



## Florida Atlantic University Academic Program Review Self-Study Report

Program:	<u>Educational Leadership Degree Programs:</u> Adult and Community Education Leadership Higher Education Leadership School Leadership
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## Table of Contents

<i>A. Mission and Purpose of the Program</i> .....	6
<i>B. Previous External Reviews</i> .....	7
<i>C. Instruction</i> .....	8
i. Admissions criteria.....	9
ii. Enrollment information (DDI B4, C1 and C2).....	11
iii. Average class size and faculty/student ratio .....	15
iv. Curriculum.....	17
v. Internships, practicum, study abroad, field experiences.....	19
vi. Pedagogy/pedagogical innovations .....	21
vii. Scope of institutional contributions.....	22
viii. Student profile.....	23
ix. Advising procedures .....	25
x. Licensure rates (if applicable) .....	26
xi. Placement rates/employment profile .....	26
xii. Retention rates .....	27
xiii. Graduation rates .....	28
xiv. Student recruitment .....	29
<i>D. Faculty</i> .....	30
i. Administrative Structure.....	30
ii. Faculty profile.....	32
iii. Faculty teaching load.....	33
iv. Summary of faculty research productivity .....	35
v. Strategic planning for hires.....	36
vi. Abbreviated faculty CVs (see Appendix E) .....	37
i. Review of part II of the department dashboard indicators.....	37
ii. Interdisciplinary efforts and community engagement efforts.....	37
iii. Establishment of goals for research.....	37
iv. Assessment of how well goals are being met .....	37
<i>E. Service/Community Engagement for Department/School</i> .....	38
i. Community engagement.....	38
ii. Review of part III of the departmental dashboard indicators for Department/School .....	38
iii. Establishment of goals for service.....	38
iv. Assessment of how well goals are being met .....	39
<i>F. Other Program Goals for School or College</i> .....	39

i. Describe and assess how well goals are being met.....	40
<i>G. Strengths and opportunities that support achievement of program goals for School or College.....</i>	<i>40</i>
<i>H. Weaknesses and threats that impede program progress for School or College.....</i>	<i>42</i>
<i>I. Resource analysis for School or College.....</i>	<i>43</i>
<i>J. Future Directions for School or College.....</i>	<i>45</i>
<i>K. Student Feedback.....</i>	<i>46</i>

**List of Tables**

<i>Table 1: DDI B4 Headcount Enrollment.....</i>	<i>12</i>
<i>Table 2: Department Admissions.....</i>	<i>12</i>
<i>Table 3: DDI C1 Annualized State-Fundable FTE Produced By Level.....</i>	<i>13</i>
<i>Table 4: DDI C2: Annualized State-Fundable FTE.....</i>	<i>13</i>
<i>Table 5: DDI B3 Average Course Section Size and Percent of Sections Taught by Faculty.....</i>	<i>15</i>
<i>Table 6: DDI D1 Annualized FTE Produced Per Instructional Person-Year.....</i>	<i>15</i>
<i>Table 7: DDI D2 Degrees Awarded Per Faculty Instructional Person Year.....</i>	<i>16</i>
<i>Table 8: DDI B4 Majors Enrolled By Level (Annual Headcount).....</i>	<i>22</i>
<i>Table 9: Student Enrollment by Gender and Ethnicity.....</i>	<i>23</i>
<i>Table 10: Average FELE Performance 2018-22.....</i>	<i>25</i>
<i>Table 11: Retention for Students Admitted in Fall 2018-19.....</i>	<i>27</i>
<i>Table 12: Graduate Data Trends by Term.....</i>	<i>28</i>
<i>Table 13: Graduates by Program Area 2016-22.....</i>	<i>28</i>
<i>Table 14: Leadership Studies Minor Productivity 2015-22.....</i>	<i>30</i>

<i>Table 15: Leadership Studies Enrollment History .....</i>	30
<i>Table 16: DDI B2 Instructional Faculty and Adjuncts by Gender and Ethnicity .....</i>	31
<i>Table 17: Faculty Person Years and FTE Devoted to Research .....</i>	34
<i>Table 18: Research/Scholarly Productivity/Efficiency Data .....</i>	34
<i>Table 19: DDI C 1-3 Efficiency Service Data .....</i>	37
<i>Table 20: SPOT Ratings of Instructors .....</i>	45
<b>APPENDICES</b>	
<i>Appendix A: Florida Department of Education Program Approval .....</i>	48
<i>Appendix B: Student Learning Outcomes – Educational Leadership and Research Methodology .....</i>	51
<i>Appendix C: Diversity Data Report – 2020-21 .....</i>	96
<i>Appendix D: College of Education Organizational Chart .....</i>	137
<i>Appendix E: Employer Satisfaction Survey Executive Report – 2020 .....</i>	138
<i>Appendix F: Faculty Abbreviated CVs .....</i>	154



## **A. Mission and Purpose of the Program**

In September of 2018, the Department of Educational Leadership and Research Methodology engaged in a yearlong strategic thinking project lead by the department's Quality Committee that culminated in the document presented below identifying our vision, mission, and values. The faculty unanimously voted to approve this foundational document in September of 2019.

### ***Our Vision***

We strive for a transparent, caring and ethical environment that cultivates educational leadership pioneers who through integrity, social justice and knowledge, shape a better world that promotes human dignity.

### ***Our Mission***

The Department of Educational Leadership and Research Methodology at Florida Atlantic University is a community of scholars engaged in four program areas: Adult and Community Education, Higher Education Leadership, School Leaders, and Research Methodology. We focus on the preparation and support of practitioners, leaders and researchers in Florida, the nation and the international community through our research, courses, undergraduate and graduate programs, professional learning and community service.

### ***Our Five Values***

#### **Integrity**

We strive to act with honesty, transparency, and respect.

#### **Learning Community**

We strive to be an evolving community of learners grounded in collegiality, collaboration and mentorship.

#### **Social Justice, Diversity, Equity and Inclusion**

We strive to promote a society where individuals and cultures are valued, where all have equitable opportunities, and where all inhabit an inclusive environment that is safe physically, emotionally, and socially.

#### **Innovative Action**

We strive at both an individual and systemic level to engage continuously in discovery, reflection, and the creation and application of knowledge.

#### **Excellence**

We strive for quality in everything we do individually and collectively.  
With our values, we strive to align our words and actions.

***Link to FAU Strategic Plan for the Race to Excellence***

The Strategic Vision statement of the department (including the department's Mission, Values, Aspiration and Priorities) aligns with many components of the FAU's Strategic Plan for the Race to Excellence. Platforms related to Community Engagement; Global Perspectives and Participation; as well as Leadership, Innovation and Entrepreneurship are clearly aligned with the department's Strategic Vision statement. Other areas related to a commitment to excellence (Quality), professional development of faculty, and interdisciplinary approaches to research are additional areas of alignment.

- Community Engagement and Economic Development
- Diversity
- Global Perspectives and Participation
- Healthy and Environmentally Sustainable Campus
- Leadership, Innovation and Entrepreneurship
- Peace, Justice, and Human Rights

## **B. Previous External Reviews**

All degree and certification programs in the Department fall under the categories of both academic (Ph.D.) and professional (Ed.S., M.Ed.) programs. The programs are aligned with standards at the national level [Council for the Accreditation of Educator Preparation (formerly National Council for Accreditation of Teacher Education), Florida Educational Leadership (FELE) Competencies and Skills, Florida Professional Leadership Standards (FPLS), Professional Standards for Educational Leadership (PSEL), National Educational Leadership Professional Standards (NELPS), Association for the Study of Higher Education (ASHE), University Council for Educational Administration (UCEA), Commission of Professors of Adult Education, Knowledges, Attitudes, and Skills in Adult and Community Education, Institution for the Professional Development of Adult Educators, English for Speakers of Other Languages, GED Preparation Program, and state and professional accrediting agencies, in particular the Florida State Department of Education which confers licensure on school leadership program completers, adult and community education completers, and career/workforce education postsecondary completers. FAU is a full UCEA University member institution which sets the highest national and international standards in the field.

The School Leaders Master's/Specialist Program is approved by the Florida Department of Education for Educational Leadership (Appendix A). Consequently, the program is also reviewed annually by peer reviewed electronic Institutional Program Evaluation Plan (eIPEP) reports.

The program is then reviewed every 5 years through a peer reviewed site visit. The School Leaders faculty is submitted their eIPEP this fall and the external review will be scheduled for the Spring of 2023.

During the 2016-17 academic year the School Leaders program went through an extensive review of their program in collaboration with school district partners in Broward, Palm Beach, and St. Lucie Counties. A selfstudy and external review were conducted by Quality Measures. Based upon the findings from this review the curriculum for the master's degree was completely redesigned. A Quality Measures review was repeated in 2019-20 where further modifications were made in collaboration with school district partners, including new partners from Martin, Okeechobee and Ocoola school districts.

Finally, the School Leaders Program was reviewed by the Council for the Accreditation of Educational Programs (CAEP) in 2022 as part of the College of Education Accreditation Review. No areas of weakness or need for program improvement were identified.

Other reviews of all the programs in the department including Higher Education Leadership and Adult and Community Education Leadership (ACE) have occurred through the university SACS review and internal reviews by state standards and national organizational standards entities. The last APR review of all department programs was conducted in 2015-2016.

### **C. Instruction**

#### ***Establishment of Student Learning Outcomes (SLOs)***

The College uses an assessment tool, Livetext, for all competencies assessed as critical assignments. Student Learning Outcomes (SLOs) are mapped to specific indicators in course assignments and scored by faculty using competency rubrics. Livetext merges student demographic data from university systems for use in an assessment tool format with both aggregate and disaggregate reporting features available. Resulting data are available to faculty as disaggregate student performance data and are shared as aggregate data for use in program evaluation. Content validity is addressed with the commitment to faculty designed rubrics, and constant revision of rubric language and focus based on review by program faculty.

Student Learning Outcomes Assessments (SLOAs), with assessments and program improvement plans are presented for the Higher Education Leadership master's degree and the School Leadership master's degree, the Specialist degree in Adult and Community Education (ACE) and School Leadership Specialist degrees, and the PhD programs with tracks in School Leadership, ACE and Higher Education. Each program has student outcomes identified in areas of Critical Thinking, Communication and Content Knowledge. See Appendix B for outcomes by degree and program area.

#### ***Assessment of SLOAs and Program Improvement***

At the Master's and Specialist Degree levels competencies are embedded in selected courses. These competencies are assessed using rubrics leveled as Exemplary, Satisfactory, Emerging and Unsatisfactory. All students are required to achieve a score of at least Meets Expectations on the competency to earn a passing score in the class. At the Doctoral level assessments occur for the Qualifying (also known as Comprehensive) Exam, Doctoral Dissertation Proposal Defense, and the Dissertation Defense. Rubrics are also used to score and evaluate these assessments. Consequently, proficiency on all program outcomes must be demonstrated for students matriculate successfully through the program. Assessments and program improvements for each program can be found in Appendix B.

Program Improvement is evident throughout the department in all program areas. Due to declining enrollments in the Higher Education master's degree, triggered by institutional changes in the university's funding support for graduate assistantships the faculty are transitioning the program to completely on-line with the mixture of synchronous and asynchronous course delivery options.

Program improvement in the ACE Master's degree program has relied on a shared-market focus and has been completely restructured since the last APR review. The master's program has been offered on-line and has been marketed extensively. A sustainability strand is embedded in the program. ACE courses for the ACE Specialist and Doctorate level are available online, face-to-face, and in blended delivery models. Students through field



projects, internships, and directed conferences are engaged in their communities, both professional and experientially.

Unfortunately, due to resignation of a faculty member, the ACE Master's degree has a freeze on admission that has been instituted effective for the 2023 Spring semester. This action was necessitated with the resignation of a faculty member who had primary responsibility for the advising and coordination in this program. At the PhD level, the same action has taken place due to the recently announced retirement of a full professor that was coordinating and advising in the ACE PhD program area. With no current faculty now in the ACE program area, the department is working with the FAU administration to determine the future of this program area. In the recent history of the program, faculty from other disciplines within the Department and the College have shared their expertise with the ACE students at all levels.

The School Leaders Program was re-designed in 2017, in collaboration with school district partners. The School Leaders Master's degree program is committed to partnering with area school districts in the delivery and continuing development of our programs. Strong partnerships are currently underway in Broward County School District, Palm Beach County School District, St. Lucie School District, Martin County School District, Okeechobee County School District and the Osceola County School District. (it should be noted that Palm Beach and Broward are two of the largest school districts in the nation).

Since the COVID-19 pandemic, department Master's and PhD courses have primarily been offered in online and blended models. Students engage in experiential field projects, internships and directed conferences. Students in the undergraduate leadership minor program also engage in capstone projects that have made meaningful contributions to the community.

At the doctoral levels all program areas have worked together to completely revise the protocol and content of the Qualifying Exams. Additional program revisions have occurred in both the Higher Education and School Leaders programs in the Professional Knowledge areas of the PhD curriculum.

### ***Graduate Programs***

**Limited Access** The department offers graduate degrees at the Master's, Specialist and Doctoral levels. Applications are reviewed by faculty members where a variety of criteria are considered including experience, a writing sample, a goals statement, a sponsor statement (school leaders), letters of recommendation, resume, and an interview (doctoral program and School Leaders master's degree).

### ***Admissions criteria***

The admission process for the School Leader's Master's partnership programs is as follows:

- This program requires the candidate to be nominated by their school principal.
- All principals will receive a memo about the program in early fall and interested principals will attend a mandatory principal information session.
- Principals who attended the information session will receive a link to the nomination system to submit nominations online.

- Upon principal nomination, nominees will be invited to an information session; Attendance at the information session is required.
- Nominees who attended the information session will receive an email with a link to apply. Note: Nominees who have already earned a master’s degree can earn a second master’s degree or apply to the Specialist Program that includes additional course work after the 22-month long Master’s portion of the program has been completed. Prospective candidates should reach out to the Program Coordinator to see if you are eligible for the Specialist track.

### ***Application Process for Admission to the Program***

After the Information Session, nominees will receive an email containing the link to apply to the program

- Complete the online application.
- The candidate must prepare the following documents to upload to the university GradCAS portal:
  1. Unofficial undergraduate transcripts

Note: All official transcripts will be sent into the Graduate College in addition to uploading an unofficial copy to the application.

2. Unofficial graduate transcripts (if applicable)
3. Application essay (The essay prompt will be provided in the email that will contain the application link.)
4. Professional resume.
5. Copy of the candidate’s Florida Professional Certificate
6. Teacher evaluations for the 3 years prior to applying
7. Contact information for the candidate’s nominating principal or district leader and one additional person of the candidate’s choice who will complete a recommendation letter for the candidate, • Participate in an admissions interview and timed writing activity that will be scheduled as part of the admissions process.

The admission process for the School Leaders IDEAL Master’s Degree option is the same, except references to district partnership involvement.

The Higher Education Leadership and the ACE Leadership Masters/Specialist programs, as well as all PhD programs (excluding School Leaders) require that the following items must be submitted to the Graduate College for consideration for admission:

1. FAU graduate application.
2. Official transcripts from all institutions. (Undergraduate GPA of 2.5 is required for Master’s Degree and a Graduate GPA of 3.0 is required for 2nd Master’s/Specialist and Doctorate degrees);
4. Submit the following information to the Graduate College GradCAS portal:

- a. An essay that identifies career goals and how the program the student is planning to pursue will enable them to meet these goals
- b. A professional résumé
- c. Letters of professional reference: Two for the master's and specialist's programs and three for the doctoral program
- d. Participate in an interview with faculty (All PhD programs).

All application information is reviewed by faculty prior to admission decisions.

***Enrollment information (DDI B4, C1 and C2)***

Table 1, 2 and 3 demonstrate stable and healthy enrollment in the department via Departmental Dashboard Indicators (DDI). Doctoral degrees in the department have sustained healthy enrollment over a significant period. While the Master’s Degree in Higher Education Leadership has shown a decline in enrollment, the Master’s Degree in School Leaders has shown a steady and strong increase in enrollment since the last APR review. The decline in the Higher Education Master’s degree is attributed to the university decision to stop funding the tuition waivers for graduate assistants employed by FAU’s Division of Student Affairs.

The Higher Education Leadership Ph.D. program continues to be attractive, especially to full-time professionals attending part-time and the admissions and enrollments reflect this popularity. However, the university’s decision to not fund graduate research assistants and their tuition waivers has negatively impacted the ability of the program to recruit and retain full-time students interested in research.

The Higher Education Leadership (HEL) M.Ed. program has seen a significant decline in applications and enrollment due to the confluence of several factors. First, FAU decided to eliminate the tuition and fee waiver associated with graduate assistantships. Although there are 2-3 GA positions with the CLASS Office (Academic Affairs) and 1-2 positions Athletics (Athletic Advising) that still carry a tuition and fee waiver, the majority of our previous positions with SAEM now only carry a \$15 per hour stipend with no tuition/fee waiver. The impact of the lack of tuition and fee waivers on recruiting new full-time students has been devastating – the number of overall applications to the M.Ed. program went from 64 in 2019 to 57 in 2020 to 48 in 2021 and 31 in 2022. Our closest competitor for fulltime students prior to this change was Nova Southeastern University. Nova offers their incoming full-time students who work as GAs an enticing package that includes a stipend, tuition and fee waiver, and free housing. Although we were able to compete when we offered a stipend and tuition/fee waiver because many of our full-time students lived at home with their parents, once we no longer over the tuition/fee waiver we were not competitive at all. Exacerbating the situation was the COVID-19 pandemic which prompted our program to go completely virtual and spawned “The Great Resignation.” Prior to the pandemic, higher education institutions were able to get away with paying entry-level administrators’ low salaries because those entry-level administrators were willing to make less money because they believed in the mission of higher education. However, the pandemic provided people with time to reflect on their careers and suddenly many higher education administrators have chosen to leave higher education to earn more money and to have more flexible remote work arrangements (which higher ed has in general been reluctant to do). The entry-level administrators that continued to work in higher education institutions were faced with picking up the duties of people who left and candidate pools to replace them have dried up significantly. This has

impacted our part-time students who work full-time as their stress levels have risen which has had two effects on our program. One, our part-time students who work full-time have increased work and stress loads resulting in some taking leaves of absence from the program (for example, 5 in 2021-2022). Two, since our primary pool of candidates for the program is people who work full-time at FAU, Palm Beach State College, and Broward College – although many of these people would like to earn a master’s degree the job demands right now are precluding many of them from applying because they do not feel that they have the time to complete the coursework.

Initiatives in the department since the last APR review include the establishment of a new interdisciplinary Undergraduate Minor in Leadership Studies, as well as a restructured online master’s degree in Adult and Community Education Leadership.

At the master’s degree level, the School Leaders program has established additional partnership initiatives with area school districts including the following counties: Broward County Public Schools, The School District of Palm Beach County, Martin County Schools, St. Lucie County Public School District, Okeechobee County School District, and the School District of Osceola County. These school districts are fully engaged in the co-constructed curriculum, course delivery, candidate matriculation, admissions, and program review/continuous improvement. The School Leaders Program has also established a synchronous on-line option (IDEAL) for candidates that are not part of the partnership, utilizing the same curriculum framework.

**Table 1: DDI B4 Headcount Enrollment**

B 4 a Majors Enrolled By Level (Annual Headcount)  
 Educational Leadership (Program CIP: 130401)

	Educational Leadership			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
<b>Professional</b>					256
<b>Bachelors</b>				1,270	28,782
<b>Masters/Specialist</b>	242	264	298	812	4,922
<b>Doctoral</b>	157	154	159	240	1,132
<b>Unclassified</b>				34	2,706
<b>Total</b>	<b>399</b>	<b>418</b>	<b>457</b>	<b>2,356</b>	<b>37,798</b>

Source: Student Data Course File

Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

**Table 2: Department Admissions**

Admits FALL 2016 - SUMMER 2022							
Fall, Spring, Summer	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	Total
Master's School Leaders	54	78	48	68	51	54	353
Specialist School Leaders	17	21	10	8	11	16	83
PhD School Leaders	6	11	10	11	10	17	65
Master's Higher Ed	54	38	46	48	48	31	265
PhD Higher Ed	14	13	12	12	12	18	81
Master's A.C.E.	0	5	15	26	13	8	67
Specialist A.C.E.	1	0	1	0	0	3	5
PhD A.C.E.	10	7	5	6	4		32
<b>Total</b>	<b>156</b>	<b>173</b>	<b>147</b>	<b>179</b>	<b>169</b>	<b>147</b>	<b>971</b>

Source: EDLRM Department Database

Note: SL = School Leaders, HE = Higher Education Leadership, ACE = Adult and Community Educational Leadership

Higher Education Leadership Ph.D. applications and admissions have remained steady and increased slightly during the second year of the pandemic. Full-time graduate research assistants no longer receive tuition waivers from FAU and hourly stipends are less than \$15 an hour. Master’s degree admissions have been declining due to FAU no longer funding the tuition waivers for Master’s degree graduate assistants in the Division of Student Affairs. These factors have negatively impacted the ability for the Higher Education Leadership program to recruit and retain full-time students at the Ph.D. and M.Ed. levels.

