

**Coordinator of the Premedical Reinforcement and Enrichment Program, East Tennessee State University (March, 1982 - June, 1986).**

**Adjunct faculty member, Milligan College (January, 1982 - May, 1982).   Taught social psychology and experimental psychology.**

**Non-Academic Experience**

**National**

**Science Feature Writer, National Consortium for Black Professional Development (August, 1977 - July, 1978).**

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**Other Relevant Experiences and Profession Memberships**

**Professional Memberships**

**National Association for Developmental Education, 2012**

**American Association for Adult and Continuing Education**

**Kappa Delta Pi**

**Phi Delta Kappa**

**Phi Kappa Phi**

**Professional Certifications**

**Professional Counselor- State of Tennessee, PC000884, 1991**

**Professional Development**

**2012-2013:  Camp Speight: Technology Integration and Exploration - Participated in a workshop conducted by Dr. Beth Winstead concerning online learning and violations of copyright laws; this workshop was held on June 12, 2012 from 12:00 p.m. to 1:00 p.m. Greenville, North Carolina.**

**2012-2013:  Certificate received for completing a Blackboard Overview for Faculty Workshop on September 5, 2012. Greenville, North Carolina.**

**2012-2013:  Classroom Technology Workshop. Workshop designed to provide faculty with practice using software and equipment installed in various classrooms; the workshop was held on June 6, 2012. Greenville, North Carolina.**

**2012-2013:  Camp Speight: Technology Integration and Exploration Workshop - Participated in a workshop conducted by Dr. Todd Finley that focused on using Google Docs to engage students within the classroom; the workshop was held from 9:30 a.m. to 10:30 a.m. on June 11, 2012. Greenville, North Carolina.**

**2012-2013:  Camp Speight: Technology Integration and Exploration - Digital Fishbowl - Participated in a workshop conducted by Dr. Todd Finley that included the use of music to set a welcoming classroom climate; the workshop was held on June 11 from 10:45 a.m. to 11:45 a.m. Greenville, North Carolina.**

**2012-2013:  Camp Speight: Technology Integration and Exploration - Augmented Reality - Participated in a workshop conducted by Dr. Abbie Brown that provided background information on using Augmented Reality and how it can be used to engage students in learning; the workshop was held on June 11, 2012 from 12:00 p.m. to 1:00 p.m. Greenville, North Carolina.**

**2012-2013:  Camp Speight: Technology Integration and Exploration - Common Core and Technology - Participated in a workshop conducted by Dr. Carol Brown that provided information on a variety of instructional techniques involving technology and the use of the Lexile Tool to gauge reading levels required to comprehend information in textbooks; the workshop was held on June 12, 2012 from 9:30 a.m. to 10:30 a.m. Greenville, North Carolina.**

**2012-2013:  Camp Speight: Technology Integration and Exploration - Top Ten Tech Tools - Participated in a workshop conducted by Dr. Brian Housand that introduced the participants to tools that can be used both for online and face-to-face classes to track student performance and enhance learning; the workshop was held on June 12 from 12:00 to 1:00 p.m. Greenville, North Carolina.**

**2011-2012:  IRB on Line Training. Attended a workshop on submitting information to the Institutional Review Board electronically on September 9, 2011. Greenville, North Carolina.**

**2011-2012:  ECU Distance Education Professional Development. Successfully completed the Distance Education Faculty Development Modules on February 29, 2012. Greenville, North Carolina.**

**2011-2012:  Blackboard Learning Center Video. Watched a Blackboard Learning Center Video on how to create a rubric; created rubrics both for face-to-face and online sections of EDUC 3200; the rubrics are associated with writing assignments assigned to students enrolled in this writing-intensive class. Greenville, North Carolina.**

**2011-2012:  Teaching Academic Survival Skills Conference. Ft. Lauderdale, Florida.**

**2011-2012:  Fifth Annual Gifted Education Conference. Invited presenter, Dr. Brenda Hargrove, presented information from an article that she and I co-authored. I participated in the question and answer period following the presentation. The conference was held on October 5, 2011. Greenville, North Carolina.**

**2011-2012:  Black History Month Celebration Featuring Artist, James Ransome. Attended a presentation by James Ransome on the process by which he integrates art into historical illustrations on February 4, 2012. Greenville, North Carolina.**

**2010-2011:  College of Education - Technology Group. Attended a two-hour workshop entitled Using On-Line Assessment Tools presented by Ms. Ellen Dobson on March 25 2011 in the College of Education. Greenville, North Carolina.**

**2010-2011:  Blackboard Training Migration to Version 9. Participant in a training class for the migration of Blackboard to version 9 on March 29, 2011. Greenville, North Carolina.**

**2010-2011:  AAACE. Concurrent Session Presentation entitled Using Social-Cognitive Career Theory to Explore Student Career Goals. Clearwater Beach, Florida.**

**2010-2011:  Joyner Library. Attended an Electronic Submission of Theses and Dissertations Workshop conducted by Dr. Belinda Patterson, Assistant Graduate School Dean on July 13, 2010. Greenville, North Carolina.**

**2010-2011:  Dissertation Information Workshop. Organized and presented a two-hour workshop that involved representatives and/or information from IRB, the Graduate School, and LEED concerning permission to collect data, the format of the dissertation, and important forms that must be completed while in the process of obtaining a dissertation on January 14, 2011. Greenville, North Carolina.**

**2010-2011:  Dynamic Dialogues about Diversity. Participated in a forum led by Dr. David Gabbard concerning Social Justice on February 3, 2011. Greenville, North Carolina.**

**2010-2011:  Dynamic Dialogues about Diversity. Participated in a forum led by Dr. Shelia Bunche concerning African American Heritage on February 9, 2011. Greenville, North Carolina.**

**2010-2011:  Center for Faculty Excellence. Participated in a Structural Equation Modeling Workshop facilitated by Kevin Gross on June 22, 2010. Greenville, North Carolina.**

**2010-2011:  Center for Faculty Excellence. Attended a meet and greet session with Dr. Hui Bian and other statisticians to craft a personal professional development strategy on February 2, 2011. Greenville, North Carolina.**

**2010-2011:  Center for Faculty Excellence. Participated in a two-hour AMOS for Beginners Workshop conducted by Dr. Hui Bian. Greenville, North Carolina.**

**2010-2011:  Laupus Library. Participated in a Large-Format Poster Workshop; presentation of SEM research findings often require use of large-format posters on June 24, 2010. Greenville, North Carolina.**

**2010-2011:  Think in. Attended the Think in, an opportunity to learn research techniques based on various technologies on November 3, 2010; this event was held in Mendenhall and showcased the research of faculty from all the colleges at ECU. Greenville, North Carolina.**

**2010-2011:  Qualitative Research Symposium. Participated in a two-day qualitative research symposium to gain information about the various approaches and techniques used in qualitative research on January 27-28, 2011. Greenville, North Carolina.**

**2010-2011:  Joyner Library. Participated in the Petting Zoo, a two-hour event in which participated received instruction on using ipads, ipods, and other technological devices on August 26, 2010. Greenville, North Carolina.**

**2010-2011:  Joyner Library. Participated in the IPAD Rental Program offered by Joyner Library to become familiar with a technology that is being used in instruction from February 10 to 13, 2011. Greenville, North Carolina.**

**2010-2011:  Office of Assessment - College of Education. Participated in a workshop for instruction on using TaskStream and TracDat on February 21, 2011. Greenville, North Carolina.**

**2010-2011:  Blackboard Online Tutorials and One-on-One Training Sessions with Jennifer Vinciquerra. Met with Jennifer Vinqiquerra to learn techniques for enhancing a Blackboard course banner on October 15 and November 19. Have taken the online Blackboard tutorials for creating a course banner using Blackboard Version 9; have taken online Blackboard Version 9 tutorials to learn how to create assignments, upload assignments and use the grade book with Blackboard Version 9. Greenville, North Carolina.**

**2009-2010:  College of Education Technology Group. Google Docs Workshop. .25 CEUs. Greenville, United States of America.**

**2009-2010:  FERPA Certification. Completed and passed the online FERPA Quiz on February 19, 2010. Greenville, North Carolina.**

**2009-2010:  Curriculum Workshop. Participated in a workshop sponsored by Academic Affairs to provide instruction on how to create a course proposal. Greenville, North Carolina.**

**2009-2010:  Attended the Second ECU Conference on Latino Issues: Building Latino Leadership for Greater Access to Education. An organized event to discuss issues related to Latino success in formal education and to reach consensus on solutions related to attrition and retention of Latino students. Date: March 5, 2010. Greenville, North Carolina.**

**2009-2010:  ECU Academic Computing Center. Attended a Centra Training and Course Integration Workshop, Greenville, North Carolina.**

**2009-2010:  ECU Academic Computing Center. Attended a Second Life Workshop, Greenville, North Carolina.**

**2009-2010:  ECU Academic Computing Center. Attended an Introduction to the Blackboard Grade Center Workshop, Greenville, United States of America.**

**2009-2010:  ECU Academic Computing Center. Attended a Blackboard 8 Grade Center Training (Face 2 Face) Workshop, Greenville, United States of America.**

**2009-2010:  Jean Mills Health Symposium. Attended a symposium presented by the ECU College of Allied Health Sciences to bring attention to critical health care issues facing minority populations and solutions involving educators on February 5, 2010. (CPE: 0.5) Greenville, North Carolina.**

**2008-2009:  Mary Lois Staton Reading/Language Arts Conference. Attended workshops that provided information about useful strategies for engaging children and adults in reading. Greenville, North Carolina.**

**2008-2009:  Diversifying the Faculty Workshop. Attended a workshop conducted by Dr. Caroline Turner who highlighted obstacles that work against diversifying the faculty. Greenville, North Carolina.**

**2008-2009:  Latino Issues Conference. Attended a day-long event featuring workshops that provided information concerning the barriers that prevent Latino students from enrolling in higher education. Greenville, North Carolina.**

**2007-2008:  Center for Faculty Excellence. Attended a two-day Survey Research Workshop. Greenville, North Carolina.**

**2007-2008:  College of Education. Attended a Sedona Workshop on October 19, 2007. Greenville, North Carolina.**

**2006-2007:  Mary Lois Staton Reading/Language Arts Conference. Attended workshops that provided information on improving the language skills of children of poverty; information I use in my community service activities. Greenville, North Carolina.**

**2006-2007:  All Children Can Achieve Excellence Conference. Attended a conference wherein information presented concerning multicultural education was presented. Greenville, North Carolina.**

**2006-2007:  ECU Self-Help Center. Blackboard: New Features Version 6.3. Greenville, North Carolina.**

**2006-2007:  College of Education and Apple Computers. IPod Workshop. Greenville, North Carolina.**

**2006-2007:  Library Services Division - Joyner Library. RefWorks Workshop. Greenville, North Carolina.**

**2006-2007:  ECU Self-Help Center. Blackboard Workshop: The Discussion Board Grader Tool. Greenville, North Carolina.**

**2006-2007:  ECU Self-Help Center. Blackboard Workshop: Using the Assignment Tool. Greenville, North Carolina.**

**2006-2007:  ECU Self-Help Center. Blackboard Workshop: Creating Tests, Assessments and Using the Gradebok. Greenville, North Carolina.**

**2005-2006:  Mary Lois Staton Reading/Language Arts Conference. Obained information about electronic teaching resources. Greenville, North Carolina.**

**2005-2006:  ECU Self-Help Center. Blackboard Workshop: Using the Assignment Tool. Greenville, North Carolina.**

**2005-2006:  ECU Academic Computing Center. SPSS Basic Data Analysis Workshop. Greenville, North Carolina.**

**2005-2006:  ECU Academic Computing Center. SPSS Workshop: Dealing with Messy Data. Greenville, North Carolina.**

**2005-2006:  ECU Self-Help Center. Blackboard Version 6 Workshop: Creating Tests and Using the Gradebook. Greenville, North Carolina.**

**2005-2006:  ECU Self-Help Center. Blackboard Workshop: Interaction in Blackboard 6. Greenville, North Carolina.**

**2005-2006:  College of Education and College of Business. Five-day Seminar for Online Teaching and Learning. Greenville, North Carolina.**

**2004-2005:  Mary Lois Staton Reading/Language Arts Conference. Greenville, North Carolina.**

**2004-2005:  ECU Center for Faculty Development. Enhancing Intermediate Statistical Skills for Research and Instruction. Greenville, North Carolina.**

**2004-2005:  Women Administrators in North Carolina Higher Education. Annual meeting of women presidents, chancellors, provosts, chief academic officers and others from private and public institutions in North Carolina. Jamestown and Winston Salem, North Carolina.**