The Annualized State-Fundable FTE Produced by Level (Table 3) demonstrates an increase from 2018-19 to 2020-21 across both Grad I (non-doctoral) and Grad II (doctoral) levels, and that the EDLRM department is responsible for 46% of the College of Education Annualized State-Fundable FTE at the graduate level. Table 4 shows the impact of department service courses taken by those students who are declared majors outside of the department.

What these tables do not reflect is the large number of non-fundable FTE generated by the department. For example, a large number of FAU employees are currently enrolled in the Master’s and Doctoral degree programs in Higher Education Leadership. These students do not generate fundable FTE and are not included in these data. Also, in our School Leaders programs, some students use Certificates of Participation earned through supervising teacher/principal candidates in clinical placements. Each certificate provides allowance for up to six credits within a semester and consequently, these students would also not be included in these data. A number of the students in the ELRM ACE Masters and Doctoral degree level are also from within the university community from a host of different fields, generally outside of the College of Education or from other colleges in the area.

**Table 3: DDI C1 Annualized State-Fundable FTE Produced By Level**

C 1 Annualized State-Fundable FTE Produced By Level  
Educational Leadership

	Educational Leadership			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
<b>Undergraduate Total</b>	<b>73.8</b>	<b>65.9</b>	<b>66.8</b>	<b>850.4</b>	<b>22,443.1</b>
<b>Graduate Total</b>	<b>298.7</b>	<b>289.0</b>	<b>299.1</b>	<b>648.7</b>	<b>2,588.2</b>
<b>Grad I</b>	192.0	187.8	207.1	503.0	1,988.3
<b>Grad II</b>	106.6	101.3	92.0	145.8	599.9
<b>Classroom</b>	276.9	264.5	281.8	625.7	2,423.2
<b>Thesis-Dissertation</b>	21.7	24.5	17.3	23.0	165.0
<b>Grand Total</b>	<b>372.4</b>	<b>355.0</b>	<b>365.9</b>	<b>1,499.1</b>	<b>25,031.3</b>

Source: Student Data Course File

Based On State-Fundable Credit Hours

Note: Grad I and Grad II groups will sum to Graduate Total; Classroom and Thesis-Dissertation will sum to Graduate Total.

**Table 4: DDI C2: Annualized State-Fundable FTE**

C 2 Annualized State-Fundable FTE Produced In/Out Of Department or College  
Educational Leadership

		Courses offered by:				
		Educational Leadership			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
<b>Course Level</b>	<b>FTE produced by students who are:</b>					
<b>Lower Division Undergraduate</b>	<b>Majors within the department</b>				41.0	1,054.5
	<b>Majors outside the department, but within the college</b>	0.7	0.2	0.5	25.7	3,164.0
	<b>Majors outside the college</b>	6.3	7.1	15.3	81.2	5,854.8
	<b>Total</b>	<b>7.1</b>	<b>7.3</b>	<b>15.7</b>	<b>147.8</b>	<b>10,073.3</b>
<b>Upper Division Undergraduate</b>	<b>FTE produced by students who are:</b>					
	<b>Majors within the department</b>			0.1	341.7	7,376.6
	<b>Majors outside the department, but within the college</b>	44.1	34.2	32.9	186.7	3,266.1
	<b>Majors outside the college</b>	22.6	24.4	18.1	174.2	1,727.1
	<b>Total</b>	<b>66.7</b>	<b>58.6</b>	<b>51.1</b>	<b>702.6</b>	<b>12,369.8</b>
<b>Graduate</b>	<b>FTE produced by students who are:</b>					
	<b>Majors within the department</b>	231.8	228.3	242.6	542.5	2,183.3
	<b>Majors outside the department, but within the college</b>	41.9	36.2	43.7	65.5	256.0
	<b>Majors outside the college</b>	24.9	24.5	12.8	40.7	148.9
	<b>Total</b>	<b>298.7</b>	<b>289.0</b>	<b>299.1</b>	<b>648.7</b>	<b>2,588.3</b>
<b>Total</b>	<b>FTE produced by students who are:</b>					
	<b>Majors within the department</b>	231.8	228.3	242.7	925.2	10,614.4
	<b>Majors outside the department, but within the college</b>	86.8	70.6	77.0	277.9	6,686.1
	<b>Majors outside the college</b>	53.9	56.0	46.1	296.0	7,730.8
	<b>Total</b>	<b>372.4</b>	<b>355.0</b>	<b>365.9</b>	<b>1,499.1</b>	<b>25,031.4</b>

Source: Student Data Course File  
Based On State-Fundable Credit Hours

*Average class size and faculty/student ratio*

At the graduate level the ELRM’s 2020-2021 department average section enrollment for lecture courses, seminars and for other course types (e.g. dissertations) is higher than the college mean and is slightly below the university mean

**Table 5: DDI B3 Average Course Section Size and Percent of Sections Taught by Faculty**

B 3 Average Course Section Size and Percent of Sections Taught By Faculty  
Educational Leadership

Course Level	Type			Educational Leadership			College Total	University Total
				2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Undergraduate	Lecture/Seminar	Sections Offered	#	54	51	41	355	4,855
			# Enrolled	937	877	1,023	9,342	222,128
			Avg Section Enrollment	17.4	17.2	25.0	26.3	45.8
		Sections Faculty-Taught	#	12	14	7	215	3,719
			%	22.2	27.5	17.1	60.6	76.6
	Lab	Sections Offered	#					876
			# Enrolled					17,696
			Avg Section Enrollment					20.2
		Sections Faculty-Taught	#					494
			%					56.4
	Discussion	Sections Offered	#					275
			# Enrolled					8,371
			Avg Section Enrollment					30.4
		Sections Faculty-Taught	#					208
			%					75.6
	Other Course Types	Sections Offered	#		2	7	32	1,185
			# Enrolled		23	41	223	7,580
			Avg Section Enrollment		11.5	5.9	7.0	6.4
Sections Faculty-Taught		#		0	3	19	885	
		%		0.0	42.9	59.4	74.7	
Graduate	Lecture/Seminar	Sections Offered	#	160	148	138	323	1,864
			# Enrolled	1,967	1,847	2,024	4,485	26,279
			Avg Section Enrollment	12.3	12.5	14.7	13.9	14.1
		Sections Faculty-Taught	#	108	95	110	250	1,510
			%	67.5	64.2	79.7	77.4	81.0
	Lab	Sections Offered	#					74
			# Enrolled					541
			Avg Section Enrollment					7.3
		Sections Faculty-Taught	#					35
			%					47.3
	Other Course Types	Sections Offered	#	164	159	123	276	1,888
			# Enrolled	595	569	514	926	6,497
			Avg Section Enrollment	3.6	3.6	4.2	3.4	3.4
		Sections Faculty-Taught	#	153	151	123	271	1,825
			%	93.3	95.0	100.0	98.2	96.7

Source: Instruction and Research File and Student Data Course File

Tables 6 and 7 demonstrate the high efficiency of faculty in the EDLRM department. Table 6 shows that at the graduate level, the annualized FTE produced per instructional person-year is 31.9, while the College's is 18.3 and the university's is 7.1.



**Table 6: DDI D1 Annualized FTE Produced Per Instructional Person-Year**

D 1 B Annualized Student FTE Produced Per FACULTY Instructional Person-Year (Student Faculty Ratio)  
Educational Leadership

	Educational Leadership			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
<b>Undergraduate</b>	8.0	6.7	7.1	23.9	61.6
<b>Graduate</b>	32.5	29.4	31.9	18.3	7.1
<b>Total</b>	<b>40.5</b>	<b>36.1</b>	<b>39.1</b>	<b>42.2</b>	<b>68.7</b>

Source: Instruction and Research File and Student Data Course File

Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only  
Annualized FTE (C 1) produced for each person-year devoted to instruction (B 1 department total).

**Table 7: DDI D2 Degrees Awarded Per Faculty Instructional Person Year**

D 2 Degrees Awarded Per FACULTY Instructional Person Year  
Educational Leadership (Program CIP: 130401)

	Educational Leadership			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
<b>Associates</b>	0	0	0	0	0.9
<b>Bachelors</b>	0	0	0	7.5	16.2
<b>Masters</b>	8.1	8.4	10.1	6.3	4.4
<b>Specialist</b>	0.8	0.8	1.3	0.7	0.1
<b>Doctorate</b>	1.6	1.1	1.9	0.7	0.4
<b>First Professional</b>	0	0	0	0	0.2
<b>Total</b>	<b>10.5</b>	<b>10.4</b>	<b>13.3</b>	<b>15.1</b>	<b>22.1</b>

Source: Instruction and Research File and Student Data Course File

Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only

Number of Degrees (C 3) produced for each Faculty person-year devoted to instruction (B 1 tenured, tenure-earning and non-tenure-earning faculty).

## **Curriculum**

The first curriculum strand is the Foundational Leadership core which is the first curriculum strand. Six interdisciplinary leadership core courses were developed, Lead 1 through Lead 6. Foundational Leadership courses are taught by faculty from the three program areas and taken by students across all areas. Lead 1,2,3 Core courses are taught by faculty from the three program areas and taken by students across all areas. Lead 1, 2, 3 and 4 are at the Master's degree level and Lead 5 and 6 at the Specialist and PhD levels. Lead 4 was eventually removed from the curriculum after a review by the department's Quality Committee because of redundancy found with the course when compared to the other three courses. Currently, Lead 1,2,,and 3 are the three required core courses at the Master's Degree level and Lead 5 and 6 are the two required at the PhD levels.

Professional Knowledge is the second curriculum strand. New Professional Knowledge courses were developed by faculty and focused on the program areas, i.e., Adult and Community Education Leadership (ACE), Higher Education Leadership and School Leaders

The third curriculum strand is Experiential Learning. An Experiential Learning requirement was instituted across programs, in addition to experiential learning embedded in professional knowledge and core courses. Faculty created or revamped internships, field experiences, and externships, including study abroad. A six-credit action learning capstone course at the doctoral level was designed and implemented for the School Leaders PhD program. The innovative Directed Conference course was initiated in 1999 at the American Educational Research Association Annual Meeting. The Higher Education experiential program includes a directed conference focused on research in collaboration with the Association for the Study of Higher Education (ASHE). Offered since 2001, the ASHE Research course was revised during the COVID pandemic to include an online Zoom format and recently realigned to offer an onsite learning opportunity online as well. The Higher Education Leadership M.Ed. program includes an experiential learning opportunity to attend either the American College Personnel Association (ACPA) or NASPA annual conferences. Undergraduate leadership studies students are also engaged in experiential learning through their capstone course.

The School Leaders experiential program includes an annual directed conference course focused on research in collaboration with the University Council for Educational Administration (UCEA), a consortium of higher education institutions committed to advancing the preparation and practice of educational leaders. FAU is a UCEA institutional member. The School Leaders program has committed to having an Invited Scholar Dinner at the UCEA conferences where students and professors from FAU and their guests engage in dialogue and discussion with an outstanding scholar around their current research and areas of interest confronting the profession. Likewise, the School Leaders Program has options to offer a directed conference with International Council of Professors of Educational Leadership (ICPEL) which is committed to serve the interest and needs of professors of educational administration and practicing school leaders.

The Higher Education experiential program includes a directed conference focused on research in collaboration with the Association for the Study of Higher Education (ASHE). Offered since 2001, the ASHE Research course was revised during the COVID pandemic to include an online Zoom format and recently realigned to offer an onsite learning opportunity online as well. The Higher Education Leadership M.Ed. program includes an experiential learning opportunity to attend either the American College Personnel Association (ACPA) or National Association of Student Personnel Administrators (NASPA) annual conferences. Undergraduate leadership studies students are also engaged in experiential learning through their capstone course.

The fourth curriculum strand is research. Research is expected to be integrated across the curriculum, as well as in methods coursework. At the Master's Degree level, all students in the COE are required to take two specific courses: Statistical Methods in Education and Educational Research Methods. At the doctoral level there are more extensive research course requirements for students including Advanced Statistics, Introduction to Qualitative Inquiry, and Advanced Research Methods. Advanced Qualitative Inquiry and Measurement are required of School Leaders doctoral students and are electives for other doctoral students.

Given the lack of tenure-earning faculty in Research Methodology it has been difficult to expand research methods course offerings for students. When one senior faculty member retired in 2016, his position was

not replaced. This leaves only three tenured faculty to teach the research methodology courses. All three are associate professors. We are fortunate that the faculty member, who was a full professor with tenure, continues to teach and serve as a methodologist on dissertation committees. Since the last review the department began offering an additional Measurement course as an elective. This course is now required of the School Leaders Program doctoral students. Additionally, Research Methods faculty have been delivering workshops for doctoral students and faculty on a variety of topics related to research methods. These workshops have been well attended from both within the department, as well as from other departments throughout the college and university. Additionally, the Research Methods faculty have developed and offered special topics advanced courses for doctoral students working on their dissertations, such as a full 3 credit course in predictive modeling in the summer of 2022. These DIS or special topics courses could easily become regular course offerings as needed by the department program areas and the college.

As mentioned previously, all curricula are reviewed annually and revised according to professional standards, accountability measures and state law.

### *Internships, practicum, study abroad, field experiences*

#### **School Leaders Master's Degree**

In 2000, the first principal internship course was developed which required students to accrue 150 hours of experience in a single semester. Today the centerpiece of our School Leaders' Master's program has a three-semester internship that entails students earning a total of 450+ hours (150 hours per semester). The second major innovation for the School Leaders Program has been the establishment of district-specific partnership programs that are based on agreements with surrounding school districts in southeast Florida, including the counties of Palm Beach - Leadership for Excellence and Equity (EXEQ), Broward - Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL), Martin, St. Lucie, Osceola, and Okeechobee – Educational Leadership: Intern to Excellence (ELITE). The School Leaders Program has signed an MOU with each county school district that clearly spells out the goals of the university and the district as well as measurable objectives for both the district and the university. In addition, the School Leaders Program has developed a synchronous on-line non-partnership program called Inclusive Development of Educational Administrators and Leaders (IDEAL).

The Department Chair, partnership Program Coordinators, School Leaders Program faculty, and College of Education administration meet with local school district leaders regularly to discuss ideas related to mutually beneficial services and programs. This collaboration, which includes the hiring of local district administrators as FAU adjuncts, serves to help districts identify the most highly qualified pool of future school leaders with the requisite knowledge, skills, and dispositions needed to be successful in their respective districts.

Because our service area districts represent both urban and rural areas, the agreements between FAU and the districts reflect very district-specific needs assessments. The School Leaders Program Coordinators works with each district's leadership development personnel to enhance the quality of their future school leaders.

Field clinical experiences and school leadership coaching are key in leadership development and have become an integral and an extremely relevant aspect of the School Leaders Program at Florida Atlantic

University. Candidates for Level 1 leadership certification are required to immerse themselves in activities linked directly to the Florida Principal Leadership Standards (FPLS), as well as the Florida Educational Leadership Examination (FELE) standards.

Prospective leaders must be enrolled in a fall, spring, and summer internship. Although these internship classes include a classroom discussion component, most of the learning takes place in a local school or district field placement and generally require a minimum of 150 documented hours per internship. At the completion of the three internships, students will have logged a minimum of 450 experiential hours. Local school or district mentors provide opportunities for interns to observe, participate, and lead site-based leadership activities under the tutelage of a Florida school leadership certified principal, assistant principal, or district-based leader and a university-based instructor.

The Adult and Community Leadership education program provides intern and field experiences primarily in community organizations. Some students require specialized settings due to their desire to further their careers in areas they presently work in or aspire to work in. The Field Project instructor or Intern instructor, in concert with the student, determines what the best location is for that student and creates opportunities if none exists. In many situations, the agencies, and organizations (i.e., universities, nonprofit organizations, state agencies, boards, university offices, etc.) are already part of the listing of agencies and organizations that the ACE faculty supervisor has made initial contacts and has a standing contract with for supervision. The student, the potential site supervisor, and the faculty member are involved in outlining the objectives the student will address during the experience.

On occasion, faculty offer a study abroad experience for students. The most recent was in June-July 2022 to London.

### **Higher Education Leadership Master's Degree**

All students enrolled in the Higher Education Leadership program must engage in an experiential component. Master's degree students are required to enroll in 3 credit hours; doctoral students are required to enroll in 12 credit hours. Most students attend the Association for the Study of Higher Education (ASHE) or the National Association of Student Personnel Administrators (NASPA) or ACPA conferences under the guidance of a professor and for credit. Some students elect to gain experiential knowledge through Directed Independent Studies which can include an international component. Prior to the loss of tuition waivers for graduate assistants hired by FAU's Division of Student Affairs, a faculty member taught a Higher Education Internship class each semester where students had the opportunity to seek out internships at FAU and surrounding higher education institutions to obtain hands-on work experience in a unit of their choice in consultation with the faculty instructor. Students spent 150 hours obtaining work experience in addition to meet 6 times with the instructor and classmates to reflect on their experiences and learn from their peers' experiences. With the decrease in full-time Master's degree students, faculty are working individually with students who still want to obtain internship experience.

### **Adult and Community Education Master's Degree**

As a result of an internal and external review in 2013-2014, the ACE program breathed life into a new online master's degree in Adult and Community Education that focused on sustainability issues. This ACE Master's degree was the first in the country addressing sustainability issues in Adult and Community Education. The Master's adheres to the American Association for Adult and Continuing Education Special Interest Group (SIG) as to the purpose of this endeavor:

To explore and create connections between the fields of adult education and sustainability and environmental education. Members share strategies for developing learning communities that emphasize sustainability and environmental stewardship at institutional, organizational and community levels. (Retrieved from [www.aaace.org/](http://www.aaace.org/) ).

### **Ph.D. (All program levels)**

All doctoral programs combine an interdisciplinary leadership foundation core with specific tracks in professional knowledge across Higher Education, Adult and Community Education, and School Leadership. The leadership foundation core (Lead 5 and Lead 6) brings together students from the three programs to study and research leadership across diverse settings. Students also can share learning space in their statistics and research methodology classes.

A unique feature of all departmental doctoral-level programs is the inclusion of conference study experiences where master's, specialist, and doctoral students attend state/national/international conferences as part of a course of study. Faculty members that teach these courses have pre-conference and post-conference meetings and requirements, including an evening dinner learning experience where nationally and internationally recognized scholars share their research and interact with students. Feedback from doctoral students consistently indicates the high value of this learning experience. Also offered in the Ph.D. program is a Leadership Externship (Action-Learning). In this experiential six credit course that spans two semesters, advanced doctoral students work together as consultants to address a real and challenging organizational problem identified by a client in the community and that is pre-arranged by the professor. A capstone experience, students can link practice and theory while being of service to the community. Past clients include the Florida Department of Education, Palm Beach County School District, Miami-Dade Public Schools, Florida Atlantic University, Broward College, and the Broward County School District..

### ***Pedagogy/pedagogical innovations***

The Department offers courses in a variety of formats, designed to meet the needs of working students, many in demanding leadership positions at the university, school districts and in the community. Courses are offered in 5-week fast track Saturday courses at the Master's/Specialist Degree levels, evening classes held once a week, as well as in on-line and mixed-mode formats. Most doctoral level classes are offered in 6-week executive fast track Saturday courses. Additionally, the School Leaders Master's Degree is offered on four campuses (Jupiter, Davie and Boca Raton). In the summer, courses are offered in six-week sessions where students attend class twice a week.

Technology is frequently used in many classes to meet the need of a geographically diverse student body where Zoom and Microsoft Teams are used for course delivery and department meetings. In addition, many of our students have served as the advocates for more opportunities for learning by embracing technology that is cutting edge.

The Department faculty takes pride in their teaching, emphasizing critical thinking, case study, synthesis, and professional writing skills. At every degree level and across each program track, faculty serves as mentors to our students in the field throughout their careers. It all begins with good teaching and relationship building. The faculty lead the way in creating connections across disciplines, campuses, and learning communities, to "show the way" or "walk the talk" for the students to emulate. Our faculty are now, and were before coming to FAU, leaders in their fields. Our faculty are informed and motivated to see their learners achieve at levels they themselves have not scaled.

### *Scope of institutional contributions*

The Department provides significant service to the university in multiple areas including Research Methodology, Leadership preparation for university students and employees, and faculty leadership in service and governance. Research methodology courses offered through the department support all graduate programs in the College of Education, as well as numerous other graduate programs across the university.