**2004-2005:  College of Education - Technology Group. Workshop: File Management and Productivity for Your PC. Greenville, North Carolina.**

**2004-2005:  College of Education Technology Group. Workshop: Putting POW into PowerPoint. Greenville, North Carolina.**

**2004-2005:  College of Education Technology Group. Workshop: Digital Imaging. Greenville, North Carolina.**

**2004-2005:  College of Education Technology Group. Workshop: Orientation to Technology. Greenville, North Carolina.**

**2003-2004:  Latino/Hispanic Children Conference. Greenville, North Carolina.**

**2003-2004:  ECU Center for Faculty Development. Three-day Portfolio Writing Workshop for faculty. Greenville, North Carolina.**

**2003-2004: ECU Center for Faculty Development. Enhancing Basic Statistical Skills for Research and Instruction. Greenville, North Carolina**

**2003-2004: Committee on the Status of Women. Tenure and Promotion Workshop. Greenville, North Carolina.**

**2003-2004: Women Administrators in North Carolina Higher Education. Annual meeting of women presidents, chancellors, provosts, chief academic officers and others from private and public institutions in North Carolina. Jamestown and Winston Salem, North Carolina.**

**2003-2004: ECU Self-Help Center. Workshop: Blackboard Beginning Training. Greenville, North Carolina.**

**2002-2003: Women Administrators in North Carolina Higher Education. Annual meeting of women presidents, chancellors, provosts, chief academic officers and others from private and public institutions in North Carolina. Jamestown and Winston Salem, North Carolina.**

**2000-2001: Mississippi Association of Educational Opportunity Program Personnel. Jackson, Mississippi.**

**1999-2000: Council of Arts and Sciences Deans. Two day seminar for new deans. San Diego, California.**

**1999-2000: National Association for Developmental Education. Annual meeting of administrators and faculty responsible for the advocacy and implementation of services that enhance the learning environment for all students enrolled in academic study. Biloxi, Mississippi.**

**1998-1999: Southern Association of Colleges and Schools. Part of the delegation from Mississippi Valley State University. Atlanta, Georgia.**

**1998-1999: National Association for Developmental Education. Annual meeting of administrators and faculty responsible for providing programming and services that maximize the learning environment for all learners in higher education. Detroit, Michigan.**

**1997-1998: Southern Association of Colleges and Schools. Part of the delegation from Mississippi Valley State University. Atlanta, Georgia.**

**1997-1998: National Academic Advising Association. Atlanta, Georgia.**

**1996-1997: Conference on the Freshman Year Experience. Columbia, South Carolina.**

**1992-1993: National Academic Advising Association. Annual meeting of administrators and faculty who promote advising as an essential part of student success at academic institutions. Atlanta, Georgia.**

**1987-1988: Financial Management for Women in Higher Education Conference. Orlando, Florida.**

## Honors

**Honors/Awards**

**2011-2012:  Served as the chair of Dr. Richard Gough's dissertation committee. His dissertation was nominated for receipt of the Second Annual Dissertation and Thesis Award by faculty in the College of Education, East Carolina University.**

**2010-2011:  Received the Treasured Pirate Award for February 2011 East Carolina University.**

**2009-2010:  Awarded tenure and promotion to Associate Professor in the Department of Educational Leadership ECU Board of Trustees.**

**2008-2009:  Recognized by the East Carolina Chapter of Phi Delta Kappa for a 20 year membership in the organization.**

**2007-2008:  Recognition of mentorship of Carol Turner-White who received the 2007 Outstanding Graduate Student Paper Award at the 2007 SRCEA Conference Southern Regional Council on Educational Administration.**

**2006-2007:  Nominee for the 2007 UNC Board of Governors Distinguished Professor for Teaching Award East Carolina University.**

**2001: Received the 2001 Award of Honor from East Tennessee State University in recognition of individual accomplishment and representation of East Tennessee State University**

**1997-1998:  Received a Plaque for Community Service from the Greenwood, Mississippi Chapter of Communities in Schools for reading to children in area hospitals and mentoring youth in the community Communities in Schools.**

**1982-1983:  Listed in the 1983 Outstanding Young Woman of America Directory Outstanding Americans Foundation.**

**1981: Initiated into Phi Kappa Phi as a graduate student based upon scholarship**

**1980: Second place winner for short fiction. Short story entitled, "Surviving," published in *Mockingbird*, a creative writing journal published by East Tennessee State University.**

**1970-1971: Received the 1971 Outstanding Student Award from the Department of Sociology/Anthropology, University of Massachusetts at Boston**

**1971: Graduated magna cum laude University of Massachusetts at Boston.**

## Publications

**Articles in Journals**

**Seay, S. E. (2010).  A Comparison of Family Care Responsibilities of First-Generation and Non-First-Generation Female Administrators in the Academy.  *Educational Management Administration and Leadership, 38 (5),* 563 - 577.**

**Hargrove, B. & Seay, S. E. (2011).  School Teacher Perceptions of Barriers that Limit the Participation of African American Males in Public School Gifted Programs.  *Journal for the Education of the Gifted, 34 (3),* 434 - 467.**

Seay, S. E. (2008). Advising Information for Student Breadwinners. *The Mentor.*

Seay, S. E., Lifton, D. E., Wuensch, K. L. , Bradshaw, L. K. , & McDowelle, J. O. (2008). First-generation graduate students and attrition risks. *Journal of Continuing Higher Education, 56 (3)*, 14.

White, C. T., Grobe, W. J., & Seay, S. E. (2008). The Effect of Teacher Certification on Student Achievement in High School Algebra 1 in North Carolina. *Southern Regional Council on Education Administration Yearbook.*

Seay, S. E. (2008). Creating learning havens for stressed adult learners. *Adult Learning, 16 (1 & 2)*, 25-26.

Lifton, D. E., Seay, S. E., McCarly, N., Olive-Taylor, R., Seeger, R., Dalton Bigbee, (2006). Correlating hardiness with graduation persistence. *Academic Exchange Quarterly (277-282).*

Seay, S. E. (2006). Strategies for success: Improving the academic performance of low-income adult and first-generation students in online general education courses. *Journal of Continuing Higher Education, 54 (3)*, 23-35.