Additionally, the department provides the Measurement and Evaluation course that supports all undergraduate teacher preparation programs in the College. The Research Methodology faculty members serve as methodologists on doctoral committees in the department, and departments outside of EDLRM. In addition, Research Methodology faculty members offer workshops for faculty and graduate students on a variety of research methodology topics. These workshops have been very well attended. Since the Fall of 2015, the department has offered research methods classes for FAU High School students for university credit through their dual enrollment as FAU undergraduate students. This partnership has resulted in the department offering 11 courses and 20 course sections of undergraduate research classes during the 2021-2022 academic year.

A significant number of the department's Higher Education and Adult Education Master's and Doctoral students are university employees, offering leadership preparation for employees that significantly improves the quality of operations throughout the university infrastructure.

The educational leadership's presence is felt across the university. For example, effective January 1, 2023, FAU's Interim President will be a current doctoral student and is anticipated to receive her Ph.D. at the conclusion of the Fall 2022 semester. She currently serves as the Chief Operating Officer and Vice President for Administrative Affairs. Other alumni of the Higher Education program include the university Interim Vice President for Student Affairs and the Associate Vice President for the FAU Foundation. Higher Education graduates hold leadership roles as college provosts, senior vice presidents, presidents, policy analysts in various states. Numerous other department alumni are in positions of leadership at FAU and area colleges.

Additionally, the Higher Education Leadership program has offered undergraduate leadership courses for student leaders in various capacities throughout the university since the Fall 2015 semester. In the area of leadership studies, the department offers an interdisciplinary undergraduate Minor in Leadership Studies. Upon final approval of the university, the department will be offering a pathways program for recipients of the Leadership Minor to be admitted to the Higher Education Leadership Master's Degree.

Department faculty members are heavily involved in leadership within university operations. Since our last review department faculty members have served as Dean of the Graduate College, Provost Fellow, Associate Provost, an Associate Dean of the College of Education, and Director of the Osher Lifelong Learning Institute. Department faculty are heavily involved in faculty governance, providing service as President of the COE Faculty Assembly, Vice President, and President of the University Faculty of Florida (UFF), COE Chair of the International Committee, Chair of the Outstanding Dissertation Awards Committee, and Co-chair of the University Hispanic Serving Institution Interest Group, and Chair of the University IRB. Currently, a faculty member is serving on a joint appointment with the College of Medicine.

## *Student profile*

**Table 8: DDI B4 Majors Enrolled By Level (Annual Headcount)**

B 4 a Majors Enrolled By Level (Annual Headcount)  
Educational Leadership (Program CIP: 130401)

	Educational Leadership			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
<b>Professional</b>					256
<b>Bachelors</b>				1,270	28,782
<b>Masters/Specialist</b>	242	264	298	812	4,922
<b>Doctoral</b>	157	154	159	240	1,132
<b>Unclassified</b>				34	2,706
<b>Total</b>	<b>399</b>	<b>418</b>	<b>457</b>	<b>2,356</b>	<b>37,798</b>

Source: Student Data Course File

Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

Regarding majors enrolled by level, the EDLRM department annual headcount data (Table 8) indicates relatively steady enrollments at the graduate level. Student profile data (Table 9) shows that while the White student population has decreased slightly, some underrepresented minority group enrollments have increased. This is consistent with both college and university trends regarding enrollment diversity. Student demographics (2020-21) depict a department that is 74% female, and 50% White while the college overall enrollment is 81% female and 50% White at the graduate level. The data reveal a steady increase in female White, Black, and Hispanic students. The enrollment of Male White, Black and Hispanic students have remained relatively stable. The college uses a Diversity Data Report <http://www.coe.fau.edu/aboutcoe/reports/documents/DiversityDataReport2014-15.pdf> to further understand the relationships among faculty, student and service area demographics.

**Table 9: Student Enrollment by Gender and Ethnicity**

B 4 b Majors Enrolled (Annual Headcount) By Gender and Ethnicity  
 Educational Leadership (Program CIP: 130401)

			Educational Leadership			College Total	University Total
			2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
Professional	American Indian/Alaskan Native	Female					1
		Male					1
		<b>Total</b>					<b>2</b>
	Asian or Pacific Islander	Female					26
		Male					30
		<b>Total</b>					<b>56</b>
	Black (Not of Hispanic Origin)	Female					12
		Male					5
		<b>Total</b>					<b>17</b>
	Hispanic	Female					23
		Male					16
		<b>Total</b>					<b>39</b>
	White (Not of Hispanic Origin)	Female					74
		Male					56
		<b>Total</b>					<b>130</b>
	Not Reported	Female					6
		Male					6
		<b>Total</b>					<b>12</b>
	<b>Total</b>	Female					142
		Male					114
		<b>Total</b>					<b>256</b>
Undergraduate	American Indian/Alaskan Native	Female				3	89
		Male					73
		<b>Total</b>				<b>3</b>	<b>162</b>
	Asian or Pacific Islander	Female				32	902
		Male				6	659
		<b>Total</b>				<b>38</b>	<b>1,561</b>
	Black (Not of Hispanic Origin)	Female				249	4,169
		Male				25	2,395
		<b>Total</b>				<b>274</b>	<b>6,564</b>
	Hispanic	Female				294	4,911
		Male				32	3,321
		<b>Total</b>				<b>326</b>	<b>8,232</b>
	White (Not of Hispanic Origin)	Female				525	6,136
		Male				78	4,921
		<b>Total</b>				<b>603</b>	<b>11,057</b>
	Non-Resident Alien	Female				18	492
		Male				1	487
		<b>Total</b>				<b>19</b>	<b>979</b>
	Not Reported	Female				6	131
		Male				1	96
		<b>Total</b>				<b>7</b>	<b>227</b>
<b>Total</b>	Female				1,127	16,830	
	Male				143	11,952	
	<b>Total</b>				<b>1,270</b>	<b>28,782</b>	



Graduate	American Indian/Alaskan Native	Female		2	2	2	14
		Male	1	1			10
		<b>Total</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>24</b>
	Asian or Pacific Islander	Female	7	7	8	25	185
		Male		1	1	2	132
		<b>Total</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>27</b>	<b>317</b>
	Black (Not of Hispanic Origin)	Female	83	97	120	213	843
		Male	36	37	32	51	312
		<b>Total</b>	<b>119</b>	<b>134</b>	<b>152</b>	<b>264</b>	<b>1,155</b>
	Hispanic	Female	39	40	55	166	816
		Male	24	21	23	40	493
		<b>Total</b>	<b>63</b>	<b>61</b>	<b>78</b>	<b>206</b>	<b>1,309</b>
	White (Not of Hispanic Origin)	Female	128	141	145	424	1,528
		Male	66	59	60	103	1,111
		<b>Total</b>	<b>194</b>	<b>200</b>	<b>205</b>	<b>527</b>	<b>2,639</b>
	Non-Resident Alien	Female	7	8	6	17	313
		Male	8	4	5	9	296
		<b>Total</b>	<b>15</b>	<b>12</b>	<b>11</b>	<b>26</b>	<b>609</b>
	Not Reported	Female					1
		<b>Total</b>					<b>1</b>
	Total	Female	264	295	336	847	3,700
Male		135	123	121	205	2,354	
<b>Total</b>		<b>399</b>	<b>418</b>	<b>457</b>	<b>1,052</b>	<b>6,054</b>	
Unclassified	American Indian/Alaskan Native	Female				4	
		Male				5	
		<b>Total</b>					<b>9</b>
	Asian or Pacific Islander	Female					174
		Male					107
		<b>Total</b>					<b>281</b>
	Black (Not of Hispanic Origin)	Female				3	299
		Male				2	124
		Not Reported					1
		<b>Total</b>				<b>5</b>	<b>424</b>
	Hispanic	Female				2	390
		Male				2	238
		<b>Total</b>				<b>4</b>	<b>628</b>
	White (Not of Hispanic Origin)	Female				13	680
		Male				12	515
		<b>Total</b>				<b>25</b>	<b>1,195</b>
	Non-Resident Alien	Female					58
		Male					54
		<b>Total</b>					<b>112</b>
	Not Reported	Female					34
		Male					18
Not Reported						5	
<b>Total</b>						<b>57</b>	
Total	Female				18	1,639	
	Male				16	1,061	
	Not Reported					6	
	<b>Total</b>				<b>34</b>	<b>2,706</b>	

Source: Student Data Course File

Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

## *Advising procedures*

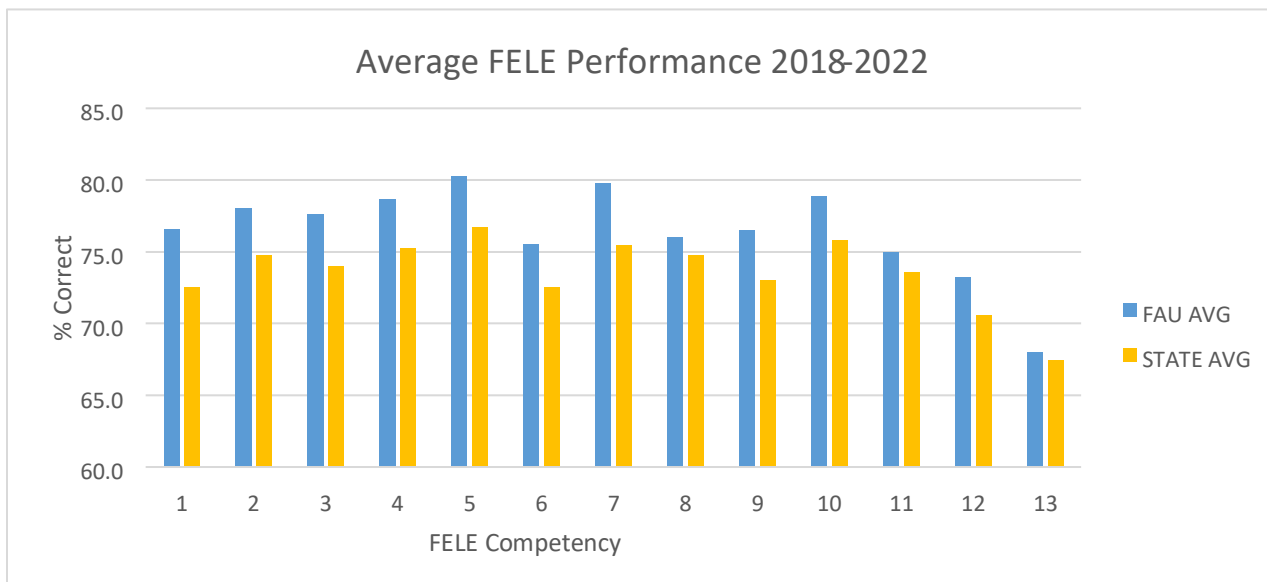
Candidates for EDLRM degree programs apply to one of our three tracks: Higher Education, School Leaders, and Adult and Community Education. Once admitted, the student is assigned a program faculty advisor who works with the student to create a plan of study. The plan of study describes the intended

required courses and a timeline in which the course sequence will be completed. This electronic plan of study is filed with the Graduate College and audited prior to graduation. The student is required to meet with their faculty advisor within the first semester of their program. At the Doctoral level, the student selects a dissertation chair after successfully completing the qualifying exams and being formally admitted to candidacy. This chair works with the student during the dissertation process. Graduation checks, as a final advising component, are completed in the Office for Academic and Student Services in the college and the final review of the dissertation occurs at the Graduate College.

***Licensure rates (if applicable)***

The School Leaders Master’s Degree graduates are required to pass the Florida Educational Leadership Exam (FELE) to graduate. Consequently, our program completers’ have a 100% pass rate, even though they do not pass on the first attempt. In Florida, students have the opportunity to take the exam multiple times, if necessary. It should be noted that FAU graduates of this program consistently outperform other candidates in the State of Florida on this exam. The graph below (Table 10) depicts a high level of success of FAU School Leader program completers in comparison to all other institutions in the State of Florida.

**Table 10: Average FELE Performance 2018-22**



Source: Florida Department of Education: Pearson Results Analyzer

***Placement rates/employment profile***

The Department of Educational Leadership and Research Methodology does not collect or receive placement data for graduates. However, through school district partnerships the School Leaders program has designed a Leadership Tracking System (LTS) to track the School Leaders graduates at the master’s degree level. This data sharing system enables FAU to track graduates as they pursue their leadership journey. The system also enables the participating school districts to use this system for planning, recruiting, and hiring potential principals and assistant principals. These continuing partnerships have confirmed the success of the programs based upon the success of our graduates. Given the successes of

our graduates in strategic positions throughout the FAU service area and in the State of Florida, we are confident of the high level of success of our graduates as they pursue their leadership journey, in school districts, within FAU, in State colleges and universities, state department agencies, and in local communities.

Adult and Community Education does informally track their graduates through Facebook and other social media. ACE continues to invite graduates to attend and co-present at conferences including International Self-Directed Learning Symposium, the AAACE conference, and others mentioned previously. Many ACE graduates are in industries outside of education, e.g., heads of non-profit organizations, police organizations, international educational organizations, health programs, recreation and parks programs and services, senior citizens organizations, and programs for special needs populations.

ACE continues to invite graduates to attend and co-present at conferences including International Self-Directed Learning Symposium, the AAACE conference, and others mentioned previously. ACE updates the career achievements of their graduates in an online PowerPoint.

In Higher Education, currently, most doctoral students work full-time in colleges and universities throughout South Florida as Deans, Directors, faculty, and administrators at institutions such as FAU, Palm Beach State College, Broward College, Miami-Dade College, DeVry University, Keiser University, and Nova Southeastern among others. Many of the master’s degree students are employed at Palm Beach State College, Broward College, Miami-Dade College, DeVry University, Keiser University, and Nova Southeastern University among others.

***Retention rates***

The following study depicts the retention rates for candidates that were admitted to Educational Leadership Masters, Specialist and PhD programs during the 2018-19 academic year.

**Table 11: Retention for Students Admitted in Fall 2018-19**

<b>Program</b>	<b>Admits</b>	<b>Inactive</b>	<b>Active/Grad</b>	<b>Retention</b>
MED HE	37	0	37	100%
MED SL	49	4	45	92%
MED ACE	15	4	11	73%
<b>Total</b>	101	8	93	<b>92%</b>
<b>Program</b>	<b>Admits</b>	<b>Inactive</b>	<b>Active/Grad</b>	<b>Retention</b>
EDS SL	7	0	7	100%
EDS ACE	0	0	0	
<b>Total</b>	7	0	7	<b>100%</b>
<b>Program</b>	<b>Admits</b>	<b>Inactive</b>	<b>Active/Grad</b>	<b>Retention</b>
PhD SL	12	2	10	83%

PhD HE	10	2	8	80%
PhD ACE	6	1	5	83%
<b>Total</b>	28	5	23	<b>82%</b>

Source: ELRM Department Database.

The above study (Table 11) tracked all students admitted to department programs during the 2018-19 academic year. These students are tracked in terms of those that were currently still active in the program and those that had graduated. Those that were no longer active and had not completed the program were noted as “Inactive”. Overall, the data show retention rates by program for master’s degree students as 92%, Specialist Degree students as 100% and 82% for PhD students. The “admits” data element includes all admitted students, whether they matriculated and enrolled, or not. This provides additional insight in that the retention analysis would be even better if the program admits data were available as discrete enrollments.

### ***Graduation rates***

Table 12 indicates that degrees awarded in the EDLRM department have recently increased overall. The Master’s in School Leaders shows a significant increase, while the master’s degrees awarded in Higher Education have a slight decrease. Table 13 reflects data collected by the department and represents discrete degrees awarded by semester and program level. The degrees awarded fluctuate by semester, as indicated by the data.

ACE remains a small program due in part to staffing issues. The future of this program is currently under review by the administration and the faculty.

### **Table 12: Graduate Data Trends by Term**

D 2 Degrees Awarded Per FACULTY Instructional Person Year  
Educational Leadership (Program CIP: 130401)

	Educational Leadership			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
<b>Associates</b>	0	0	0	0	0.9
<b>Bachelors</b>	0	0	0	7.5	16.2
<b>Masters</b>	8.1	8.4	10.1	6.3	4.4
<b>Specialist</b>	0.8	0.8	1.3	0.7	0.1
<b>Doctorate</b>	1.6	1.1	1.9	0.7	0.4
<b>First Professional</b>	0	0	0	0	0.2
<b>Total</b>	<b>10.5</b>	<b>10.4</b>	<b>13.3</b>	<b>15.1</b>	<b>22.1</b>

Source: Instruction and Research File and Student Data Course File

Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only

Number of Degrees (C 3) produced for each Faculty person-year devoted to instruction (B 1 tenured, tenure-earning and non-tenure-earning faculty).

### **Table 13: Graduates by Program Area 2016-22**

Fall, Spring, Summer	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Total Graduates by Program 2016-2022
Master's School Leaders	32	45	53	49	53	69	301
Specialist School Leaders	6	3	8	13	8	9	47
PhD School Leaders	7	4	4	3	5	3	26
Master's Higher Ed	34	55	30	31	32	30	212
PhD Higher Ed	5	8	8	8	9	5	43
Master's A.C.E.	0	0	2	8	5	12	27
Specialist A.C.E.	2	0	0	3	0	0	5
PhD A.C.E.	3	7	3	2	4	4	23
<b>Total Graduates by Academic Year</b>	<b>89</b>	<b>122</b>	<b>108</b>	<b>117</b>	<b>116</b>	<b>132</b>	<b>684</b>

Source: ELRM Department Database

The ELRM department engaged in internal “time to graduation” studies. The first involved all ELRM PhD graduates during the 2021-22 academic year. Of those graduating the average period in the program was 5 years and one semester. It is important to note that our students at the doctoral level are overwhelmingly full-time employees and part-time students. At the masters and specialist degree another study was conducted using 535 students that were admitted during the 2018-19 academic year. These students were tracked and the average time to graduation in all programs was 2 years for both master’s degree and specialist degree.

### *Student recruitment*

The department receives recruitment grants each academic year. The program areas apply for these funds and the awards vary, with each program receiving at least \$2500. These funds have been used for the preparation and purchase of promotional materials, hosting recruitment sessions and other department recruiting. Each program area has participated in these recruitment efforts. Additionally, scholarship opportunities are shared with perspective students via the department website. Presidential and Provost Fellowships for graduate students are awarded annually through funding in the Graduate College. The problem is that most of our students work and do not meet the criteria for being a full-time graduate student.

The School Leaders faculty aggressively recruit in area school districts, holding recruitment events for both the masters and PhD degrees. Social media is also used for recruitment in all program areas. Higher Education Leadership faculty recruit from area colleges, community colleges, universities and within FAU.

## **D. Faculty**

### *i. Administrative Structure*

The Department of Educational Leadership and Research Methodology includes three degree granting programs: School Leaders (SL), Higher Education Leadership (HE), Adult and Community Education Leadership (ACE), and a service component for both the department and the COE, Research Methodology. Each program area has a program leader, whose responsibility is to provide leadership to the program, coordinate program initiatives and activities, chair program area meetings and assist the chair in program area reporting, as well as represent the program area in internal and external functions. Program leaders used to receive small compensation for this time-consuming administrative role. That was ended when there was a change in leadership at the dean level due to budgetary concerns.

The Department of Educational Leadership and Research Methodology includes 3 degree programs: School Leaders (SL), Higher Education Leadership (HE), Adult and Community Education Leadership (ACE), and a service component for both the department and the COE, Research Methodology. Each program area has a program leader, whose responsibility is to provide leadership to the program, coordinate program initiatives and activities, chair program area meetings and assist the chair in program area reporting, as well as represent the program area in internal and external functions.

The School Leaders program offers Master's, Specialist and Ph.D. degrees. The Master's degree program in School Leaders is approved by the Florida Department of Education. Annual Reports are submitted electronically (eIPEP), and peer reviewed at the FLDOE level. Site visitation of peer reviewers are conducted every five years and the next site visit is scheduled for 2022-23.

The Higher Education Leadership program offers master's and Ph.D. degrees, as well as an undergraduate minor in Leadership Studies. The program also provides a service to the university by offering undergraduate leadership courses for university student leaders. The program has a strong partnership with the University Office of Student Affairs.

The Leadership Studies (LDR) Minor Program reflects the interest of FAU's undergraduate students in learning leadership education. The LDR minor is for students who want to make progress on issues they care about in their personal, community, and professional lives. The LDR minor makes students more marketable, most likely bringing students into a job interview with skills that their competition does not have on their resume. The LDR Minor is also a pathway to Graduate School.

In Spring 2013, the Educational Leadership and Research Methodology Department offered LDR 2010: Introduction to Leadership courses for undergraduate students. Over 800 students have taken the LDR 2010 courses. On April 24, 2015, the Leadership Studies Minor was approved by the FAU's University Faculty Senate, and the program continues to grow.

The Leadership Studies minor enables students to complement any major with a focus on leadership; the Leadership Studies minor consists of 16 credit hours and allows students to take 7 credit hours from foundational courses from the Higher Education Leadership Program and 9 credit hours from interdisciplinary courses. As an interdisciplinary minor, the curriculum blends with all majors, is open to all degree-seeking undergraduate students, and engages students in critical thinking in relation to three knowledge domains: SelfAwareness as a Leader, Leadership and Teams, and Leading Our World.

The ELRM faculty member that coordinates the Leadership Studies Minor supervised 181 sections of LDR courses and has supervised 89 capstones through which LDR students have volunteered over 4,000 hours of academic service-learning; all hours of academic service-learning contributed to FAU earning the Carnegie Foundation Elective Community Engagement Classification. From Fall 2015 to Summer 2022, 72 students have graduated with the LDR minor.

**Table 14: Leadership Studies Minor Productivity 2015-22**

Total of Student Enrollment in the Leadership Studies Minor Courses, 2015-2022	3243
Total of students graduate with the LDR minor, 2015-2022	72
Number of supervised LDR capstones, 2016-2022	89
Number of LDR courses offered, 2015-2022	181

Source: ELRM Database

**Table 15: Leadership Studies Enrollment History**

**FAU Undergraduate Leadership Studies Minor's Student Enrollment**

Academic Year	2018-2019			2019-2020			2020-2021			2021-2022			2022-2023
Semester	F	Sp	Sm	F	Sp	Sm	F	Sp	Sm	F	Sp	Sm	F
Total per Semester	167	178	49	169	173	42	246	210	60	207	221	74	215
Grand Total per													
Academic Year	394			384			516			502			215
Total of Student Enrollment in the Leadership Studies Minor Courses													<b>2,011</b>

Source: ELRM Database

The Adult and Community Education program has traditionally offered Masters, Specialist and Ph.D. programs. The majority of the partnerships have been with state and/or local state colleges or community organization. The Master’s degree is delivered exclusively online. This small on-line degree has been marketed state-wide and has a unique sustainability strain embedded in the courses. Given current staffing issues, admissions to both ACE degree programs has been frozen, pending further review of the viability of continuing to offer the program. The department chair is working with the current students and department faculty to ensure that existing students in both programs have the support needed to successfully complete their degree requirements.

The Research Methodology program provides service courses in research methodology to the department, College of Education, and several other colleges within the university. The faculty also serve as research methodologists on doctoral committees. The Research Methodology program offers an undergraduate Measurement and Evaluation service course for the undergraduate teacher preparation programs. Because there is no degree offered in statistics and/or research methodology, there are no graduate assistants available to the faculty to lessen their instructional load. The department also offers undergraduate research courses (dual enrollment) for students at FAU High. Finally, the department offers Introduction to Qualitative Inquiry and Advanced Qualitative Inquiry for doctoral students that are conducting qualitative research. Methods faculty who serve on doctoral committees throughout the college are not able to have this count toward their teaching load.

The School Leaders Program offers a large master’s degree program leading to Level 1 Educational Leadership Certification in the State of Florida, a small specialist degree, and a large PhD program. Strong partnerships with area school districts have proven valuable to the department through grant funding opportunities, special initiatives to address school district needs in professional development, and through assistance in student recruitment for both the Master’s degree and PhD programs.

*ii. Faculty profile*

**Table 16: DDI B2 Instructional Faculty and Adjuncts by Gender and Ethnicity**

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity  
Educational Leadership

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		Educational Leadership			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
American Indian/Alaskan Native	Male					1
	<b>Total</b>					<b>1</b>
Asian or Pacific Islander	Female				2	42
	Male				5	110
	<b>Total</b>				<b>7</b>	<b>152</b>
Black (Not of Hispanic Origin)	Female	1	1	1	8	53
	Male				1	26
	<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>9</b>	<b>79</b>
Hispanic	Female	1	1	1	5	45
	Male	3	3	3	4	44
	<b>Total</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>9</b>	<b>89</b>
White (Not of Hispanic Origin)	Female	10	10	10	41	323
	Male	5	5	4	18	393
	<b>Total</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>59</b>	<b>716</b>
<b>Total</b>	Female	12	12	12	56	463
	Male	8	8	7	28	574
	<b>Total</b>	<b>20</b>	<b>20</b>	<b>19</b>	<b>84</b>	<b>1,037</b>

Source: Instruction and Research File

Instructional Faculty includes tenured, tenure-earning and non-tenure-earning faculty members who taught a course during the year.



B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity  
Educational Leadership

Adjuncts		Educational Leadership			College Total	University Total
		2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
American Indian/Alaskan Native	Female					1
	Total					1
Asian or Pacific Islander	Female				1	9
	Male	2		1	1	8
	Total	2		1	2	17
Black (Not of Hispanic Origin)	Female	8	14	12	17	64
	Male	9	9	6	8	27
	Total	17	23	18	25	91
Hispanic	Female	4	4	3	10	53
	Male	9	6	9	10	33
	Total	13	10	12	20	86
White (Not of Hispanic Origin)	Female	21	24	22	71	214
	Male	14	16	15	27	167
	Total	35	40	37	98	381
Total	Female	33	42	37	99	341
	Male	34	31	31	46	235
	Total	67	73	68	145	576

Source: Instruction and Research File

Since the last APR review in 2016 the faculty have lost 3 tenured faculty members (2 due to retirement and 1 to dismissal). These faculty losses included one Black female, one Asian male, and one White male. Only one tenure earning position has been hired (White male) to replace these critical positions. Three new clinical instructors (non-tenure earning) have been hired to support the partnership program with area school districts. One faculty member has returned to the department from a university appointment and one tenured faculty member is serving on a 50% appointment with the College of Medicine.

The department has a total of 18 full-time faculty members for the 2022-23 academic year, with an additional retirement of a full professor to be effective in January of 2023. This will bring the total faculty to 17. Of the current faculty, 6 faculty members are full professors, 8 are associate professors with tenure, and 4 are nontenured instructors. Twelve are White, one is Black, 4 are Hispanic, and 1 is Asian. The faculty is composed of 11 females and 7 males.

**iii. Faculty teaching load**

The ELRM department is the largest Ph.D. granting program in the university and has been for many years. The department currently has 159 active doctoral students and 57 of these are currently enrolled in dissertation. With only 14 doctoral faculty dissertation supervision loads are heavy.

Faculty members in the department generally teach the equivalent of a 2/3 load which is heavy in light of the weighty dissertation supervision, service and research expectations. An ongoing factor that impacts the entire department, both in teaching, service, and scholarly productivity, is the large number of active doctoral students registered for dissertation. Prior to 2019-2020, dissertation supervision was counted in faculty teaching loads, based on student enrollments in dissertation credits. Twelve (12) dissertation credits per semester equaled one course.

During the 2015-16 APR review the following policy was articulated regarding the chairing of dissertations and serving on doctoral committees, however, in 2019-2020 the provost changed the following policy unilaterally:

Typically, the chair of the dissertation committee is granted instructional credit (4 students registered for 3 credits each) equal to a course section. Faculty members who serve as committee members receive no credit toward their teaching loads, however this work is acknowledged for service. A doctoral committee must have a minimum of three graduate faculty, including the chair.

This dissertation policy had been in place for over 20 years and while not perfect it provided a system for maintaining the quality of the department's large doctoral program. With such a large program the quality of dissertation supervision is critical.

Unfortunately, in the 2019-20 academic year the Provost unilaterally dictated that Academic Affairs would no longer financially support dissertation supervision during the summer semester. This action was just prior to the summer semester beginning, after schedules for faculty and students were set. The faculty filed a grievance against the university. While the summer semester issue was resolved for the summer 2020 semester, the prior policy for assigning dissertation and teaching loads was revoked. Another grievance was filed and after a long process the grievance was not supported, leaving no plan in place for how chairs can assign dissertations as part of the faculty assignment. Two years later, this issue still has not been resolved, but faculty are not receiving instructional credit for students enrolled in their dissertation courses. As faculty members have retired or resigned, the heavy dissertation loads are exacerbated.

Course releases have been granted for grant/foundation buy-outs, program coordination, exceptionally large advising loads, and for special initiatives of the department. Additional releases are granted as per faculty governance policies. Stipends and overloads for these duties have been greatly reduced for the most part, beginning with 2019-2020.

*iv. Summary of faculty research productivity*

**Table 17: Faculty Person Years and FTE Devoted to Research**

<b>II. Research, Creative &amp; Scholarly Activities</b>				<b>Educational Leadership</b>			<b>College Total</b>	<b>University Total</b>	
A Assessment Goals and Outcomes for Research (reported separately)				<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2020-2021</b>	<b>2020-2021</b>	
B 1 Faculty Person Years and FTE Devoted to Research									
Educational Leadership									
<b>Departmental Research</b>	<b>Tenured &amp; tenure-earning faculty</b>	<b>Professor, Assoc Professor, Asst Professor</b>	<b>Person-Years</b>	2.6	2.8	1.8	10.6	150.3	
			<b>FTE</b>	3.5	3.7	2.4	14.2	200.4	
	<b>Non-tenure-earning faculty</b>	<b>Instructors, Lecturers, Visiting Faculty</b>	<b>Person-Years</b>				0.1	5.1	
			<b>FTE</b>				0.1	6.8	
	<b>Other personnel paid on faculty pay plan</b>	<b>--</b>	<b>Person-Years</b>					19.9	
			<b>FTE</b>					26.5	
	<b>Other</b>	<b>--</b>	<b>Person-Years</b>				0.1	1.1	
			<b>FTE</b>				0.1	1.4	
	<b>Total</b>			<b>Person-Years</b>	2.6	2.8	1.8	10.8	176.3
				<b>FTE</b>	3.5	3.7	2.4	14.4	235.1
<b>Sponsored Research</b>	<b>Tenured &amp; tenure-earning faculty</b>	<b>Professor, Assoc Professor, Asst Professor</b>	<b>Person-Years</b>	0.8	0.4	0.4	1.6	31.2	
			<b>FTE</b>	1.1	0.6	0.5	2.2	41.6	
	<b>Non-tenure-earning faculty</b>	<b>Instructors, Lecturers, Visiting Faculty</b>	<b>Person-Years</b>	0.4	0.2	0.4	2.2	7.7	
			<b>FTE</b>	0.5	0.2	0.5	3.0	10.3	
	<b>Other personnel paid on faculty pay plan</b>	<b>--</b>	<b>Person-Years</b>				0.7	55.9	
			<b>FTE</b>				0.9	74.5	
	<b>Other</b>	<b>--</b>	<b>Person-Years</b>	0.0				0.6	
			<b>FTE</b>	0.0				0.8	
	<b>Total</b>			<b>Person-Years</b>	1.2	0.6	0.8	4.5	95.4
				<b>FTE</b>	1.6	0.8	1.0	6.0	127.2

Source: Instruction and Research File  
 'Other personnel paid on faculty pay plan' includes Scholar/Scientist/Engineer (all ranks), Research Assoc, Assoc In, Asst In, Postdoctoral Assoc  
 Includes summer, fall and spring semester data  
 Person-year= 1 person working full time for one year  
 1.00 FTE = .75 person-years

**Table 18: Research/Scholarly Productivity/Efficiency Data**

D 1-9 Efficiency Data  
 Educational Leadership

	<b>Educational Leadership</b>			<b>College Total</b>	<b>University Total</b>
	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2020-2021</b>	<b>2020-2021</b>
<b>1. Books (including monographs &amp; compositions) per faculty member</b>	0.5	0.0	0.2	0.2	0.1
<b>2. Other peer-review publications per faculty member</b>	2.2	0.0	1.9	1.6	1.3
<b>3. All other publications per faculty member</b>	0.2	0.0	0.2	0.6	0.8
<b>4. Presentations at professional meetings or conferences per faculty member</b>	3.6	0.0	3.6	2.6	1.4
<b>5. Productions/Performances/Exhibitions per faculty member</b>	0.0	0.0	1.5	0.3	0.3
<b>6. Grant proposals submitted per faculty member</b>	0.2	0.2	0.5	0.8	0.7

Scholarly output(Section II, C 1-9) per tenured and tenure earning faculty member (Section I B 1)  
 Beginning with the 2018-2019 year the Departmental Dashboard Indicators Include Calendar Year Activity

Note: 2019-20 data is missing from university database.  
 Research/scholarly productivity for books, peer reviewed publications, presentations, remains high despite heavy teaching and dissertation chair loads. Not reflected in these tables are recent increases in grant activity in the department. Table 16 reinforces the concern about heavy teaching and service loads. Heavy

assignments in Instruction and Service reduce the FTE devoted to research. The FTE devoted to research is significantly below college and university numbers, even though productivity in these areas remains consistently high as demonstrated in Table 17.

The 2021-22 academic year was another very productive period for the faculty in EDLRM. A summary of their research/scholarship is as follows:

- Published/Edited Books – 5
- Chapters in Books – 13
- Refereed Articles – 30
- Refereed Papers Presented – 41
- Editorial Board/Journal Reviewer – 17
- Editorships – 2

Other recent honors and accomplishments of faculty include:

- Jupiter Campus Faculty Member of the Year
- Florida Association of Professors of Educational Leadership (FAPEL) President and Past President
- President Florida Educational Research Association
- COE Scholar of the Year
- Emerging Scholar Award – Diverse Issues in Higher Education
- Senior Scholar Award – Council for the Study of Community Colleges (CSCC)
- Book of the Year Award – American Association of Hispanics in Higher Education (AAHHE)
- Class of 2022 Diamond Honoree Award – ACPA
- Grants Awarded 2021 to Current - \$3,278,091
- Contracts Awarded - \$524,260

Source: EDLRM Faculty Accomplishment Spreadsheet

#### ***v. Strategic planning for hires***

Probably no area of planning is more important than hiring personnel. The department has yet to recover from a long period of hiring freezes, massive budget cuts where tenure-earning faculty positions were frozen, staff positions eliminated, and hiring was limited to non-tenure earning positions. This has been especially damaging to EDLRM due to retirements and resignations, where positions were not able to be filled. However, the needs in program areas are many and the position approvals have been limited. Consequently, careful thought and analysis, with clear priorities established are required in planning for hires.

Areas of consideration when recommending positions to be filled include:

- Areas of need (especially areas where it is difficult to hire adjunct faculty)
- Strengths and weaknesses in program area. Where are there gaps in program coverage?
- Opportunities and threats (both external and internal) Where can new markets be cultivated?
- How are the department's programs aligned with University Strategic Plan values, goals, pillars and platforms?
- Opportunities to generate alternative revenue streams (e.g., grants, development, workshops/seminars, or sponsored courses)?

With other departments in the College having serious needs as well, combined with limited resources in the college, it is essential to have a clearly articulated rationale to the Dean regarding the importance of filling requested positions, including the data needed to support the request(s).

***vi. Abbreviated faculty CVs (see Appendix E)***

***D. Research***

***i. Review of part II of the department dashboard indicators***

In summary, section V depicts an extremely productive faculty in relation to scholarship. This is impressive given their high teaching and service loads/productivity.

***ii. Interdisciplinary efforts and community engagement efforts***

The EDLRM Strategic Vision Statement establishes clear priorities that flow from our Mission, Vision, and Values. A guiding priority of the department is to cultivate alliances both within the university and with schools, colleges and universities, governmental and community organizations, public and private. *Section vi.* describes the partnerships that have been established with area school district partners in the design and delivery of the School Leaders Master's Degree. Also mentioned in section *vi. (Administrative Structure)* is the interdisciplinary Minor in Leadership Studies, in collaboration with the Office of Student Affairs and other colleges in the university research methods dual enrollment courses offered in collaboration with FAU High School.

***iii. Establishment of goals for research***

Research Goals for the department include:

- Pursue external funding opportunities in areas of Higher Education, School Leadership, Adult and Community Education, and Research Methodology.
- Continue to pursue funding (both internal and external) to support travel and other expenses associated with maintaining high levels of research/scholarship.
- Work with senior faculty to establish clear and attainable goals, as well as the support needed, to maintain research/scholarship productivity.
- Reduce the current 2/3 teaching load to 2/2.

***iv. Assessment of how well goals are being met***

Annual faculty evaluations detail faculty accomplishments, publications and research productivity. Additionally, junior faculty receive annual Progress Toward Tenure letters and a third-year review. The EDLRM department chair provides faculty and the Dean annual reports detailing progress in the achievement of department goals.

## E. Service/Community Engagement for Department/School

### *i. Community engagement*

Given the large numbers of Doctoral students, graduate faculty members in the EDLRM department are heavily engaged in dissertation committees. As of spring 2022, 57 of the doctoral students were registered for dissertation credits. This translates to 50 dissertation committees requiring faculty service. The department has numerous committees (both standing and ad hoc) established to conduct department business and guide program improvement. For example, a committee was created to revise and restructure the comprehensive exam for Doctoral students. EDLRM faculty members are also very active in college and university committee work ranging from committee membership on the college P&T to serving as President of the COE Faculty Assembly and serving on the university Institutional Review Board.

Faculty are active in their professional communities outside of the university. Many serve as officers of professional organizations, editors, and referees for professional publications, and within local partnership executive boards. Efficiency data demonstrated in Table 18 identify a very strong commitment to service and reflect totals higher than both the college and university service efficiency totals.

**Table 19: DDI C 1-3 Efficiency Service Data**

C 1-3 Efficiency Data  
Educational Leadership

	Educational Leadership			College Total	University Total
	2018-2019	2019-2020	2020-2021	2020-2021	2020-2021
<b>1. Faculty memberships on department, college or university committees per faculty member</b>	6.4		18.2	7.7	3.1
<b>2. Faculty memberships on community or professional committees per faculty member</b>	2.3		4.2	3.2	1.4
<b>3. Faculty serving as editors or referees for professional publications per faculty member</b>	0.6		0.6	1.0	0.8

Faculty committee memberships and faculty serving as editors or referees (Section III B 1-3) per tenured and tenure earning faculty member (Section I B 1)

Beginning with the 2018-2019 year the Departmental Dashboard Indicators Include Calendar Year Activity

### *ii. Review of part III of the departmental dashboard indicators for Department/School*

The EDLRM faculty are heavily engaged in service, both within FAU and the external community. Tables 18 depicts a faculty committed to service

### *iii. Establishment of goals for service*

In the EDLRM mission statement the aspiration of the department reads “We focus on the preparation and support of practitioners, leaders and researchers in Florida, the nation and the international community through our research, courses, undergraduate and graduate programs, professional learning and community service. Hence, the depiction of the impressive work of EDLRM faculty in Table 19 reflects our aspiration.

*iv. Assessment of how well goals are being met*

Annually, the EDLRM department has a beginning of the year all-day retreat at an off-campus location. This retreat is used for the analysis of data related to department goals, productivity and effectiveness in research, instruction, and service. We celebrate our successes, discuss our needs, and set goals for the coming year. Goals to be discussed for the 2022 retreat are presented in F (the next section).

**F. Other Program Goals for School or College**

Programmatic goals for the 2022-23 academic year are as follows:

**Department Goals for 2022-23**

- Prepare self-study, and action plan responses for the department's Academic Program Review (APR)
- Department Review of Doctoral Program, especially dissertation credits considering university dissertation discussions.
- Department Review of Research Methodology courses both current and courses that might be added for doctoral students.
- Continue to strengthen department partnerships both internal and external to the university.
- Continue to support and expand department partnerships with BalancED (Egypt), Universidad Tecmilenio (Mexico), Universidad Femenina del Sagrado Corazon (Peru), and University Hassan First University of Settat (Morocco).
- Continue to partner with FAU High to offer undergraduate research courses for FAU High students.
- Continue to support and expand our partnerships with area school districts including Broward (PROPEL), Palm Beach (ExEq), and Martin, St. Lucie, Okeechobee and Osceola (ELITE).
- Continue to support and expand department institutional partnerships for undergraduate leadership and research including the FAU High initiative and the Leadership Studies Minor.
- Continue to support the outreach of the Office of Appreciative Education.
- Continue to support the outreach and grant/contract initiatives of the Office of Educational Leadership Learning (OELL).
- Work with university and college staff to update and make the department website current.
- Continue to explore alternative revenue streams for the department. Options include non-credit courses, sponsored/contract courses, or programs, as well as working with University Development for externally funded initiatives.
- Continue to pursue external funding opportunities in areas of Higher Education, School Leadership, Adult and Community Education, and Research Methodology

- Establish and maintain department Facebook page and explore the use of other social media for ongoing communication and promotion of the department with current students, alumni and the community.

*i. Describe and assess how well goals are being met*

An annual report of the Chair to department faculty delineates the progress of the department in achieving the goals established for the prior year.