Bradshaw, L., Hager, G., Knott, E., & Seay, S. E. (2006). The Undergraduate Odysses: Experiences of Older Undergraduate Women. *The Delta Kappa Gamma Bulletin, 72 (2)*, 22-27.

Lifton, D. E., Seay, S. E., & Bushko, A. (2002). Can student hardiness serve as an indicator of likely persistence to graduation? Baseline results from a longitudinal study. *Academic Exchange Quarterly, 4 (2)*, 73-81.

Books, Monographs, Compilations, Manuals

Seay, S. E. (2005). *Course Packet for LEED 8050: Ethics.* Greenville, NC: East Carolina University.

Chapters, Cases, Readings, Supplements

Lifton, D. E., Seay, S. E. , & Bushko, A. (2004). Measuring undergraduate hardiness as an indicator of persistence to graduation, In I. M. Duranczyk, J. L. Higbee, and D. B. Lundell (Eds.), *Best Practices for Access and Retention in Higher Education* (pp. 103-113). Minneapolis, MN: University of Minnesota.

## Courses Taught

**Prior to Fall 2007**

| TERM | YEAR | CRS NAM | CRS NBR | SECT |
|------|------|---------|---------|------|
| 5 | 2005 | LEED | 8020 | 601 |
| 4 | 2005 | LEED | 8050 | 001 |
| 5 | 2005 | LEED | 8020 | 001 |
| 3 | 2005 | LEED | 8015 | 200 |
| 1 | 2005 | LEED | 7470 | 778 |
| 1 | 2005 | LEED | 8045 | 141 |
| 3 | 2005 | LEED | 8015 | 601 |
| 3 | 2006 | LEED | 8015 | 001 |
| 3 | 2006 | LEED | 8060 | 001 |
| 1 | 2006 | LEED | 8010 | 141 |
| 1 | 2006 | LEED | 8040 | 001 |

| 1 | 2006 | LEED | 9000 | 141 |
|---|------|------|------|-----|
| 4 | 2006 | LEED | 8045 | 001 |
| 3 | 2007 | LEED | 9000 | 009 |
| 3 | 2007 | LEED | 9000 | 141 |
| 3 | 2007 | LEED | 8015 | 001 |
| 3 | 2007 | LEED | 8047 | 141 |
| 4 | 2007 | LEED | 8015 | 999 |
| 4 | 2007 | LEED | 8015 | 601 |

**Since Fall 2007**

| ACADEMIC PERIOD | SUBJECT | COURSE NUMBER | OFFERING NUMBER |
|-----------------|---------|---------------|-----------------|
| 200780 | LEED | 8040 | 001 |
| 200780 | LEED | 8991 | 800 |
| 200780 | LEED | 9000 | 012 |
| 200830 | LEED | 8015 | 001 |
| 200830 | LEED | 8992 | 800 |
| 200830 | LEED | 9000 | 011 |
| 200860 | LEED | 6823 | 601 |
| 200860 | LEED | 8420 | 601 |
| 200880 | LEED | 6805 | 002 |
| 200880 | LEED | 6802 | 601 |
| 200880 | LEED | 9000 | 009 |
| 200930 | LEED | 6823 | 166 |
| 200930 | LEED | 6805 | 166 |
| 200930 | LEED | 9000 | 009 |
| 200960 | LEED | 6805 | 601 |
| 200960 | LEED | 6805 | 602 |
| 200980 | EDUC | 3200 | 001 |
| 200980 | EDUC | 3200 | 002 |

| | | | |
|---|---|---|---|
| 200980 | LEED | 9000 | 011 |
| 201030 | EDUC | 3200 | 001 |
| 201030 | LEED | 8410 | 002 |
| 201030 | LEED | 9000 | 011 |
| 201040 | EDUC | 3200 | 002 |
| 201060 | EDUC | 3200 | 002 |
| 201060 | LEED | 8015 | 002 |
| 201080 | ADED | 6490 | 601 |
| 201080 | LEED | 7520 | 602 |
| 201080 | LEED | 9000 | 605 |
| 201130 | LEED | 8020 | 603 |
| 201130 | EDUC | 3200 | 601 |
| 201130 | LEED | 9000 | 004 |
| 201140 | EDUC | 3200 | 601 |
| 201140 | EDUC | 3200 | 602 |
| 201160 | EDUC | 3200 | 603 |
| 201160 | EDUC | 3200 | 650 |
| 201180 | EDUC | 3200 | 004 |
| 201180 | EDUC | 3200 | 005 |
| 201180 | EDUC | 3200 | 006 |
| 201180 | EDUC | 3200 | 601 |
| 201180 | LEED | 9000 | 604 |
| 201230 | EDUC | 3200 | 005 |
| 201230 | EDUC | 3200 | 006 |
| 201230 | EDUC | 3200 | 603 |
| 201230 | LEED | 9000 | 003 |
| 201240 | EDUC | 3200 | 601 |
| 201240 | EDUC | 3200 | 602 |
| 201260 | EDUC | 3200 | 601 |
| 201260 | EDUC | 3200 | 650 |
| 201280 | LEED | 9000 | 605 |
| 201280 | EDUC | 3200 | 001 |
| 201280 | EDUC | 3200 | 002 |
| 201280 | EDUC | 3200 | 601 |

**Teaching Activities**

**Course (New) - Creation/Delivery: Conventional**

**2010-2011 - Course (New) - Creation/Delivery: Conventional. Along with Dr. Steve Schmidt, developed a diversity course proposal for the Student Affairs Certificate Program during November, 2010.**

**2009-2010 - Course (New) - Creation/Delivery: Conventional. Created a course proposal for LDHE 8080 (Finance and Leadership in Higher Education)**

**Thesis / Dissertation Committee - Chair**

**2012-2013 - Thesis / Dissertation Committee – Chair. LaTonya Afolayan; April Abbott; Ellen Dobson; Tahesia Hobbs**

**2011-2012 - Thesis / Dissertation Committee - Chair. Richard Gough; LaTonya Afolayan; April Abbott**

**2009-2010 - Thesis / Dissertation Committee - Chair. Sharon Strecker, LaTanya Afolayan, Phillip Price, and Richard Gough**

**2008-2009 - Thesis / Dissertation Committee - Chair. Sharon Strecker, LaTanya Afolayan and Philip Price**

**2007-2008 - Thesis / Dissertation Committee - Chair. Chena Flood. Developmental Needs of Women in Leadership in Higher Education**