**G. Strengths and opportunities that support achievement of program goals for School or College.**

**Strengths**

- Faculty committed to continuous program recruitment and improvement. (All programs)
- Defined set of shared values with diverse approaches to leadership preparation, research methodologies, and conceptual frameworks. (All programs)
- National and international consultancies, advisory boards, editorial boards, and keynotes. (All programs)
- The Department is one of the leaders in international education. (Fulbright, Research Fellowships, Visiting Faculty positions, study abroad, hosting international visitors, and leadership of the College's International Committee aligned with the Office of International Programs)
- Faculties' statewide, national, and international reputations. (e.g., UCEA, ASHE. NASPA, AAACE, CSCC Senior Scholar, Research Fellows, awards and publications)
- Loyal and accomplished alumni. (All programs)
- Faculty committed to school district-university partnerships, community partnerships and interdisciplinary partnerships within the university. (All program areas)
- Year-round supervised principal internship. (School Leaders Master's Degree/Certification Program)
- High Program Standards (exceeding state and national standards) Resulting in high test scores on FELE. (School Leaders)
- Undergraduate leadership courses for student leaders and Minor in Leadership Studies. (Higher Education Leadership)
- Diversity of students and faculty. (All programs)
- Current MOU's in place with BalancED (Egypt), Universidad Tecmilenio (Mexico), Universidad Femenina del Sagrado Corazon (Peru), and University Hassan First University of Settat (Morocco).
- University of Malaya and Southwest University in South Africa and partnership with South China Normal University. (All programs)
- Research and leadership initiatives at the undergraduate level. (Research Methodology and Higher Education)
- On-line initiatives with potential for State-wide marketing. (All programs)



•

## **Opportunities**

- New markets can be cultivated for EDLRM services, Undergraduate, FAU High, local school districts, dual enrollment), State-wide stakeholders through on-line marketing. (All programs)  
Build upon existing partnerships within the university and in the communities, especially school district for program development and grant opportunities. (All programs) Recent grants with Broward and Ocala school districts are examples.
- Build upon the national and international recognition of faculty for marketing and international partnerships. (All programs)
- More aggressively pursue alternative revenue streams to support program excellence.
- Build support centers, staffed by doctoral students with expertise in research methodology to provide assistance to faculty and students in support of their research.
- Offer a wider range of quantitative and qualitative methodology courses.
- Expand our number of full-time students to enhance the quality of our programs and to assist the university in becoming a tier one university.
  
- With the expansion of Zoom and other platforms for course delivery, Higher Education Leadership has many opportunities to expand enrollment at the masters and doctoral levels, but is limited by faculty resources and the lack of payment for overloads and compensation such as dissertation supervision.
  
- New markets can be cultivated for EDLRM services, Undergraduate, FAU High, local school districts, dual enrollment), State-wide stakeholders through on-line marketing. (All programs)
- Build upon existing partnerships within the university and in the communities, especially school district for program development and grant opportunities. (All programs) Recent grants with Broward and Ocala school districts are examples.
- Build upon the national and international recognition of faculty for marketing and international partnerships. (All programs)
- More aggressively pursue alternative revenue streams to support program excellence.
- Build support centers, staffed by doctoral students with expertise in research methodology to aid faculty and students in support of their research.
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•

## **Strengths**

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- 
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- Faculty committed to school district-university partnerships, community partnerships and interdisciplinary partnerships within the university. (All program areas)
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- Research and leadership initiatives at the undergraduate level. (Research Methodology and Higher Education)
- On-line initiatives with potential for State-wide marketing. (All programs)

## **H. Weaknesses and threats that impede program progress for School or College**

### **Weaknesses**

- Lack of faculty and other personnel (understaffed), resources (underfunded) and infrastructure (not systemic) to take advantage of leadership opportunities. (All programs)
- Faculty compensation and loads are not competitive with other SUS universities and definitely not aligned with Research I universities. (All Programs)
- Faculty support is woefully inadequate, especially in light of policies that have reduced benefits for graduate assistantships (GTA, GRA, GA). (All Programs)
- As faculty numbers have declined, expectations and pressures for the remaining faculty to assume university, college and departmental service has increased. (All Programs)
- Faculty are expected to be productive with research and conference presentations, but the travel funding has not increased since 2015, although expenses have been exorbitant. (All Programs)
- Large geographic service areas surrounding FAU. This is also a strength; however, there are challenges to providing service to school districts, community colleges, colleges, and other stakeholders spread out over a large geographic area. (All Programs)
- Limited professional development opportunities for in-service administrators and school board members. (School Leaders)
- Annual teaching assignments not consistent with doctoral faculties in the field. (All programs)

- 
- Need to increase graduate assistant pay and scholarship/fellowship to improve recruiting of more full-time GA's. Need to offer 5 scholarships per year per program area to be competitive on national level and recruit beyond regional border. (All Programs)
- Need to increase adjuncts' pay to attract more experts from all the fields. (All Programs) More support for doctoral students in research methodology needed. Existing faculty are stretched too thin. (All Programs)
- Limited alternative revenue streams to support faculty, students and programs. (All Programs)

### **Threats**

- An administration that does not have a clear vision for the support of graduate programs (especially doctoral programs).
- The weaknesses described above pose significant threats to keeping faculty at FAU since the compensation and support threaten our ability to keep qualified faculty.
- Faculty teaching loads are too heavy, especially since dissertation supervision is no longer counted in the teaching loads.
- Political interference in curricular areas such as HB 7, especially in relation to critical race theory. Further political interference in other areas of faculty life, such as changing the post tenure review processes at the legislative and Board of Governors levels in ways that do not necessarily ensure academic peer review processes.
- The continued reduction of staff supports in the ELRM office. These individuals are vital for continued quality and provide essential supports for both students and faculty.
- Adoption of institutional policies that are not sustainable for maintaining program quality.
- Lack of sufficient staff and faculty in critical areas (Can't continue to do more with less)
- Changes within the university infrastructure (can be opportunity or a threat). For example, a new president and a new provost with the next two years facing interim positions in each.
- Projected faculty retirements in critical areas
- State policy impacting demand for enrollment.

## **I. Resource analysis for School or College**

### **Teaching Loads**

A serious issue in the department is the heavy teaching load for faculty crossing all degree levels and programs. This issue places considerable stress on important infrastructure issues, quality control and the department's ability to recruit faculty at both the tenure-earning and senior tenured levels. Given that the university aspires to become a tier one research institution, faculty must reappportion their assignments so that more time is allowed for research and writing.

The large numbers of doctoral students, especially at dissertation levels place additional stress on the system. Currently there are 159 active doctoral students in EDLRM and 57 of these students are

registered for dissertation credits. When reviewing the department's number of senior graduate faculty who can chair committees (11) we can justify a need for a better student-faculty ratio.

It is recommended that the department move to a 2/2 base teaching load with additional course releases used as needed and justified. Table 18 clearly shows the very high level of faculty productivity in service, while Tables 16 and 17 depict the department's high level of productivity in research. Tables 1-7 depict the very high level of productivity/efficiency in degree production and Table 11 shows a record in the department of very impressive retention of students in graduate degree programs. This is clearly a highly productive faculty. Systems (load, infrastructure and policy) need to be in place to avoid the negative, if not dire, consequences of excessive strain over time and to sustain and further expand this productivity.

### **Faculty Incentives and Support for Grant Writing and Securing Additional Resources**

Securing grants to support the mission and aspiration of the department is extremely important. Systems should be developed to provide faculty with support (e.g., graduate assistant, course release, travel to meet with funding agencies, and technical assistance) during the writing and submission process. In some program areas with few faculty, having a grant can penalize the program because the faculty member is taken out of the classroom to work on the grant.

### **New Faculty Needs**

#### *Immediate Needs*

Current (immediate) priority needs for new faculty are in the Research Methodology, School Leaders and Higher Education. With Adult and Community Education Leadership staffing concerns the program is under internal review. If the program continues, then faculty positions are essential. If the program is not continued, then these positions should be invested in faculty positions in other areas of the department. The department desperately needs immediate support with tenure-earning faculty positions in each of the program areas to support the current unsustainable dissertation loads. With retirements pending soon in School Leaders and Higher Education leadership a potential crisis is on the horizon.

Another area of immediate concern is the continuation of a lack of support demonstrated by the college for support staff. Over the past two years the department has gone from 4 office support positions to 2. The 2 remaining positions have picked up the workload, but morale has negatively been impacted. With these positions having very low salaries the department chair has asked the administration for position upgrades, with salary increases to be included. At this time this request has been denied. With no plan in place for addressing this issue, retirements are anticipated during the next year in both positions, leaving the department in a dire position that will negatively impact our students and faculty. Staffing positions are currently difficult to fill throughout the university and given the current classification of these positions, the opportunity of replacing these positions with quality candidates is very unlikely. Exit surveys of graduates consistently mention the wonderful support and assistance that they receive from office staff that go beyond expectations to taking care of students and staff. *Long Term Needs*

It is important to strategically address succession planning in the department as it is anticipated that in the next five years numerous retirements of senior faculty members (in all program areas) are anticipated. Again, particularly given the large number of doctoral students in the department, succession planning must address the hiring of senior faculty members in combination with junior

faculty. Visiting positions are short-term solutions to immediate gaps in faculty needs and cannot be answers to long term needs.

### **Travel to Support Faculty and Student Scholarship**

While the Dean has been supportive of faculty travel (\$1,100 per year if paper is being presented; \$800 in not presenting a paper), much more is needed to support faculty scholarship and professional growth. While this support is appreciated, considerably more support is needed. When possible, the chair will supplement with additional support but when additional resources are not available that is not possible. The current support, while generous by FAU standards, is simply not sufficient to promote a level of excellence that is consistent with the department mission and aspiration, as well as in line with other highly recognized doctoral granting departments in the field.

For experiential learning, students at the doctoral level in all programs, participate in conference study experiences where they attend national and international conferences as part of a course of study. Faculty members that teach these courses have pre-conference, during and post-conference meetings, and require students to attend a dinner or lunch learning experience where nationally and internationally recognized scholars share their research and engage with students.

Funding is needed to support travel expenses for students and the faculty responsible for the courses and funding is needed for hosting events at the conference for students. Feedback from students consistently indicates the high value of this learning experience. These are precisely the kind of learning experiences that are valued by graduate students. Funding for these students to be able to attend these functions has been very limited. Considerably more resources are needed to financially support students enrolled in these experiential classes.

### **Branding and Marketing**

The South Florida Service Region provides the challenge of marketing EDLRM programs in a competitive marketplace. Historically, the approach to marketing in the College of Education has been “build it and they will come.” Enrollments have been sustained in large part because of the positive working relationships with stakeholders in EDLRM program areas. However, strategic marketing of our programs is much needed, especially in regard to on-line programs that can reach educators throughout the State of Florida and beyond. Expertise and investment in branding and marketing EDLRM programs must be a priority.

### **J. Future Directions for School or College**

New initiatives are underway that will move the department into new directions, while maintaining the excellence of programs currently offered. First, The School Leaders Program, through their partnership initiatives have created significant grant and contract opportunities with these school districts. The department is currently partnering with six school districts. Given that the newest school district is not in the FAU service region, the potential expansion of this program to other school districts in the State of Florida remains a distinct possibility.

Given some declining enrollments in the Higher Education Master’s degree program the department is in the process of marketing this program as an on-line program. This will expand the reach of this program beyond current markets. Additionally, the program has established a pathway for candidates

that have completed the Undergraduate Leadership Studies Minor to enter the master’s program in Higher Education Leadership.

The future of the Adult and Community Education programs will have a significant impact on the future of this department. If the program continues, specific plans must be put in place to commit to necessary faculty resources that will be essential to make this program viable. If this program is not continued, the resources associated with this program must be re-invested in other significant needs in the department, specifically in doctoral program faculty. Either way, an urgent need is to take care of the existing masters, specialist and PhD students that are currently in the ACE program.

Finally, the faculty are collectively discussing reforms in the department’s doctoral program. These potential reforms relate to dissertation credits, Qualifying Exams, the structure of program requirements, and research methodology requirements.

### K. Student Feedback

Regarding student feedback, the university surveys students each semester using the Student Perception of Teaching (SPOT) survey for all course sections with five or more students enrolled. Independent studies and dissertation credits and some internships may be excluded. There are 21 questions in the survey, covering various course organization, delivery, and teacher performance topics. Table 20 depicts student responses to question 6 on the survey “Rate your instructor’s overall teaching effectiveness in this course”. These responses were collected from Summer 2020 to Spring 2021. This data shows consistently impressive ratings from students regarding the quality of instruction, compared to both the College off Education and the university.

**Table 20: SPOT Ratings of Instructors**

E 1 Rating Instructor's Overall Teaching Effectiveness (item 6) from Student Perception of Teaching (SPOT)  
Educational Leadership

Scale: 1=Excellent 5=Poor		6. Rate your instructor"s overall teaching effectiveness in this course								
		Educational Leadership			College Total			University Total		
		Summer 2020	Fall 2020	Spring 2021	Summer 2020	Fall 2020	Spring 2021	Summer 2020	Fall 2020	Spring 2021
Undergraduate	# Sections	3	18	14	54	139	98	877	2,319	1,997
	Mean Rating	2.0	1.3	1.6	1.6	1.5	1.6	1.8	1.7	1.6
Graduate	# Sections	40	44	36	71	93	75	264	565	473
	Mean Rating	1.5	1.3	1.3	1.6	1.4	1.4	1.6	1.5	1.5
Total	# Sections	43	62	50	125	232	173	1,141	2,884	2,470
	Mean Rating	1.5	1.3	1.4	1.6	1.5	1.5	1.7	1.6	1.6

Source: Student Perception of Teaching Results, Summer 2020 to Spring 2021

The department also monitors student satisfaction through graduate exit surveys. All graduating students are requested to complete this survey each semester. This survey confirms a very high level of satisfaction with the department’s programs. Results are summarized as follows from data collected from Summer ’19 Through Spring ’22:

- Of the 220 students’ master’s student responses from all department programs 98% either strongly agreed or agreed that they received a quality education.

- Of the 23 specialist student responses from School Leaders and ACE programs 100% either strongly agree or agreed that they received a quality education.
- Of the 38 PhD students that responded from all department programs 100% either strongly agreed or agreed that they received a quality education.

As part of the continuous improvement efforts required by accrediting agencies and the FLDOE, the department surveyed employers regarding their perceptions of the preparation of ELRM graduates. Findings confirm that employers have a high level of satisfaction with FAU graduates. On a scale of 1-5, the Likert-designed survey asked employers to evaluate how well the graduates of our statecertified school leaders' program are performing in their school and reflect their perception of the knowledge, skills, and dispositions of the FAU College of Education graduates as it applies in their practice. The responses are developed based on the new FAU 5 School Leader Profile Core Values and Beliefs to serve as a guide in the development of best practices for future program planning. The survey was conducted in April-August 2022. The number of respondents at the conclusion of the survey, August 1, 2022, was 14 (a 8.4% response rate).

Data from this survey identified both strengths and areas for improvement. Concerns identified in ELRM candidates were with the "Relationship Building profile". While the scores on the "Transformative Decision-Maker's profile" were much stronger. Specifics of these findings are presented in Appendix F. Data from these surveys are used for program improvement in the School Leaders master's program.

## **APPENDICES**



## **Appendix A: Florida Department of Education Program Approval**



**State Board of Education**

Tom Grady, *Chair*  
Ben Gibson, *Vice Chair*  
*Members*  
Monesia Brown  
Marva Johnson  
Ryan Petty  
Andy Tuck  
Joe York

**Richard Corcoran**  
**Commissioner of Education**

December 31, 2021

Dr. John Kelly  
President  
Florida Atlantic University  
Administration Building Room 339  
777 Glades Road  
Boca Raton, Florida 33431

Dear President Kelly:

The Florida Department of Education conducted a site visit of the state-approved educator preparation program at Florida Atlantic University from April 5-9, 2021. You are to be commended for the work of your faculty and staff in collaborating with the site visit team to ensure that a successful site review was accomplished.

As a result of the site visit and in conjunction with evidence provided by your institution illustrating continued improvement based on feedback provided from the site visit, all educator preparation programs at Florida Atlantic University will receive full approval through December 31, 2028. A report of your state-approved initial teacher preparation program is enclosed with this letter.

In accordance with State Board Rule 6A-5.066, Florida Administrative Code, the commissioner is authorized to grant continued approval of an educator preparation program where the applicant demonstrates that all statutory requirements are met.

Your continued effort to provide high-quality educator preparation programs in Florida is greatly appreciated.

Sincerely,

Richard Corcoran

RC/as

Enclosure

cc: Dr. Stephen Silverman, Dean of the School of Education  
Dr. Ernest Andrew Brewer, Assistant Dean for School Engagement

State Board of Education

Marva Johnson, *Chair*  
Andy Tuck, *Vice Chair*  
*Members*  
Gary Chartrand  
Ben Gibson  
Tom Grady  
Michael Olenick  
Joe York

Pam Stewart  
Commissioner of Education

August 25, 2018

Dr. Valerie J. Bristor  
Dean  
Florida Atlantic University College of Education  
777 Glades Road  
Boca Raton, Florida 33431

Dear Dr. Bristor:

Congratulations to Florida Atlantic University and its esteemed faculty for receiving **Continued Approval** on its revised *Educational Leadership* program at the Master's level. Attached is the report prepared by the Program Review Team that conducted the review. The report includes findings and recommendations related to the State Program Approval Standards 1-3 and their indicators.

Continued approval of this program indicates that your institution's *Standards Details Responses* submitted via the eIPEP platform are compliant with the expectations and intention of section 1012.562, Florida Statutes (F.S.); State Board Rule 6A-5.081, Florida Administrative Code (F.A.C.); and the Florida Educational Leadership Standards (6A-5.080, F.A.C.). Continued approval of *Educational Leadership* is granted through December 31, 2022, which is consistent with all other state-approved educator preparation programs at your institution. Graduates of this program may receive a transcript endorsement indicating ***completion of a state-approved program in Educational Leadership, Master's level.***

Additionally, in conjunction with having a state-approved program in Educational Leadership at the Master's level, Florida Atlantic University may offer a state-approved modified program in Educational Leadership. The state-approved modified program may be offered as additional course work for candidates who already possess a master's degree in another area, but are seeking certification in Educational Leadership. Completers of this program may receive transcript endorsements indicating the completion of a *Florida state-approved modified program in Educational Leadership.*

Continued state approval is contingent upon the submission and approval of an Institutional Program Evaluation Plan (IPEP) by November 15 of each year, while at the same time meeting the requirements outlined in Section 1012.562, F.S., and State Board Rule 6A-5.081, F.A.C.

Dr. Valerie Bristol  
August 25, 2018  
Page Two

Any changes and/or improvements made within an approved program at your institution should be monitored by the institution as a part of its annual review and should be reported in the IPEP

Congratulations again, and the department wishes you the very best and much success with the implementation of this revised state-approved program. Your continued interest in providing quality educator preparation programs in Florida is appreciated.