**2007-2008 - Thesis / Dissertation Committee - Chair. Ginger Bishop. The Learning College: A study of Chief Academic Officers' Attitudes and Implementation of Learning-Centered Practices**

**2007-2008 - Thesis / Dissertation Committee - Chair. Carol White. The Effect of Teacher Certification on Student Achievement in High School Algebra 1 in North Carolina**

**2006-2007 - Thesis / Dissertation Committee - Chair. Joy Cooley. Governance at North Carolina Community Colleges: The Perceptions of Faculty and Presidents**

**2006-2007 - Thesis / Dissertation Committee - Chair. Brenda Hargrove. The Under-Representation of African American Males in Gifted Programs: The Perceptions of Classroom Teachers and School Administrators of Barriers to Identification of African American Males**

**Thesis / Dissertation Committee - Member**

**2011-2012 - Thesis / Dissertation Committee – Member: Vera Palmer; Laurie  Manning**

**2009-2010 - Thesis / Dissertation Committee – Member: Kendra Harris; Christina Spearman; Tracey Ivey**

**2007-2008 - Thesis / Dissertation Committee – Member: Cynthia Martin; Randi Dikeman; John Paul Black; Laurie Limbrick-Thompson; Debbie Barberouse; Lisa Rogerson; Kaye Dotson; J. Marshall; Sondra English**

**2006-2007 - Thesis / Dissertation Committee – Member: Kristi Snuggs; Belinda Patterson**

**2005-2006 - Thesis / Dissertation Committee – Member: Shannon Cotnam; Reggie Oxendine; Penny Laing**

<u>Innovations in Course Content / Presentation</u>

**2012-2013 – Innovations in Course Content/Presentation. EDUC 3200 (Foundations of American Education). Created a Study Skills module for face-to-face and online sections of a undergraduate Foundations Course.  The module consists of study skills instructions for taking objective tests and comprehending information in textbooks based upon the faculty member's expertise in these areas.  The module provides students with practice taking objective tests and identifying major points in a section of a textbook chapter.  The module contains information about Bloom's Taxonomy and critical thinking.  The module contains links to a Bloom's Taxonomy Game and videos on critical thinking.**

**2012-2013 – Innovations in Course Content/Presentation. EDUC 3200 (Foundations of American Education). Created a Research Module for face-to-face and online sections of an undergraduate Foundations of Education Course.  The module includes a folder containing activities and links to sources that provide information on identifying research articles, using citation formats appropriately, an interactive tutorial providing practice using APA formatting, and a folder created by a librarian providing information about library services available to students.**

**2005-2006 - Innovations in Course Content / Presentation. LEED 8020 (Politics and Power in Education). Joined the Politics of Education Association and used the expertise of the group members to re-design LEED 8020 for a focus on higher education rather than k-12; selected THE POLITICS OF HIGHER EDUCATION for the course textbook.**

**2005-2006 - Innovations in Course Content / Presentation. LEED 8050 (Ethics in Educational Leadership). Created a course pack for this class that contains scales appropriate for measuring leader ethics. Incorporated case studies that involved higher education and k-12 work settings.**

**2005-2006 - Innovations in Course Content / Presentation. LEED 7470 (Introductory Statistics; a substitute course for School Business Management). Developed a hypothetical mini-study to simulate the research process from the development of hypotheses to data analysis using SPSS.**

**2005-2006 - Innovations in Course Content / Presentation. LEED 8045 (Cases and Concepts in Educational Leadership). Used actions of educational leaders whose institutions were affected by Hurricane Katrina to assess the usefulness of prevailing leadership theories**

**2005-2006 - Innovations in Course Content / Presentation. LEED 8015 (Doctoral Seminar in Human Resource Development). Added a module on finance to the syllabus; created a 'Topics and Activities' handout that helps adult learners identify important class discussion points**

**2005-2006 - Innovations in Course Content / Presentation. LEED 8060 (Program Evaluation). Introduced students to the Delphi Technique for collecting data; provided students with activities that gave them practice carrying out formative and summative evaluations.**

**Last updated by member on 22-Sep-12 (10:54 AM)**

**David J. Siegel, Ph.D.**
**Associate Professor**
**Higher, Adult, & Counselor Education**
**College of Education**
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## Education

**Degrees**

**Ph.D.   ,  University of Michigan, Ann Arbor,  --N/A--**

## Employment History

**Academic Experience**

**Program Coordinator, Ed.D. in Higher Education Leadership, East Carolina University (August, 2009 - Present).**

**Associate Professor, East Carolina University (2004 - Present).**

**Fulbright Specialist, University of Johannesburg (August, 2011 - September, 2011).**

**Director, Corporate & Foundation Relations, University of North Carolina at Chapel Hill, Kenan-Flagler Business School (2001 - 2004).**

**Regional Director, Western States Development, University of Michigan Law School (1999 - 2001).**

**Graduate Assistant, University of Michigan Law School (1997 - 1999).**

**Graduate Assistant, Central Development, University of Michigan (1994 - 1997).**

**Associate Director of Services, Institutional Advancement, Emory University (1992 - 1994).**

**Interim Director of Research, Institutional Advancement, Emory University (1993 - 1993).**

**Graduate Assistant, Continuing Education, University of South Carolina (1991 - 1992).**

**Non-Academic Experience**

**National**

**Assistant Branch Manager; Director of College Recruiting; Management Training Program, First Union Corporation (1988 - 1991).**

## Other Relevant Experiences and Profession Memberships

**Professional Development**

**2011-2012:  DE Modules. Greenville, Virtual.**

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## Honors

**Honors/Awards**

**2011-2012:  Fulbright Specialist Grant, University of Johannesburg J. William Fulbright Foreign Scholarship Board, Bureau of Education and Cultural Affairs of the Department of State, and the Council for International Exchange of Scholars.**

**Other Honors and Awards**

**2011-2012 -  Other : Featured Speaker, ECU College of Education Advisory Board (to share Fulbright experience), October 14, 2011.**

**2011-2012 -  Other : Featured Speaker, Qualitative Research Brownbag, ECU College of Education (to share Fulbright experience), November 10, 2011.**

**2011-2012 -  Other : Keynote Speaker, Global Education Symposium, Edgecombe Community College, March 1, 2012. Speech titled Beyond Borders: Higher Education and Global Social Change.**