Sincerely,



Eileen L. McDaniel  
Chief, Educator Recruitment, Development and Retention

Enclosure: Florida Atlantic University's Educational Leadership Program Report

Cc: Dr. Robert Shockley, Chair, Educational Leadership & Research Methodology  
Mandy Mims, Bureau of Educator Certification  
Patti Piazza, Bureau of Educator Certification

## **Appendix B: Student Learning Outcomes – Educational Leadership and Research Methodology**

Florida Atlantic University

# Educational Leadership and Research

## Methodology

October 20, 2022

### Table of Contents

#### Educational Leadership and Research Methodology

##### **ED: M.Ed. Education Leadership: K-12 ACAD: 2020-2021**

<u>Institution Mission</u>	<u>5</u>
<u>Program Mission</u>	<u>5</u>
<u>1 Outcome 1</u>	<u>5</u>
<u>1.1 Content Knowledge</u>	<u>5</u>
<u>2 Outcome</u>	<u>6</u>
<u>2.1 Critical Thinking</u>	<u>6</u>
<u>3 Outcome 3</u>	<u>8</u>
<u>3.1 Communication</u>	<u>8</u>

##### **ED: M.Ed. Educational Leadership: Adult and Community ACAD: 2020-2021**

<u>Institution Mission</u>	<u>10</u>
<u>Program Mission</u>	<u>10</u>
<u>1 Outcome 1</u>	<u>10</u>
<u>1.1 Critical Thinking Skills</u>	<u>10</u>
<u>2 Outcome 2</u>	<u>11</u>
<u>2.1 Communication</u>	<u>11</u>
<u>3 Outcome 3</u>	<u>12</u>
<u>3.1 Content Knowledge</u>	<u>12</u>

##### **ED: M.Ed. Educational Leadership: Higher Education Leadership ACAD: 2020-2021**

Institution Mission	14
Program Mission	14
<u>1 Outcome 1</u>	<u>14</u>
1.1 In EDH 6051, Content Knowledge will be assessed using a portfolio assignment. The Higher Ed. department updated a rubric (attached).	14
<u>2 Outcome 2</u>	<u>15</u>
demonstrating communication skills related to the study of Higher Education. The department moved from the three point rubric to the four point rubric (see attached rubric).	15
<u>3 Outcome 3</u>	<u>16</u>
3.1 In the course EDH 6305, students write a paper responding to three metacognition research articles relating to critical thinking.	16

**ED: M.Ed. Educational Leadership: Higher Education Leadership ACAD: 2020-2021**

Institution Mission	18
Program Mission	18
<u>1 Outcome 1</u>	<u>18</u>
<u>1.1 Content Knowledge</u>	<u>18</u>
<u>2 Outcome 2</u>	<u>19</u>
<u>2.1 Communication</u>	<u>19</u>
<u>3 Outcome 3</u>	<u>20</u>
<u>3.1 Critical Thinking</u>	<u>20</u>

**ED:Ed.S. Educational Leadership-Adult and Community ACAD: 2020-2021**

Institution Mission	22
Program Mission	22
<u>1 Outcome 1</u>	<u>22</u>
1.1 Critical thinking will be measured as a specific skill in an assignment \Investigative	

Critical Issue for ACE Administrators\" as part of the course ADE 6265."	22
<u>2 Outcome 2</u>	<u>23</u>
2.1 Communication will be measured as a specific skill in an assignment \"Final Project Maps\"embedded in the course ADE 6774. The assignment uses webbased, online communication <u>as the target area for student learning.</u> "	23
<u>3 Outcome 3</u>	<u>24</u>
3.1 The course assignment \"Workplace Learning Development\" in ADE 6387, as well as thecourse assignment in ADE 5185 \"Adult and Community Education in a Changing Society\" will be used to measure content knowledge."	24
<b>ED:Ed.S. Educational Leadership: K-12 ACAD: 2020-2021</b>	
<u>Institution Mission</u>	<u>26</u>
<u>Program Mission</u>	<u>26</u>
<u>1 Outcome 1</u>	<u>26</u>
1.1 Critical Thinking outcomes in the Ed Leadership Specialist program are essential inmoving students from an understanding of what it means to manage a school organization <u>versus conceptually and critically understanding how to lead. To develop the student</u>	26
<u>2 Outcome 2</u>	<u>27</u>
2.1 Communication Learning Outcome is an integral skill to Educational Leadership Specialiststudents. Listening, speaking, reading and writing are fundamental to a human resource <u>profession. High performing school leaders are excellent communicators.</u>	27
<u>3 Outcome 3</u>	<u>29</u>
3.1 Content knowledge will be demonstrated through the Educational Leadership Specialiststudents' work in EDA 6232 CA #2.CA #2 requires students to create a lesson plan for a <u>professional development session to teach teachers about education law that impacts</u>	29

**ED:PhD Educational Leadership: Adult and Community ACAD: 2020-2021**

<u>Institution Mission</u>	<u>31</u>
<u>Program Mission</u>	<u>31</u>
<u>1 Outcome 1</u>	<u>31</u>
1.1 Students completing the doctorate (Adult and Community Education Leadership track) will acquire advanced knowledge of leadership and professional knowledge in management, <u>policy, finance, law and other societal, institutional, and ethical contexts.</u>	<u>31</u>
<u>2 Outcome 2</u>	<u>32</u>
2.1 Students completing the doctorate will demonstrate advanced research and analytical <u>skills</u>	<u>32</u>
<u>3 Outcome 3</u>	<u>33</u>
3.1 <u>Students will demonstrate proficiency in writing skills.</u>	<u>33</u>

**ED:PhD Educational Leadership: Higher Education Leadership ACAD: 2020-2021**

<u>Institution Mission</u>	<u>35</u>
<u>Program Mission</u>	<u>35</u>
<u>1 Outcome 1</u>	<u>35</u>
1.1 Students completing the doctorate (Higher Education Track) will acquire advanced knowledge of leadership and professional knowledge in management, policy, finance, law <u>and other societal, institutional, and ethical contexts.</u>	<u>35</u>
<u>2 Outcome 2</u>	<u>36</u>
2.1 Students completing the doctorate will demonstrate advanced research and analytical <u>skills</u>	<u>36</u>
<u>3 Outcome 3</u>	<u>37</u>
3.1 <u>Students will demonstrate proficiency in writing skills.</u>	<u>37</u>



<u>Institution Mission</u>	<u>39</u>
<u>Program Mission</u>	<u>39</u>
<u>1 Outcome 1</u>	<u>39</u>
1.1 Students completing the doctorate (school leaders track) will acquire advanced knowledge of leadership and professional knowledge in management, policy, finance, law and other societal, institutional, and ethical contexts.	<u>39</u>
<u>2 Outcome 2</u>	<u>40</u>
2.1 Students completing the doctorate will demonstrate advanced research and analytical skills.	<u>40</u>
<u>3 Outcome 3</u>	<u>41</u>
3.1 <u>Students will demonstrate proficiency in writing skills.</u>	<u>41</u>

Institution Mission

Program Mission

1 Learning Goal

Outcome 1

1.1

Outcome

Content Knowledge

Content knowledge will be demonstrated through the Educational Leadership Master's students' work in EDA 6232 CA #2. CA #2 requires students to create a lesson plan for a professional development session to teach teachers about education law that impacts their daily practice. Students will only be successful designing this lesson plan if they themselves understand the content of educational law.

1.1.1

Assessment Method

The Competency Assessment for this course is assessed using rubrics that measure content, writing, and FELE competencies and skills.

Students may submit assignment drafts to receive formative feedback in order to make revisions prior to submitting the final assignment.

IMPLEMENTING STRATEGY

In EDA 6232 CA #2, students will develop a lesson plan utilizing the textbook and online sources to demonstrate a thorough understanding of educational law with regard to compliance with federal and state statutes. SOURCE OF EVIDENCE

1.1.1.1 Criterion for success

CRITERION FOR SUCCESS

Students will be assessed using the new rubric with the levels Exemplary, Satisfactory, Emerging, Unsatisfactory, Did Not Submit. Students must earn \"Satisfactory\" or \"Exemplary\" on all assessed rubric components."

RESULTS

EDA 6232 was only offered in the Summer of 2021. All students earned \"Exemplary\" or \"Satisfactory\" on all rubric criteria. The results for each of the CA 2 rubric criteria is listed below. Identify legal requirements that ensure compliance with federal and state law as related to the constitutional and statutory rights of students, staff, and parents: All students earned Exemplary. Teacher speech rights framework: 85% of students earned Exemplary and 15% earned Satisfactory. Teacher speech rights framework applied: 77% of students earned Exemplary and 23% earned Satisfactory. Fourth Amendment framework for teachers: 38% of students earned Exemplary and 62% of students earned Satisfactory."

DATA SUMMARY

The program improvement goal by September 2022 is to utilize Law modules with the with the 2021 Cohort Students around the following legal topics: 1. Legal Framework for School Leaders 2. Constitutional Rights - Students and Teachers (which includes the Fourth Amendment) 3. Special Education and Diverse Populations 4. Employment Law

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

2

Learning Goal Outcome

2

2.1

Outcome

Critical Thinking

Critical thinking outcomes are achieved in EDS 6052 Instructional Leadership 2 and demonstrated in Competency Assessment #1. The course focuses on the school as a learning organization that addresses instruction and improved student learning. Students will develop leadership skills by learning and applying a variety of data analyses, systems that support

student learning, professional development, and instruction. Professional development needs will be identified and aligned to improve teaching and learning. Curriculum standards, professional development standards, differentiated instruction, and culturally responsive curriculum will be included. Students will identify and use appropriate ways to recruit, hire and retain high quality teachers. School culture will be analyzed with specific strategies to improve and sustain a high performing school. Attention will be given to the use of feedback to help teachers with their professional growth.

### 2.1.1 Assessment Method

The Competency Assessment for this course is assessed using rubrics that measure content, writing, and FELE competencies and skills. Students may submit assignment drafts to receive formative feedback in order to make revisions prior to submitting the final assignment.

#### IMPLEMENTING STRATEGY

EDS 6052 (Instructional Leadership 2) Competency Assessment #1: Continuous Improvement for Improved Student Learning The student will develop a written plan outlining the implementation of a PLC within their schools. Students will use analyzed data to identify curricular goals and learning objectives. From the identified goals, students will develop a PLC based on one identified student achievement goals with specific learning objectives. The plan will include identification of staff professional development needs related to the goal, identification of PLC membership, plan for development of a collective PLC vision, timeline for implementation, location of PLC, and use of the Continuous Improvement Model to successfully reach student achievement goal.

#### SOURCE OF EVIDENCE

##### 2.1.1.1 Criterion for success

CRITERION FOR SUCCESS

Students will be assessed using the new rubric with the levels Exemplary, Satisfactory, Emerging, Unsatisfactory, Did Not Submit. Students must earn \Satisfactory\" or \Exemplary\" on all assessed rubric components."

RESULTS

EDS 6052 was only offered in the Summer of 2021. Students generally earned Exemplary or Satisfactory on all rubric criteria. There was one criteria, Format and References: The student will use appropriate formatting following the APA style, where all students earned a Satisfactory except 1 student who earned Emerging.

DATA SUMMARY

In comparison to the previous cohort and as evidenced by the 2021 data, the learning activities implemented in the course improved student outcomes specifically in the Summary of data analysis and Curricular goals and learning objectives. However, 0% of students earned Exemplary on Format and References: The student will use appropriate formatting following the APA style. In addition to continuously monitoring students' application of critical thinking skills through the criterion associated with this assessment, a secondary program improvement goal by September 2022 will be to include support for students around learning the new APA version 7.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

3

### Learning Goal Outcome

3

3.1

#### Outcome

##### Communication

Communication outcomes are achieved in EDS 6050 Instructional Leadership 1 Competency Assessment #1: Data Analysis for Instructional Planning and Improvement. This course focuses on the role of the instructional leader in improvement of student learning and meeting students' needs through data analysis, and development of instructional improvement strategies to improve classroom performance and student learning. This is accomplished through the examination, application, and evaluation of best practices related to student learning to meet state requirements. Students identify strategies for improving student achievement, evaluate instructional objectives for meeting varying levels of learning and demonstrate an understanding of social injustices, inequities and biases. Appropriate

instructional adaptations/ modifications for students with special needs are assessed along with delivery methods and performance assessment procedures for compliance with Florida Statutes

### 3.1.1 Assessment Method

The Competency Assessment for this course is assessed using rubrics that measure content, writing, and FELE competencies and skills.

Students may submit assignment drafts to receive formative feedback in order to make revisions prior to submitting the final assignment.

#### IMPLEMENTING STRATEGY

EDS 6050 Instructional Leadership 1 Competency Assessment #1: Data Analysis for Instructional Planning and Improvement Students will provide a written analysis of school specific data that notes root cause and trend analysis in the achievement data for one or more content areas; identifies significant areas of need for grade level or subject area instructional improvement; corroborates areas identified with other data sources that might further validate targeted areas for improvement and identifies instructional improvement strategies that address students' learning needs. Through the use of school specific data, candidates will demonstrate in writing how they will use these data from their organization to plan and implement improvement of learning through Professional Learning Communities.

#### SOURCE OF EVIDENCE

##### 3.1.1.1 Criterion for success

CRITERION FOR SUCCESS

Students will be assessed using the new rubric with the levels Exemplary, Satisfactory, Emerging, Unsatisfactory, Did Not Submit. Students must earn \"Satisfactory\" or \"Exemplary\" on all assessed rubric components."

RESULTS

Students generally earned \"Exemplary\" or \"Satisfactory\" on rubric criterion. The lowest rated criteria, \"Root Cause Analysis\", 1/10 students earned Emerging, 7/10 earned Satisfactory and 2/10 earned Exemplary. In comparison to the 2020 data, this criteria remains as an area for improvement."

DATA SUMMARY

The program improvement goal based upon Summer 2021 data remains to provide additional support in developing students' skills related to root cause analysis. This

skill continues to pose challenges to our students.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

# ED: M.Ed. Educational Leadership: Adult and Community

ACAD:  
2020-2021

3 GOALS 3 OUTCOMES 3 MEASURES 3 TARGETS 3 FINDINGS 0 ATTACHMENTS

## Institution Mission

## Program Mission

### 1 Learning Goal Outcome

1

#### 1.1 Outcome

##### Critical Thinking Skills

The regenerative project assignment in course ADE 6695 Sustainability Leadership for ACE Entrepreneurs and Change Agents will measure critical thinking skills.

#### 1.1.1 Assessment Method

An adapted AAC&U Value Rubric will be used to measure content knowledge as a specific skill within the assignment.

The rubric will be scored in an assessment tool, and feedback provided to students via the online tool. See rubric attached.

##### IMPLEMENTING STRATEGY

The assignment will be implemented in the course, with a dedicated rubric to measure the skill.

##### SOURCE OF EVIDENCE

#### 1.1.1.1 Criterion for success

CRITERION FOR SUCCESS Students must earn at least the rubric level \emerging\" to be successful on the measured skill. Feedback and coaching are the focus of the student learning embedded in the assignment."

##### RESULTS

Fall 2020 This course was not offered in the Fall of 2020 and Spring 2021. Summer 2021 ADE 6695 9( 81.8%) students received an exemplary rating. One (9.1%) student



received an emerging rating. One student (9.1%) did not submit their assignment and received a No attend rating. See attached.

DATA SUMMARY

We will continue to strive for 80% of students to receive a minimum of emerging rating.

63

IMPROVEMENT  
TYPE

IMPROVEMENT  
DESCRIPTION

IMPROVEMENT

2

Learning Goal Outcome

2

2.1

Outcome

Communication

Communication will be measured as a specific skill in an assignment \Final Project Maps\" embedded in the course ADE 6774. The assignment uses web-based, online communication as the target area for student learning."

2.1.1

Assessment Method

This skill is measured using an adapted AAC&U Value Rubric, and scored in an assessment tool (database). The rubric is attached.

IMPLEMENTING STRATEGY

Students complete a web-based map as a culminating work in the course. It is called a \Final Project Map\" embedded in ADE 6774. This assignment uses web-based, online communication as the target area for student learning." SOURCE OF EVIDENCE

2.1.1.1 Criterion for success

CRITERION FOR SUCCESS	Students must earn at least a rubric scoring level 'emerging' to be successful on this assignment-based competency.
RESULTS	Fall 2020 The course ADE 6774 was not offered. Spring 2021 Nine (82%) of students received an exemplary rating. Two (18.2%) of students received a satisfactory rating. See attached. Summer 2021 The course ADE 6774 was not offered
DATA SUMMARY	We will continue to strive for a minimum of 80% on emerging rating.
IMPROVEMENT TYPE	Page

IMPROVEMENT DESCRIPTION

IMPROVEMENT

### 3 Learning Goal Outcome

3

#### 3.1 Outcome

##### Content Knowledge

The course assignment \"Workplace Learning Development\" in ADE 6387 will be used to measure content knowledge, as well as the course assignment in ADE 5185 Adult and Community Education in a changing society."

#### 3.1.1 Assessment Method

An adapted AAC&U Value Rubric will be used to measure content knowledge as a specific skill within the assignment.

The rubric will be scored in an assessment tool, and feedback provided to students via the online tool.

#### IMPLEMENTING STRATEGY

The assignment will be implemented in the course, with a dedicated rubric to measure the skill. The course assignment \"Workplace Learning Development\" in ADE 6387 will be used to measure content knowledge, as well as the course assignment in ADE 5185 Adult and Community Education in a changing society." SOURCE OF EVIDENCE

### 3.1.1.1 Criterion for success

CRITERION FOR  
SUCCESS

Students must earn at least the rubric level \emerging\" to be successful on the measured skill. Feedback and coaching are the focus of the student learning embedded in the assignment."

RESULTS

Fall 2020 ADE 6387 was offered. 15( 65.2%) students were rating as exemplary, 4(17.4%) students were rated as satisfactory, 4(17.4%) students were rated as emerging. See attached results.Fall 2020 ADE 5185 was not offered.Spring 2021 ADE

6387 and ADE 5185 were not offered. Summer 2021 ADE 6387 was not offered. Summer 2021 ADE 5185 was offered. 5(83.3%) students were rating as exemplary, 1(16.7%) students were rated as satisfactory. Two students did not submit an assignment and therefore they are not included in these results.

DATA SUMMARY We will strive to improve the rating to achieve higher ratings on the satisfactory and exemplary rating scale. We will continue to provide feedback and coaching to increase the skill level.

IMPROVEMENT  
TYPE

IMPROVEMENT  
DESCRIPTION

IMPROVEMENT

# ED: M.Ed. Educational Leadership: Higher Education Leadership

ACAD:  
2020-2021

3 GOALS 3 OUTCOMES 3 MEASURES 3 TARGETS 3 FINDINGS 0 ATTACHMENTS

## Institution Mission

## Program Mission

### 1 Learning Goal Outcome 1

#### Outcome

1.1 In EDH 6051, Content Knowledge will be assessed using a portfolio assignment. The Higher Ed. department updated a rubric (attached).

In EDH 6051, Content Knowledge will be assessed using a portfolio assignment. The Higher Ed. department updated a rubric (attached).

#### 1.1.1 Assessment Method

A rubric is used to score each portfolio submission.(Rubric attached.)

Students design a portfolio built around course content using specific and purposeful selection of entries.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

#### 1.1.1.1 Criterion for success

On a four-point rubric, student must at least \achieve an emerging rating\" in order to earn credit."

CRITERION FOR SUCCESS

On a four-point rubric, student must at least \achieve an emerging rating\" in order to earn credit."

RESULTS

Fall 2020 (See attached results)Introduction: 19 (100%) students received an exemplary rating, 0 (0%) students received a satisfactory rating, 0 (0%) students received an emerging rating Grammar: 19 (100%) students received an exemplary rating, 0(0%) students received a satisfactory rating, 0(0%) students received

an emerging rating Critical Analysis: 18 (94.7%) students received an exemplary rating, 1 (5.3%) students received a satisfactory rating 0 (0%) students received an emerging rating Spring 2021 (see attached)Introduction: 15 ( 100%) students received an exemplary rating, 0(0%) students received a satisfactory rating, 0( 0%) students received an emerging rating Grammar: 14 (93.3%) students received an exemplary rating, 1 (6.7%) students received a satisfactory rating, 0 (0%) students received an emerging rating Critical Analysis: 15 (100%) students received an exemplary rating, 0 (0%) students received a satisfactory rating 0 (0%) students received an emerging rating Summer 2021 EDH 6051 is not offered in the summer.

DATA SUMMARY We will strive for all students to receive an exemplary rating based on the new rubric.

IMPROVEMENT  
TYPE

IMPROVEMENT  
DESCRIPTION

IMPROVEMENT

## 2

### Learning Goal Outcome 2

#### Outcome

2.1 Communication will be measured in EDH 6065 using an executive summary demonstrating communication skills related to the study of Higher Education. The department moved from the three point rubric to the four point rubric (see attached rubric). Communication will be measured in EDH 6065 using an executive summary demonstrating communication skills related to the study of Higher Education. The department moved from the three point rubric to the four point rubric (see attached rubric).

#### 2.1.1 Assessment Method

Students are evaluated using a four-point rubric. See rubrics attached.

Students submit an executive summary following a research of the communication skills related to higher education.

IMPLEMENTING STRATEGY SOURCE  
OF EVIDENCE

2.1.1.1 Criterion for success

Students must receive at least \emerging rating\" to earn credit."

CRITERION FOR  
SUCCESS

Students must receive at least \emerging rating\" to earn credit."

RESULTS

Fall 2020 (see attached results) 8 (50%) students achieved an exemplary rating. 6 (37.5%) students achieved a satisfactory rating. 1 (6.3%) student achieved an emerging rating. 1 (6.3%) made no attempt at the assignment. Spring 2021 (see attached results) 16 (89%) students achieved an exemplary rating. 1 (5.6%) students achieved an emerging rating. 1 (5.6%) students made no attempt to complete this assignment. Summer 2021 EDH 6065 (see attached results) 16 9 (60%) students achieved an exemplary rating. 6 (40%) students achieved a satisfactory rating.

DATA SUMMARY

We will continue to monitor results and continue to strive for at least 80% of students achieving an exemplary or satisfactory rating. We will work with students to develop their emerging skills.

IMPROVEMENT  
TYPE

IMPROVEMENT  
DESCRIPTION

IMPROVEMENT

3

Learning Goal Outcome 3

Outcome

3.1

In the course EDH 6305, students write a paper resonding to three metacognition research articles relating to critical thinking.

In the course EDH 6305, students write a paper resonding to three metacognition research articles relating to critical thinking.

3.1.1

Assessment Method

Students will be scored using a four-point rubric. See attached Rubric EDH 6305 Metacognition Assignment.

Students read 3 self-selected research articles around a common theme: metacognition, and respond to a set of analysis questions on a template.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

### 3.1.1.1 Criterion for success

Students must achieve at least an \emerging\" rating to earn credit."

CRITERION FOR  
SUCCESS

Students must achieve at least an \emerging\" rating to earn credit."