**2011-2012 -  Other : External Review in support of Prof. Michael Harris's bid for associate professor at Southern Methodist University**

**2011-2012 -  Other : External Review in support of Prof. T. Gregory Barrett's bid for full professor at the University of Arkansas-Little Rock**

**2008-2009 -  Other : Letter of support for Prof. T. Gregory Barrett's nomination for research award, University of Arkansas-Little Rock**

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## Publications

**Articles in Journals**

**Siegel, D. J. (2012).  Beyond the Academic-Corporate Divide.  *Academe, 98 (1)*, 29-31.**

**Siegel, D. J. (2009).  In Praise of Education as a Time-Release Capsule.  *About Campus, 14 (4)*, 26-29.**

**Siegel, D. J. (2010).  Why Universities Join Cross-Sector Social Partnerships: Theory and Evidence.  *Journal of Higher Education Outreach and Engagement, 14 (1)*, 30.**

**Siegel, D. J. (2009).  A Play on Work.  *Chronicle of Higher Education*.**

**Siegel, D. J. (2008).  Framing Involvement: Rationale Construction in an Interorganizational Collaboration.  *Journal of Further and Higher Education, 32 (3)*, 20.**

**Siegel, D. J. (2008).  A Network Approach to Preparing Underrepresented Students: The LEAD Model.  *Innovative Higher Education, 32 (4)*, 13.**

**Siegel, D. J. (2007).  Applying the Principles: Campus Reports from Six Universities.  *Journal of Ethics in Leadership, 3 (1)*, 3.**

**Siegel, D. J. (2008).  Building a Pipeline for Diversity Through Intersectoral Collaboration.  *Higher Education, 55 (5)*, 17.**

**Siegel, D. J. (2007).  Constructive Engagement With the Corporation.  *Academe, 93 (6)*, 4.**

**Siegel, D. J. (2008).  Making the Familiar Campus Strange.  *Liberal Education, 94 (2)*, 48-51.**

**Siegel, D. J. (2007).  The Role of Partnership in Shaping the Diversity Agenda.  *Tertiary Education and Management, 13 (2)*, 11.**

Siegel, D. J. (2008). The Use of Outside Voices in Increasing Faculty Diversity. *Diverse Issues in Higher Education, 24 (24)*, 1.

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Siegel, D. J. (2006). The Diversity Project as a Joint Venture: How Higher Education and Industry Collaborate to Move the Needle of Progress. *Industry & Higher Education, 20 (3)*, 165-174.

Poock, M. C. & Siegel, D. J. (2005). Benchmarking Graduate School Development Practices. *International Journal of Educational Advancement, 6 (1)*, 11-19.

Siegel, D. J. (2005). The Business Case for Diversity and It's Role in the Academy. *Diverse Issues in Higher Education, 22 (17)*, 41.

Siegel, D. J., Carchidi, D. M., & Rosevear, S. G. (1999). Comparing New Forms of Higher Education Organisations at Start-Up. *Tertiary Education and Management, 5 (3)*, 279-296.

**Books, Monographs, Compilations, Manuals**

Knapp, J. C. & Siegel, D. J. (2009). *The Business of Higher Education: Volume 1 (Leadership and Culture)*. Santa Barbara, CA: Praeger.

Knapp, J. C. & Siegel, D. J. (2009). *The Business of Higher Education: Volume 2 (Management and Fiscal Strategies)*. Santa Barbara, CA: Praeger.

Knapp, J. C. & Siegel, D. J. (2009). *The Business of Higher Education: Volume 3 (Marketing and Consumer Interests)*. Santa Barbara, CA: Praeger.

Siegel, D. J. (2010). *Organizing for Social Partnership: Higher Education in Cross-Sector Collaboration*. New York: Routledge.

Siegel, D. J. (2003). *The Call for Diversity: Pressure, Expectation, and Organizational Response in the Postsecondary Setting*. New York: RoutledgeFalmer.

**Chapters, Cases, Readings, Supplements**

Knapp, J. C. & Siegel, D. J. (2009). General Introduction, In John C. Knapp and David J. Siegel (Eds.), *The Business of Higher Education* (pp. xi-xiv). Santa Barbara, CA: Praeger.

Siegel, D. J. (2009). Changing the Subject: Collective Action as a New Form of Corporate Influence, In John C. Knapp and David J. Siegel (Eds.), *The Business of Higher Education: Volume 1 (Leadership and Culture)* (pp. 31-51). Santa Barbara, CA: Praeger.

DeLuca, C. C. & Siegel, D. J. (2009). Developing and Sustaining Academic-Corporate Alliances, In John C. Knapp and David J. Siegel (Eds.), *The Business of Higher Education: Volume 2 (Management and Fiscal Strategies)* (pp. 147-173). Santa Barbara, CA: Praeger.

Siegel, D. J. (2008). Balancing Public and Private Selves: In Search of the Mean, In Laura Dabundo (Ed.), *Wintering Into Wisdom* (pp. 119-131). Kennesaw, GA: Kennesaw State University Press.

Siegel, D. J. & Siegel, M. J. (2007). Cross-Sector Collaboration in the Public Interest, In John C. Knapp (Ed.), *For the Common Good: The Ethics of Leadership in the 21st Century* (pp. 121-136). Westport, CT: Praeger.

**Courses Taught**

**Prior to Fall 2007**

| TERM | YEAR | CRS NAM | CRS NBR | SECT |
|------|------|---------|---------|------|
| 5 | 2005 | LEED | 8040 | 601 |
| 4 | 2005 | LEED | 8010 | 999 |
| 3 | 2005 | EDUC | 7430 | 191 |
| 3 | 2005 | LEED | 8010 | 200 |
| 3 | 2005 | LEED | 8030 | 999 |
| 1 | 2005 | LEED | 7470 | 191 |
| 1 | 2005 | LEED | 9000 | 192 |
| 4 | 2005 | LEED | 7415 | 601 |
| 5 | 2006 | LEED | 8010 | 999 |
| 5 | 2006 | LEED | 8030 | 001 |
| 3 | 2006 | LEED | 9000 | 192 |
| 5 | 2006 | LEED | 7415 | 601 |
| 1 | 2006 | LEED | 8040 | 601 |
| 1 | 2006 | LEED | 8991 | 002 |
| 1 | 2006 | LEED | 9000 | 009 |
| 3 | 2006 | EDUC | 7440 | 192 |
| 3 | 2007 | LEED | 9000 | 010 |
| 3 | 2007 | LEED | 8010 | 800 |
| 3 | 2007 | LEED | 8060 | 001 |
| 3 | 2007 | LEED | 8992 | 003 |
| 5 | 2007 | LEED | 8020 | 601 |
| 5 | 2007 | LEED | 8020 | 001 |