RESULTS

Fall 2020 The course EDH 6305 was not offered in fall. Spring 2021 The course EDH 6305 was not offered in spring. Summer 2021 The course EDH 6305 was not offered in summer.

We will strive to offer this course throughout the academic year and continue to monitor and we will strive for 95% of our students to be satisfactory or higher.

DATA SUMMARY

IMPROVEMENT TYPE

IMPROVEMENT  
DESCRIPTION

IMPROVEMENT



# ED: M.Ed. Educational Leadership: Higher Education Leadership

ACAD:  
2020-2021

3 GOALS 3 OUTCOMES 3 MEASURES 3 TARGETS 3 FINDINGS 0 ATTACHMENTS

## Institution Mission

## Program Mission

### 1 Learning Goal Outcome 1

#### Outcome

#### 1.1 Content Knowledge

In EDH 6051, Content Knowledge will be assessed using a portfolio assignment. The Higher Ed. department updated a rubric (attached).

#### 1.1.1 Assessment Method

A rubric is used to score each portfolio submission. (Rubric attached.)

#### IMPLEMENTING STRATEGY

Students design a portfolio built around course content using specific and purposeful selection of entries.

#### SOURCE OF EVIDENCE

#### 1.1.1.1 Criterion for success

##### CRITERION FOR SUCCESS

On a four-point rubric, student must at least "achieve an emerging rating" in order to earn credit."

##### RESULTS

Fall 2020 (See attached results) Introduction: 19 (100%) students received an exemplary rating, 0 (0%) students received a satisfactory rating, 0 (0%) students received an emerging rating Grammar: 19 (100%) students received an exemplary rating, 0 (0%) students received a satisfactory rating, 0 (0%) students received an emerging rating Critical Analysis: 18 (94.7%) students received an exemplary rating, 1 (5.3%) students received a satisfactory rating, 0 (0%) students received an emerging rating Spring 2021

(see attached) Introduction: 15 (100%) students received an exemplary rating, 0 (0%) students received a satisfactory rating, 0 (0%) students received an emerging rating  
 Grammar: 14 (93.3%) students received an exemplary rating, 1 (6.7%) students received a satisfactory rating, 0 (0%) students received an emerging rating  
 Critical Analysis: 15 (100%) students received an exemplary rating, 0 (0%) students received a satisfactory rating, 0 (0%) students received an emerging rating  
 Summer 2021 EDH 6051 is not offered in the summer.

DATA SUMMARY We will strive for all students to receive an exemplary rating based on the new rubric.

IMPROVEMENT  
TYPE

IMPROVEMENT  
DESCRIPTION

IMPROVEMENT

2

## Learning Goal Outcome 2

### Outcome

2.1

### Communication

Communication will be measured in EDH 6065 using an executive summary demonstrating communication skills related to the study of Higher Education. The department moved from the three point rubric to the four point rubric (see attached rubric).

2.1.1

### Assessment Method

Students are evaluated using a four-point rubric. See rubrics attached.

#### IMPLEMENTING STRATEGY

Students submit an executive summary following a research of the communication skills related to higher education.

#### SOURCE OF EVIDENCE

### 2.1.1.1 Criterion for success

CRITERION FOR SUCCESS Students must receive at least \emerging rating\" to earn credit."

RESULTS Fall 2020 (see attached results) 8 (50%) students achieved an exemplary rating. 6 (37.5%) students achieved a satisfactory rating. 1 (6.3%) student achieved an emerging rating. 1 (6.3%) made no attempt at the assignment. Spring 2021 (see attached results) 16 (89%) students achieved an exemplary rating. 1 (5.6%) students achieved an emerging rating. 1 (5.6%) students made no attempt to complete this assignment. Summer 2021 EDH 6065 (see attached results) 16 9 (60%) students achieved an exemplary rating. 6 (40%) students achieved a satisfactory rating.

DATA SUMMARY We will continue to monitor results and continue to strive for at least 80% of students achieving an exemplary or satisfactory rating. We will work with students to develop their emerging skills.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

## 3 Learning Goal Outcome 3

### Outcome

#### 3.1 Critical Thinking

In the course EDH 6305, students write a paper responding to three metacognition research articles relating to critical thinking.

#### 3.1.1 Assessment Method

Students will be scored using a four-point rubric. See attached Rubric EDH 6305 Metacognition Assignment.

IMPLEMENTING STRATEGY

Students read 3 self-selected research articles around a common theme: metacognition, and respond to a set of analysis questions on a template. SOURCE OF EVIDENCE



### 3.1.1.1 Criterion for success

CRITERION FOR SUCCESS Students must achieve at least an \emerging\" rating to earn credit."

#### RESULTS

Fall 2020 The course EDH 6305 was not offered in fall. Spring 2021 The course EDH 6305 was not offered in spring. Summer 2021 The course EDH 6305 was not offered in summer.

We will strive to offer this course throughout the academic year and continue to monitor and we will strive for 95% of our students to be satisfactory or higher.

#### DATA SUMMARY

#### IMPROVEMENT TYPE

#### IMPROVEMENT DESCRIPTION

#### IMPROVEMENT

Institution Mission

Program Mission

1

Learning Goal Outcome 1

Outcome

1.1

Critical thinking will be measured as a specific skill in an assignment \Investigative Critical Issue for ACE Administrators\" as part of the course ADE 6265."

Critical thinking will be measured as a specific skill in an assignment \Investigative Critical Issue for ACE Administrators\" as part of the course ADE 6265."

1.1.1

Assessment Method

An adapted AAC&U rubric will be used to measure reflective practice, as a critical thinking skill. The rubric used is attached.

Critical thinking will be measured as a specific skill in an assignment \Investigative Critical Issue for ACE Administrators\" as part of the course ADE 6265. "

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

1.1.1.1 Criterion for success

Students must be at least \emerging\" on the rubric to meet the criteria for success on this skill. The assignment is heavily laden with feedback and coaching; this skill rubric is in dimension of the feedback students receive."

CRITERION FOR SUCCESS

Students must be at least \emerging\" on the rubric to meet the criteria for success on this skill. The assignment is heavily laden with feedback and coaching; this skill rubric is ine dimension of the feedback students receive."

RESULTS

Fall 2020 ADE 6265 8 (72.4%) received an exemplary rating, 3 (27.3%) received a satisfactory rating.Spring 2021. ADE 6265 was not offered in Spring 2021 or summer 2021.

DATA SUMMARY

We will continue to strive for 80% of students achieving an exemplary rating. We will provide coaching and feedback.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

2

## Learning Goal Outcome 2

### Outcome

2.1 Communication will be measured as a specific skill in an assignment \Final Project Maps\" embedded in the course ADE 6774. The assignment uses web-based, online communication as the target area for student learning."

Communication will be measured as a specific skill in an assignment \Final Project Maps\" embedded in the course ADE 6774. The assignment uses web-based, online communication as the target area for student learning."

#### 2.1.1 Assessment Method

The skill is measured using an adapted AAC&U Value Rubric, and scored in an assessment tool (database). The rubric is attached.

Students complete a web-based map as a culminating work in the course.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

### 2.1.1.1 Criterion for success

Students must earn at least a rubric scoring level \emerging\" to be successful on this assignment-based competency."

CRITERION FOR SUCCESS Students must earn at least a rubric scoring level \emerging\" to be successful on this assignment-based competency."

RESULTS Fall 2020. ADE 6774 was not offered in the Fall.Spring 2021. ADE 4774 was offered in the summer. Nine (82%) students received an exemplary rating. Two (18.2%) students received a satisfactory rating. See attached.Summer 2021. ADE 6774 was not offered in the Summer.

DATA SUMMARY We will continue to strive for 80% of students achieving exemplary status. We will provide coaching and feedback.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

## 3

### Learning Goal Outcome 3

#### Outcome

3.1 The course assignment \Workplace Learning Development\" in ADE 6387, as well as the course assignment in ADE 5185 \Adult and Community Education in a Changing Society\" will be used to measure content knowledge."

The course assignment \Workplace Learning Development\" in ADE 6387, as well as the course assignment in ADE 5185 \Adult and Community Education in a Changing Society\" will be used to measure content knowledge."

#### 3.1.1 Assessment Method

An adapted AAC&U Value Rubric will be used to measure content knowledge as a specific skill within the assignment. The rubric will be scored in an assessment tool, and feedback provided to students via the online tool.

The assignments will be implemented in the courses, with dedicated rubrics to measure the skills.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

3.1.1.1 Criterion for success

Students must earn at least the rubric level \emerging\" to be successful on the measured skill. Feedback and coaching are the focus of the student learning embedded in the assignment. "

CRITERION FOR SUCCESS Students must earn at least the rubric level \emerging\" to be successful on the measured skill. Feedback and coaching are the focus of the student learning

embedded in the assignment. "

RESULTS

Fall 2020. ADE 5185 was not offered in Fall. ADE 6387 was offered. 15 students ( 65.2%) achieved exemplary rating. 4 students (17.4%) achieved satisfactory rating. 4 students (17.4%) achieved emerging rating. (See attached results)Spring 2021. ADE 5185 and ADE 6387 were not offered in Spring.Summer 2021. ADE 6387 was not offered in summer. Summer 2021 ADE 5185 was offered. 5 (83.3%) students achieved an exemplary rating. 1 (16.6%) student achieved a satisfactory rating. Two students did not submit an assignment and therefore are not included in these results.

We will strive to improve the rating to achieve higher ratings on the satisfactory and exemplary rating scale. We will continue to provide feedback and coaching to increase the skill level.

DATA SUMMARY

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT



## Institution Mission

## Program Mission

### 1 Learning Goal Outcome 1

#### Outcome

1.1 Critical Thinking outcomes in the Ed Leadership Specialist program are essential in moving students from an understanding of what it means to manage a school organization versus conceptually and critically understanding how to lead. To develop the student

Critical Thinking outcomes in the Ed Leadership Specialist program are essential in moving students from an understanding of what it means to manage a school organization versus conceptually and critically understanding how to lead. To develop the students' understanding of effectively leading a school organization, students engage in systems and critical thinking to recognize the interconnectedness of the various operations within a school. Critical Thinking outcomes will be achieved in the Spring 2022 EDA 6300 Systems and Community Course Competency Assessment #2: Family and Community Involvement Plan.

#### 1.1.1 Assessment Method

Students will be assessed using the new rubric with the levels Exemplary, Satisfactory, Emerging, Unsatisfactory, Did Not Submit.

In EDA 6300 CA #2, students will identify goals for parent involvement, consider budgetary restraints, create a plan for communication, and develop a coherent and innovative action plan to engage parents in the school.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

#### 1.1.1.1 Criterion for success

This CA is a cumulative, summative project that is the compilation of several formative assignments. Therefore, this assignment is not a formative assessment, and students will be expected to excel. Students will attain Satisfactory or Exemplary on all assessed components.

CRITERION FOR SUCCESS	This CA is a cumulative, summative project that is the compilation of several formative assignments. Therefore, this assignment is not a formative assessment, and students will be expected to excel. Students will attain Satisfactory or Exemplary on all as
RESULTS	Most students earned \Exemplary or \"Satisfactory\" on the rubric criterion for Competency Assessment 2: Family and Community Involvement Plan. However, there was one criteria (Goals) where 11 students scored Exemplary, 4 students scored Satisfactory and 1 student scored Emerging. "
DATA SUMMARY	The goal for 2021 was to maintain the strong performance across the board and improve students' understanding of goal setting. The criteria of goal setting seems to continue to be an area for further improvement. The improvement goal for 2022 will be for students to receive targeted support in understanding and demonstrating goal setting through their Competency Assessment 2: Family and Community Involvement Plan.
IMPROVEMENT TYPE	
IMPROVEMENT DESCRIPTION	
IMPROVEMENT	

## 2

### Learning Goal Outcome 2

#### Outcome

##### 2.1

Communication Learning Outcome is an integral skill to Educational Leadership Specialist students. Listening, speaking, reading and writing are fundamental to a human resource profession. High performing school leaders are excellent communicators. The Spe

Communication Learning Outcome is an integral skill to Educational Leadership Specialist students. Listening, speaking, reading and writing are fundamental to a human resource profession. High performing school leaders are excellent communicators. The Specialist degree highlights communications skills in adult-to-adult interactions, presenting ideas clearly and persuasively, implementing decisions, and giving feedback on job performance. This learning outcome will be assessed through EDS 6050 Instructional Leadership 1: Competency Assessment #2 Data Analysis for Instructional Planning and Improvement.

### 2.1.1 Assessment Method

Students will be assessed using the new rubric with the levels Exemplary, Satisfactory, Emerging, Unsatisfactory, Did Not Submit.

Students will write a report that includes: data analysis with a clear description of the context and relevant conclusions based on the data; charts or graphs that clearly and accurately depict the data; learning goals based upon the data based upon published research and written in specific and accessible language; APA 7 writing guidelines such as a clear introduction and conclusion, active voice, correct spelling and grammar, correct references, and other requirements.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

#### 2.1.1.1 Criterion for success

Students will attain Satisfactory or Exemplary on all assessed components.

CRITERION FOR  
SUCCESS

Students will attain Satisfactory or Exemplary on all assessed components.

RESULTS

Students earned Satisfactory or Exemplary on rubric criterion with the exception of the following: Understanding of Concepts criteria: 11/17 students earned Exemplary, 5 /17 students earned Satisfactory and 1/17 students earned Emerging Communication of Concepts criteria: 7/17 students earned Exemplary, 6/17 students earned Satisfactory and 4/17 students earned Emerging Content and Development criteria: 10/17 students earned Exemplary, 6/17 students earned Satisfactory, and 1/17 students earned Emerging Organization and Structure criteria: 7/17 students earned Exemplary, 9/17 students earned Satisfactory, and 1/17 students earned Emerging Format and References criteria: 4/17 students earned Exemplary, 12/17 students earned Satisfactory, and 1/17 students earned Emerging Mechanics (grammar, spelling, length) criteria: 5/17 students earned Exemplary, 11/17 students earned Satisfactory, and 1/17 students earned Emerging

DATA SUMMARY

The Communication of Concepts criteria had more students scoring Emerging than on other rubric criterion. As previously stated, effective communication skills are integral for Educational Leadership Specialist students. The goal for 2022 is to provide targeted support for Communication of Concepts as well as targeted support for the criterion where students scored emerging.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

3

Learning Goal Outcome 3

Outcome

3.1

Content knowledge will be demonstrated through the Educational Leadership Specialist students' work in EDA 6232 CA #2. CA #2 requires students to create a lesson plan for a professional development session to teach teachers about education law that impacts Content knowledge will be demonstrated through the Educational Leadership Specialist students' work in EDA 6232 CA #2. CA #2 requires students to create a lesson plan for a professional

development session to teach teachers about education law that impacts their daily practice. Specialist students will only be successful designing this lesson plan if they themselves understand the content of educational law.

### 3.1.1 Assessment Method

The Competency Assessment for this course is assessed using rubrics that measure content and writing. Students may submit assignment drafts to receive formative feedback in order to make revisions prior to submitting the final assignment.

Students will develop a lesson plan utilizing the textbook and online sources to demonstrate a thorough understanding of educational law with regard to compliance with federal and state statutes.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

#### 3.1.1.1 Criterion for success

Students will be assessed using the new rubric with the levels Exemplary, Satisfactory, Emerging, Unsatisfactory, Did Not Submit. Students must earn \"Satisfactory\" or \"Exemplary\" on all assessed rubric components."

CRITERION FOR SUCCESS Students will be assessed using the new rubric with the levels Exemplary, Satisfactory, Emerging, Unsatisfactory, Did Not Submit. Students must earn \"Satisfactory\" or

\"Exemplary\" on all assessed rubric components."

RESULTS For the most part, most students earned Exemplary on the rubric criterion with one main exception. 8/13 students earned Satisfactory on the rubric criteria \"Fourth Amendment framework for teachers.\""

DATA SUMMARY The goal for the next cohort will be to implement instructional strategies and/or activities through the law modules to support students' application of their knowledge of the Fourth Amendment framework for teachers.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT



Institution Mission

Program Mission

1

Learning Goal Outcome 1

Outcome

1.1

Students completing the doctorate (Adult and Community Education Leadership track) will acquire advanced knowledge of leadership and professional knowledge in management, policy, finance, law and other societal, institutional, and ethical contexts. Students completing the doctorate (Adult and Community Education Leadership track) will acquire advanced knowledge of leadership and professional knowledge in management, policy, finance, law and other societal, institutional, and ethical contexts.

1.1.1

Assessment Method

Leadership and professional knowledge qualifying exam.

Academic advising and coursework will reinforce student success and goal attainment.

Personalized faculty advisement will enhance student matriculation. Coursework and curriculum will contribute to goal attainment and scholarly dissertation studies.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

1.1.1.1 Criterion for success

80% of students sitting for the exam will pass or pass with honors.

CRITERION FOR  
SUCCESS

80% of students sitting for the exam will pass or pass with honors.

RESULTS

In 2020-21, 3 PhD Educational Leadership:Adult and Community candidates took the qualifying exam. Three candidates passed, with no candidate passing with honors, and no candidates having to defer. This met the Criterion for Success as 100% of candidates passed the exam. See attached LiveText report.

DATA SUMMARY

Following an extensive review of the doctoral qualifying exam the department has completely revised the content, format and protocol of this exam.

IMPROVEMENT  
TYPE

IMPROVEMENT  
DESCRIPTION

IMPROVEMENT

2

Learning Goal Outcome 2

Outcome

2.1 Students completing the doctorate will demonstrate advanced research and analytical skills

Students completing the doctorate will demonstrate advanced research and analytical skills

2.1.1

Assessment Method

.A. Full proposals for dissertation. B. Presentation/Defense of Dissertation. Students will work with dissertation advisor, committee member methodologist and other committee members in preparation of dissertation, design of the study, literature review and the collection and analysis of data collected.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

2.1.1.1 Criterion for success

75 % of proposals submitted by students will be judged as accepted without major modification by their supervising committee. B. 85% of dissertations presented at students' first defense will be judged as acceptable without major modification by the supervising committee.



CRITERION FOR SUCCESS

75 % of proposals submitted by students will be judged as accepted without major modification by their supervising committee. B. 85% of dissertations presented at students' first defense will be judged as acceptable without major modification by the supe

RESULTS

During the 2020-21 academic year four Adult and Community Education Leadership students conducted proposal defenses. Of these students one was approved with minor modifications, two were approved with modifications, and one was approved with major modifications. The department and program area will continue to monitor program performance in this area. This met the Criterion for Success as 75% had proposals accepted without major modifications. Please see LiveText report attached.

DATA SUMMARY

See comments above under data summary. Additionally, Lead V and Lead VI are being reviewed by the department during the current academic year. These two courses are required by all doctoral students and serve as the primary leadership theory courses in the doctoral program.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

3

### Learning Goal Outcome 3

#### Outcome

3.1

Students will demonstrate proficiency in writing skills.  
Students will demonstrate proficiency in writing skills.

3.1.1

#### Assessment Method

A rubric will be scored to identify strengths and areas for improvement in written communication.

The Qualifying Exam will serve as the strategy for assessment of proficient written communication skills.

IMPLEMENTING STRATEGY

## SOURCE OF EVIDENCE

### 3.1.1.1 Criterion for success

Criterion for success 90% of students enrolled in the program will earn passing scores on the rubric associated with the Qualifying Exam.

CRITERION FOR Criterion for success 90% of students enrolled in the program will earn passing <sup>SUCCESS</sup> scores on the rubric associated with the Qualifying Exam.

RESULTS In 2020-21, 3 PhD Educational Leadership:Adult and Community candidates took the qualifying exam. Three candidates passed, with no candidate passing with honors, and no candidates having to defer. This met the Criterion for Succss as 100% of candidates passed the exam. See attached LiveText report.

The department will continue to monitor the results from the qualifying exam to determine any changes that need to be made.

DATA SUMMARY

IMPROVEMENT TYPE

IMPROVEMENT  
DESCRIPTION

IMPROVEMENT

# ED:PhD Educational Leadership: Higher Education Leadership

3 GOALS 3 OUTCOMES 3 MEASURES 3 TARGETS 3 FINDINGS 0 ATTACHMENTS

ACAD:  
2020-2021

## Institution Mission

## Program Mission

### 1 Learning Goal Outcome 1

#### Outcome

1.1 Students completing the doctorate (Higher Education Track) will acquire advanced knowledge of leadership and professional knowledge in management, policy, finance, law and other societal, institutional, and ethical contexts.

Students completing the doctorate (Higher Education Track) will acquire advanced knowledge of leadership and professional knowledge in management, policy, finance, law and other societal, institutional, and ethical contexts.

#### 1.1.1 Assessment Method

The Assessment Method is the Leadership and Professional Knowledge qualifying exam. Academic advising and coursework will reinforce student success and goal attainment.