**Since Fall 2007**

| ACADEMIC PERIOD | SUBJECT | COURSE NUMBER | OFFERING NUMBER |
|---|---|---|---|
| 200780 | LEED | 8010 | 999 |
| 200780 | LEED | 9000 | 009 |
| 200780 | LEED | 7520 | 800 |
| 200780 | LEED | 8991 | 802 |
| 200830 | LEED | 8010 | 001 |
| 200830 | LEED | 8992 | 802 |
| 200830 | LEED | 9000 | 009 |
| 200840 | LEED | 6801 | 605 |
| 200840 | LEED | 9000 | 999 |
| 200860 | LEED | 8430 | 601 |
| 200860 | LEED | 9000 | 999 |
| 200880 | LEED | 6801 | 001 |
| 200880 | LEED | 7420 | 601 |
| 200880 | LEED | 8440 | 800 |
| 200880 | LEED | 9000 | 014 |
| 200930 | LEED | 6802 | 002 |
| 200930 | LEED | 8060 | 800 |
| 200930 | LEED | 9000 | 010 |
| 200960 | LEED | 8030 | 601 |
| 200980 | LEED | 7415 | 601 |
| 200980 | LEED | 9000 | 008 |

| | | | |
|---|---|---|---|
| 200980 | LEED | 7520 | 002 |
| 200980 | LEED | 8440 | 999 |
| 201030 | LEED | 6802 | 001 |
| 201030 | LEED | 8010 | 002 |
| 201030 | LEED | 9000 | 012 |
| 201030 | LEED | 9000 | 016 |
| 201040 | LEED | 8040 | 001 |
| 201040 | LEED | 8040 | 002 |
| 201080 | LEED | 8035 | 604 |
| 201080 | LEED | 7520 | 606 |
| 201080 | LEED | 9000 | 606 |
| 201080 | LEED | 9000 | 012 |
| 201130 | LEED | 8010 | 605 |
| 201130 | LEED | 8430 | 602 |
| 201130 | LEED | 9000 | 610 |
| 201130 | LEED | 9000 | 005 |
| 201140 | LEED | 8040 | 001 |
| 201160 | LEED | 8060 | 602 |
| 201180 | LEED | 8440 | 602 |
| 201180 | LEED | 9000 | 605 |
| 201180 | LEED | 9000 | 009 |
| 201180 | LEED | 7520 | 001 |
| 201230 | LEED | 8430 | 601 |
| 201230 | LEED | 8430 | 603 |

| | | | |
|---|---|---|---|
| 201230 | LEED | 9000 | 610 |
| 201230 | LEED | 9000 | 004 |
| 201230 | LEED | 7521 | 001 |
| 201240 | LEED | 8030 | 001 |
| 201260 | LEED | 8060 | 601 |
| 201280 | LEED | 8035 | 001 |
| 201280 | LEED | 8440 | 001 |
| 201280 | LEED | 9000 | 601 |
| 201280 | LEED | 9000 | 602 |

**Teaching Activities**

**Course (Existing) - Compensated Redesign**

**2010-2011 - Course (Existing) - Compensated Redesign. LEED 8040 - taught two sections in Summer I 2010**

**2008-2009 - Course (Existing) - Compensated Redesign. LEED 9000 - Dissertation Hours (Fall 2008)**

**2008-2009 - Course (Existing) - Compensated Redesign. LEED 9000 - Dissertation Hours (Spring 2009)**

**2008-2009 - Course (Existing) - Compensated Redesign. LEED 7420 - Theories of Educational Administration (Fall 2008)**

**2008-2009 - Course (Existing) - Compensated Redesign. LEED 6801 - Strategic Problem Solving (Fall 2008)**

**2008-2009 - Course (Existing) - Compensated Redesign. LEED 6801 - Strategic Problem Solving (SS1)**

**2008-2009 - Course (Existing) - Compensated Redesign. LEED 8430 - Qualitative Research in Educational Leadership(SS2)**

**2008-2009 - Course (Existing) - Compensated Redesign. LEED 6802 - Reflecting and Communicating About Educational Issues (Spring 2009)**

**2008-2009 - Course (Existing) - Compensated Redesign. LEED 8060 - Program Evaluation (Spring 2009)**

**2008-2009 - Course (Existing) - Compensated Redesign. LEED 8440 - Applied Research Design in Educational Leadership (Fall 2008)**

**2007-2008 - Course (Existing) - Compensated Redesign. LEED 9000 - Dissertation Hours (Spring)**

**2007-2008 - Course (Existing) - Compensated Redesign. LEED 8991 - Internship (Fall)**

**2007-2008 - Course (Existing) - Compensated Redesign. LEED 8010 - Organizational Theory and Culture**

**2007-2008 - Course (Existing) - Compensated Redesign. LEED 8010 - Organizational Theory and Culture (Independent Study)**

**2007-2008 - Course (Existing) - Compensated Redesign. LEED 8992 - Internship (Spring)**

**2007-2008 - Course (Existing) - Compensated Redesign. LEED 9000 - Dissertation Hours (Fall)**

**Course (New) - Creation/Delivery: Online**

**2007-2008 - Course (New) - Creation/Delivery: Online. LEED 7520 - Higher Education and Society**

**Thesis / Dissertation Committee - Chair**

**2011-2012 - Thesis / Dissertation Committee - Chair. 6 students. Laurie Limbrick-Thompson, Morgan Daughety, Shelly Myers, Gene Smith, Brad McAllister, Lysa Kosak**

**2010-2011 - Thesis / Dissertation Committee - Chair. 7 students. Kendra Harris (completed), Tim Wright (completed), Laurie Limbrick-Thompson, Morgan Daughety, Shelly Myers, Gene Smith, Brad McAllister**

**2008-2009 - Thesis / Dissertation Committee - Chair. 10 students. Chaired dissertations - Sondra English (completed), John Paul Black (completed), Laurie Limbrick-Thompson, Kendra Harris, Tim Wright, Tracey Ivey, Michele Myers, Angela Kearney (co-chair), Lysa Kosak, Morgan Daughety.**

**2007-2008 - Thesis / Dissertation Committee - Chair. John Paul Black, Ralph M. Daughety, Cindy DeLuca, Sondra English, Lysa A. Kosak, Laurie T. Limbrick-Thompson, Jeffrey C. Marshall, Christine C. Weaver**

**2006-2007 - Thesis / Dissertation Committee - Chair. Dissertation Chair for Maggie Olszewska (completed)**

**2005-2006 - Thesis / Dissertation Committee - Chair. Dissertation Chair for Judith Mann (completed)**

**Thesis / Dissertation Committee - Member**

**2011-2012 - Thesis / Dissertation Committee - Member. 2 students. Rex Howard (methodologist), Nannette Lowe**

**2010-2011 - Thesis / Dissertation Committee - Member. 3 students. Angela Kearney, Rex Howard (methdologist), Laurie Manning**

**2007-2008 - Thesis / Dissertation Committee - Member. Laura Hummell, William Sypawka**

**Innovations in Course Content / Presentation**

**2007-2008 - Innovations in Course Content / Presentation. Designed and delivered a new course -- Higher Education and Society -- under the auspices of LEED 7520.**

**Other Teaching Activities**

**2011-2012 - Other Teaching Activities. Per terms of Fulbright grant, developed a course unit on diversity in the workplace to be used by management faculty at the University of Johannesburg.**

**Last updated by member on 24-Sep-12 (10:58 AM)**

**Appendix E.  Biennial Progress Report Format**

**Appendix F.  EPPC Unit Academic Program Review Criteria**

**Appendix G.  Student Presentations and Publications (for Cohorts 2009-2010)**

| Conference Presentations |
| --- |

**Bilbro-Berry, L. C.**  (2012).  *Qualitative Analysis of Student Experiences within a Virtual Delivery 2+2 Elementary Education Cohort.*  Paper presented at AACTE National Conference, Chicago, Illinois, February 2012.

**Bilbro-Berry, L.**  (2011).  *Qualitative Analysis of Student Experiences within a Virtual Delivery 2+2 Elementary Education Cohort.*   Papter presented at NC- ACTE Conference, Raleigh, North Carolina, September 2011.

**Bilbro-Berry, L. C.**, Lys, D. B., Covington, V. M. , & Locklear, C. D.  (2010).  *Four Years Later: Reexamining the University Center Teacher Preparation Model.* Paper presented at NC- Association for Colleges of Teacher Education (NCACTE), Raleigh, North Carolina, September 2010.

Conzen, C., & **Severy, M.**  (2012).  *Intentional Leadership*.  Paper presented at National Association of Campus Activities, Charlotte, NC, February 2012.

**Davis, C.**, Walpole, M., & Chambers, C.  (2012).  *A Comparison of Black Greek Letter Organization GPAs in Predominantly White and Historically Black Institutions*.  Paper presented at the American Educational Researchers Association, Vancouver, British Columbia.

**Hall, D. G., Adams, A., Hodges, T., Moore, S., Little, R., Hoover-Plonk, S**., & McFadden, C. C.  (2012).  *Advancing Active Learning with Adult Learners*.  Paper presented at Lilly Conference on College & University Teaching and Learning, Washington, D.C., July 1.

Lys, D. B., **Bilbro-Berry, L. C.**, Covington, V. M. , & Locklear, C. D.  (2011).  *Four Years Later: Reexamining the University Center Teacher Preparation Model.*  Paper presented at AACTE National Conference, San Diego, California, February 2011.

**Pharr, M.**, & McFadden, C. (2011). *Out with the old and in with the new: Stop the lectures, throw out the textbooks, and create student-engaged learning*. Paper presented at the International Society for Exploring Teaching and Learning, San Diego, CA, October 2011.

**Severy, M.**, & Conzen, C.  (2012).  *Managing Sucks: The Challenges and Opportunities of Moving Up*.  Roundtable presented at ACPA College Students International, Louisville, KY, March 2012.

**Severy, M.**, & Obergefell, B.  (2012).  *Social media in the job search*.  Paper presented at ACPA College Students International, Louisville, KY, March 2012.

Severy, M., & Obergefell, B. (2011). *From arbitrary to intentional: Expanding a comprehensive leadership program.* Paper presented at National Association of Campus Activities South Region Conference, Myrtle Beach, SC, October 2011.

Severy, M., Obergefell, B., Conzen, C., Kane, C., & Ginese, J. (2012). *From clicks to connections beyond campus: Learning leadership through technology.* Paper presented at National Association of Campus Activities National Conference, Charlotte, NC, February 2012.

Severy, M., Obergefell, B., & Ramsey, P. (2012). *From arbitrary to intentional: Expanding a comprehensive leadership program.* Paper presented at National Association of Campus Activities National Conference, Charlotte, NC, February 2012.

Shannon, A. (2011). *Reaching for the Stars: Helping Student Veterans Achieve New Heights in Higher Education.* Paper presented at National Academic Advisor Association (NACADA) Annual Conference, October 2011.

## Publications

McFadden, C., **Hall, D., Adams, A., Hodges, T., Little, R. Moore, S., & Hoover-Plonk, R.** (in press). Advancing active learning with adult learners. In V. Wang (Ed.), *Handbook of Research on Teaching and Learning in K-20 Education.* Hersey, PA: IGI Global.

**Hodges, A.** (2010). Venture to a new frontier, your local high school: The need for partnerships between post-secondary academic advisors and secondary school counselors. *Academic Advising Today, 33*(4), Kansas State University: National Academic Advising Association.

Wilson, J., **Little, N. R.**, & Novick, L. F. (in press, 2012). Estimating Medically Fragile Populations in Storm Surge Zones: a GIS application. *Journal of Emergency Management.*

**Pharr, M. S., Arnold, K. R., Prince, T. G., Davis, C., Brown, Jr., L.,** McFadden, C., & Maahs-Fladung, C. (2012). Creating engaged learning in higher education. *Academic Exchange Quarterly, 16*(2), 80-85.

**Severy, M.**, & Obergefell, B. (2012). Using Technology in Leadership Development: An Overview. *National Clearinghouse for Leadership Programs: Concepts & Connections. 18*(3), 1-4.

**Shannon, A.** (2012). Reaching for the stars: Helping student veterans achieve new heights in higher education. *NACADA Clearinghouse Journal.*