Personalized faculty advisement will enhance student matriculation. Coursework and curriculum will contribute to student goal attainment and scholarly dissertation studies.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

#### 1.1.1.1 Criterion for success

Criterion for success 80% of students sitting for the exam will pass or pass with honors.

CRITERION FOR SUCCESS

Criterion for success 80% of students sitting for the exam will pass or pass with honors.

RESULTS

During the 2020-21 academic year, one Higher Education Leadership candidate took the qualifying exam. The candidate was deferred. The Criterion for Success was not

met, as no candidate passed, or passed with honors, the qualifying exam. See LiveText data report attached.

DATA SUMMARY Following an extensive review of the doctoral qualifying exam the department has completely revised the content, format and protocol of this exam. The results will be reviewed to determine any additional changes.

IMPROVEMENT  
TYPE

IMPROVEMENT  
DESCRIPTION

IMPROVEMENT

2

## Learning Goal Outcome 2

### Outcome

2.1 Students completing the doctorate will demonstrate advanced research and analytical skills

Students completing the doctorate will demonstrate advanced research and analytical skills

#### 2.1.1 Assessment Method

A. Full proposals for dissertation. B. Presentation/Defense of dissertations. Student will work with Dissertation advisor, committee member methodologist and other committee members in preparation of dissertation, design of the study, literature review and the collection and analysis of data collected.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

##### 2.1.1.1 Criterion for success

A. 75% of proposals submitted by students will be judged as accepted without major modification by their supervising committee. B. 85% of dissertations presented at students' first defense will be judged as acceptable without major modification by the supervising committee.

CRITERION FOR A. 75% of proposals submitted by students will be judged as accepted without major  
SUCCESS modification by their supervising committee. B. 85% of dissertations presented at

students' first defense will be judged as acceptable without major modification by the  
su

RESULTS

During the 2020-21 academic year 8 students presented dissertation proposals in Higher Education Leadership. Of these students, 2 were approved, 2 were approved with minor modification, 2 were approved with minor modification, and 2 were approved with major modification. This indicates that higher education leadership doctoral students are meeting the criterion for success with a success rate of 75% at the both the proposal and dissertation without major modification. See attached LiveText rubric data report.

DATA SUMMARY

Lead V and Lead VI are being reviewed by the department during the current academic year. These two courses are required by all doctoral students and serve as the primary leadership theory courses in the doctoral program.

IMPROVEMENT  
TYPE

IMPROVEMENT  
DESCRIPTION

IMPROVEMENT

3

Learning Goal Outcome 3

Outcome

3.1

Students will demonstrate proficiency in writing skills.  
Students will demonstrate proficiency in writing skills.

3.1.1

Assessment Method

A rubric will be scored to identify strengths and areas for improvement in written communication.

The Qualifying Exam will serve as the strategy for assessment of proficient written communication skills.

IMPLEMENTING STRATEGY

## SOURCE OF EVIDENCE

### 3.1.1.1 Criterion for success

90% of students enrolled in the program will earn passing scores on the rubric associated with the Qualifying Exam.

#### CRITERION FOR SUCCESS

90% of students enrolled in the program will earn passing scores on the rubric associated with the Qualifying Exam.

#### RESULTS

During the 2020-21 academic year, one Higher Education Leadership candidate took the qualifying exam. The candidate was deferred. The Criterion for Success was not met, as no candidate passed, or passed with honors, the qualifying exam. See LiveText data report attached. See LiveText data report attached.

The qualifying exam has been reviewed and modified in format, content and protocol. The results of the qualifying exam will be closely monitored by faculty this academic year.

#### DATA SUMMARY

#### IMPROVEMENT TYPE

#### IMPROVEMENT DESCRIPTION

#### IMPROVEMENT

# ED:PhD Educational Leadership: K-12

ACAD:  
2020-2021

3 GOALS 3 OUTCOMES 3 MEASURES 3 TARGETS 3 FINDINGS 0 ATTACHMENTS

## Institution Mission

## Program Mission

### 1 Learning Goal Outcome 1

#### Outcome

1.1 Students completing the doctorate (school leaders track) will acquire advanced knowledge of leadership and professional knowledge in management, policy, finance, law and other societal, institutional, and ethical contexts.

Students completing the doctorate (school leaders track) will acquire advanced knowledge of leadership and professional knowledge in management, policy, finance, law and other societal, institutional, and ethical contexts.

#### 1.1.1 Assessment Method

Leadership and Professional Knowledge qualifying exam.

Academic advising and coursework will reinforce student success and goal attainment.

Personalized faculty advisement will enhance student matriculation. Coursework and curriculum will contribute to student goal attainment and scholarly dissertation studies.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

#### 1.1.1.1 Criterion for success

80% of students sitting for the exam will pass or pass with honors.

CRITERION FOR  
SUCCESS

80% of students sitting for the exam will pass or pass with honors.

RESULTS

During the 2020-2021 school year, 2 school leaders doctoral students took the qualifying exam. Both students passed the exam, however, no one passed with

honors and no student was deferred. This still met the Criterion for Approval, as 100% passed. See attached LiveText data report.

DATA SUMMARY

Following an extensive review of the doctoral qualifying exam the department has completely revised the content, format and protocol of this exam. The results will be reviewed to determine any additional changes.

IMPROVEMENT  
TYPE

IMPROVEMENT  
DESCRIPTION

IMPROVEMENT

2

Learning Goal Outcome 2

Outcome

2.1

Students completing the doctorate will demonstrate advanced research and analytical skills.

Students completing the doctorate will demonstrate advanced research and analytical skills.

2.1.1

Assessment Method

A. Full proposals for dissertation. B. Presentation/Defense of dissertations. Student will work with Dissertation advisor, committee member methodologist and other committee members in preparation of dissertation, design of the study, literature review and the collection and analysis of data collected.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

2.1.1.1 Criterion for success

A. 75% of proposals submitted by students will be judged as accepted without major modification by their supervising committee. B. 80% of dissertations presented at students' first defense will be judged as acceptable without major modification by the supervising committee.

CRITERION FOR

A. 75% of proposals submitted by students will be judged as accepted without major



SUCCESS modification by their supervising committee. B. 80% of dissertations presented at students' first defense will be judged as acceptable without major modification by the sup

RESULTS During the 2020-21 academic year 3 school leaders doctoral students completed their dissertation proposal defense. Of these students, one student was approved, and two students were approved with modification. This meets the criterion of success with a 100% approval rate without major modifications. See attached LiveText rubric reports.

DATA SUMMARY The Department will continue to monitor these results. Additionally, Lead V and Lead VI are being reviewed by the department during the current academic year. These two courses are required by all doctoral students and serve as the primary leadership theory courses in the doctoral program.

IMPROVEMENT TYPE

IMPROVEMENT DESCRIPTION

IMPROVEMENT

### 3

#### Learning Goal Outcome 3

##### Outcome

3.1 Students will demonstrate proficiency in writing skills.  
Students will demonstrate proficiency in writing skills.

##### 3.1.1 Assessment Method

A rubric will be scored to identify strengths and areas for improvement in written communication.

The Qualifying Exam will serve as the strategy for assessment of proficient written communication skills.

IMPLEMENTING STRATEGY

SOURCE OF EVIDENCE

##### 3.1.1.1 Criterion for success

Ninety percent of students enrolled in the program will earn passing scores on the rubric associated with the Qualifying Exam.

CRITERION FOR **Ninety percent of students enrolled in the program will earn passing scores on the <sup>SUCCESS</sup> rubric associated with the Qualifying Exam.**

RESULTS One hundred percent of students, in 2020-2021, taking the qualifying exam were rated as proficient in areas of written communication. During the past year 2 school leaders doctoral students took the qualifying exam. Of these students, 2 passed the exam, no student passed with honors, and no student was deferred. See attached LiveText data report.

DATA SUMMARY As noted in Objective 1 the qualifying exam has been reviewed and modified in format, content and protocol. Faculty will monitor the results to determine need for further modification.

IMPROVEMENT  
TYPE

IMPROVEMENT  
DESCRIPTION

IMPROVEMENT

### **Appendix C: Diversity Data Report – 2020-21**



**Introduction**

**Student Data**

Florida Atlantic University  
Comparison to  
Universities in the Florida  
State University  
System (SUS)  
FAU College of Education  
Comparison to Other FAU  
Colleges  
Student Ethnicity and Gender  
within FAU College of  
Education

**Faculty Data**

Florida Atlantic University  
Comparison to Other SUS  
Institutions  
FAU College of Education  
School District and  
Community Data  
Teacher Membership

**Community Data**

Census Data  
Choice Options

**Summary**

**FAU Published Statements**

**References**

# DIVERSITY DATA REPORT

*2020 - 2021*

*Spring 2022*

Submitted to  
Florida Atlantic University  
College of Education

Office for School Engagement College  
of Education

Ernest Brewer

## Introduction

This report is a response to a request of the Florida Atlantic University College of Education Executive Committee, and the College of Education Diversity Committee. The purpose of this report is to present student and faculty diversity data regarding: Florida Atlantic University (FAU), the FAU College of Education, other Florida universities and colleges of education, and the school districts and communities in the FAU College of Education service region. The data are presented in three major categories: 1) Student Data<sup>1</sup>, 2) Faculty Data, and 3) School District and Community Data.

## Student Data

### Florida Atlantic University

Overall, FAU enrollment declined from 2016-2017 to 2018-2019, while 2018-2019 to 2019-2020 shows an increase of 0.9%. (Table 1). Over the last five years, as shown in Table 2 below, the percentage of White students steadily declined as is -3.4% less than 2016. The percentage of Black students fluctuated with an overall increase of +0.6% over this period. The percentage of Hispanic students steadily increased, showing a +2.5% change. There is an increase in the percentage of International students enrolled over the same five year period (+0.1%).

**Table 1: FAU Annual Headcount Enrollment Trends, Annual 2016 - 2020**

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
<b>Unduplicated Enrollment</b>	38,025	37,452	37,265	37,619	37,796

Source: Institutional Effectiveness & Analysis (IEA)/Final Unduplicated Annual Headcount Enrollment: <https://tinyurl.com/vxfeseeg>

**Table 2: FAU Ethnicity Student Enrollment Trend Data, Fall 2016 - Fall 2020**

Year	% Asian	% Black	% Hispanic	% American Indian	% Pacific Islander	% Two or More Races	% White	% Unknown	% NonRes Alien
2016-2017	4.5	19.4	24.9	0.2	0.1	3.6	43.2	0.6	3.5
2017-2018	4.5	19.3	25.4	0.2	0.1	3.6	42.5	0.7	3.7
2018-2019	4.4	19.6	25.8	0.1	0.1	3.5	41.6	0.7	3.8
2019-2020	4.5	19.8	26.5	0.1	0.1	3.8	40.3	0.7	4.0

<sup>1</sup> All student data were gathered from the institution's department for institutional research. These departments are responsible for submitting unduplicated headcount enrollment data to the State of Florida. Headcount enrollment includes only students with a declared major. If the data were Fall Headcount Enrollment, then the data represents students with a declared major that were enrolled in the Fall term. If the data is Annual Headcount Enrollment, then the data represents students with a declared major that were enrolled in either the Summer, Spring, and Fall term.

2020-2021	4.2	20.1	27.4	0.1	0.1	3.8	39.8	0.8	3.7
-----------	-----	------	------	-----	-----	-----	------	-----	-----

Source: Institutional Effectiveness & Analysis (IEA)/Final Unduplicated Annual Headcount Enrollment: <https://tinyurl.com/vxfeseeg> Note: Totals might not equal 100 due to rounding. New categories are included beginning with data reported after 2010.

In 2020-2021, the total student enrollment for FAU was 37,796. Female enrollment was 59% of the total enrollment and male enrollment was 41%. From 2019-2020 to 2020 to 2021, the percentage of gender enrollment has increased +0.2% for female enrollment, while male enrollment has decreased -2%. Table 3 below displays the trend. Beginning the 2017-2018 academic year, Florida Atlantic University added a new gender category, Not Reported.

**Table 3: FAU Gender Enrollment Trend Data, Annual 2016 - 2020**

Year	% Female	% Male
2016-2017	57	43
2017-2018	57	43
2018-2019	57	43
2019-2020	57	43
2020-2021	59	41

Source: Institutional Effectiveness & Analysis (IEA)/Final Unduplicated Annual Headcount Enrollment: <https://tinyurl.com/vxfeseeg>

### ***Comparison to Universities in the Florida State University System (SUS)***

For percentage of female enrollment in 2020, FAU increased from 2019-2020 to 2020-2021 (+0.2%) with the second highest rank in the SUS with 59%. The total percentage of minority enrollment, FAU ranked third with 47% (+0.1) increase from 2019. Table 4 summarizes the SUS female and minority enrollment for 2016-2020.

**Table 4: Comparison of SUS Female and Minority Student Enrollment, Fall 2016 - Fall 2020**

Institution	% Female					% Minority*				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Florida A&M (FAMU)	64	64	64	65	66	87	87	87	88	89
<b>Florida Atlantic University (FAU)</b>	<b>57</b>	<b>57</b>	<b>57</b>	<b>57</b>	<b>59</b>	<b>43</b>	<b>44</b>	<b>46</b>	<b>46</b>	<b>47</b>
Florida Gulf Coast Univ. (FGCU)	57	57	57	58	58	26	29	29	30	30
Florida International Univ. (FIU)	57	59	57	57	57	72	72	68	66	68
Florida State University (FSU)	56	55	56	57	57	25	27	28	29	29
University of Central Florida (UCF)	55	55	55	55	56	35	35	37	37	38
University of Florida (UF)	54	54	54	54	56	23	24	25	25	26

University of North Florida (UNF)	56	57	57	58	58	21	20	19	23	24
University of South Florida (USF)	56	57	56	57	58	27	27	28	28	28

Source: Each institution's department for institutional data/analysis. Based on most recently reported Headcount for Fall 2020

FAMU:

[https://public.tableau.com/views/Enrollments\\_15967187447890/MainEnrollment?:embed=y&:display\\_count=yes&:showTabs=y&:showVizHome=no](https://public.tableau.com/views/Enrollments_15967187447890/MainEnrollment?:embed=y&:display_count=yes&:showTabs=y&:showVizHome=no)

FAU: <https://tinyurl.com/yxfeseeg>

FGCU: [https://public.tableau.com/views/FGCU\\_IR\\_Facts\\_0/HeadcountEnrollment?:embed=y&:showVizHome=no&:display\\_count=yes](https://public.tableau.com/views/FGCU_IR_Facts_0/HeadcountEnrollment?:embed=y&:showVizHome=no&:display_count=yes)

FIU: <https://aim.fiu.edu/factbook/dash.html> > Student Headcount Factbook

FSU: <https://ir.fsu.edu/factbook.aspx> > <https://ir.fsu.edu/Factbooks/2020-21/Enrollments.pdf>

UCF: <https://www.ucf.edu/about-ucf/facts/>

UF: <https://ir.ua.ufl.edu/uffacts/enrollment-1/>

UNF: [https://www.unf.edu/ir/Fall\\_2020\\_Student\\_Data.aspx](https://www.unf.edu/ir/Fall_2020_Student_Data.aspx) > 5-Year Comparison Enrollment Data

USF: <http://usfweb.usf.edu/ODS/SystemFacts/Enrollments.aspx>

Note:

\*Minority defined as underrepresented ethnicity categories:  
Black and Hispanic/Latino; other races, including 2 or More  
Races are not included

Table 5 provides a detailed summary of ethnicity enrollments at some SUS institutions.<sup>2</sup> FAU ranked fourth lowest white student enrollment with 39%, second highest black student enrollment with 20%. FIU ranked highest hispanic ethnicity with 56% of their student population, while FAU tied with UCF ranked second at 27%.

**Table 5: Comparisons of SUS Student Ethnicity Enrollment, Fall 2016 - Fall 2020**

Institution	% White					% Black					% Hispanic				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
FAMU	8	8	8	7	7	84	84	82	83	83	3	3	4	5	5
FAU	44	43	42	40	39	19	19	19	19	20	25	26	26	26	27
FGCU	66	64	63	62	62	7	9	7	7	7	19	20	21	22	22
FIU	11	10	11	11	12	12	13	12	12	11	60	59	56	54	56
FSU	61	61	60	59	58	8	8	9	9	9	18	18	19	19	20
UCF	51	51	48	47	46	11	11	11	11	10	24	24	26	27	27
UF	54	54	52	51	55	6	6	6	6	7	17	17	19	20	20
USF	51	51	55	54	53	9	9	10	10	10	18	18	20	21	22

Source: Each institution's department for institutional data/analysis. Based on most recently reported Headcount for Fall 2018

FAMU: [https://public.tableau.com/views/Enrollments\\_15967187447890/MainEnrollment?:embed=y&:display\\_count=yes&:showTabs=y&:showVizHome=no](https://public.tableau.com/views/Enrollments_15967187447890/MainEnrollment?:embed=y&:display_count=yes&:showTabs=y&:showVizHome=no)

FAU: <https://tinyurl.com/yxfeseeg>

FGCU: <https://www2.fgcu.edu/planning/InstitutionalResearch/cds.html>

FIU: <https://aim.fiu.edu/factbook/dash.html>

FSU: <https://ir.fsu.edu/factbook.aspx>

UCF: <https://www.ucf.edu/about-ucf/facts/>

UF: <https://ir.ua.ufl.edu/uffacts>

USF: <http://www.usf.edu/ods/resources/system-facts.aspx>

Note: Total percentages do not equal 100 because only three categories are presented.

<sup>2</sup> SUS peer institutions are identified as those most closely related to enrollment/diversity/population data of a university. Within the state of Florida, Florida Atlantic University (FAU) is considered a peer institution of Florida International University (FIU), University of Central Florida (UCF), and University of South Florida (USF). In tables presented, peer institutions are reported with some other university data as available.

**FAU College of Education** Between 2016 and 2020, the College of Education’s overall annual headcount enrollment has ranged from 4,073 in 2016 to 2,356 in 2020, a reduction of 1,717 students. Trend analysis shows that, while the total enrollment has decreased, diversity with the college has increased. Overall, the percentage of White student enrollment has decreased from 2019 to 2020 by (-0.2%), while the percentage of Hispanic enrollment has increased over the same period (+0.6%). Table 6 summarizes the student ethnicity trend data.

**Table 6: FAU College of Education Student Ethnicity Enrollment Trends, Annual 2015 - 2019**

Year	Total Enrollment	% Asian	% Black	% Hispanic	% American Indian	% Pacific Islander	% Two or More Races	% White	% Unknown	% NonRes Alien
2016-2017	4,073	2.1	21.1	22.5	0.1	0.0	3.5	48.9	0.5	1.3
2017-2018	3,794	2.1	21.6	23.5	0.2	0.0	3.4	47.3	0.5	1.5
2018-2019	3,337	2.5	21.0	23.0	0.1	0.1	3.5	47.8	0.6	1.7
2019-2020	2,396	1.9	21.8	22.2	0.4	0.0	2.8	49.0	0.5	1.6
2020-2021	2,356	1.9	22.3	22.8	0.4	0.4	2.5	48.8	0.3	1.1

Source: Institutional Effectiveness & Analysis (IEA)/Final Unduplicated Annual Headcount Enrollment: <https://tinyurl.com/vxfeseeg>

Note: Totals might not equal 100 due to rounding.  
demographic report.

\*The category “Two or more races” was first used in the Fall 2012

**Comparison to Other FAU Colleges**

The College of Education trend ethnicity enrollment data is very similar to other colleges at FAU. As Table 7 shows, over the past five years, the number of White students across colleges has been decreasing, whereas the number of Black and Hispanic students has been increasing. However, when compared to other FAU colleges, the College of Education had the least decrease in the percentage of White students enrolled (-0.2%) and the third highest increase of Black students over the same period (+0.6). An increase in Hispanic student enrollment (+0.5%) during this period.

**Table 7: Comparison of Student Ethnicity Enrollment Trends, Annual 2016-2020**

Year & College	% White	% Black	% Hispanic
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<b>2016-2017 Education</b>			
<b>Arts and Letters</b>	48.9 46.1	21.1 17.0	22.5 27.3
<b>Business</b>	43.9	18.3	26.0
<b>Nursing</b>	43.6	27.2	19.1
<b>2017-2018 Education</b>			
<b>Arts and Letters</b>	47.3 44.4	21.6 17.4	23.5 28.2
<b>Business</b>	44.1	17.8	25.8
<b>Nursing</b>	41.8	27.9	19.7
<b>2018-2019 Education</b>			
<b>Arts and Letters</b>	47.8 43.1	20.8 18.1	23.0 28.6
<b>Business</b>	43.6	17.7	26.3
<b>Nursing</b>	42.3	26.5	20.2
<b>2019-2020</b>			
<b>Education</b>	49.0	21.7	22.3
<b>Arts and Letters</b>	43.1	18.2	28.6
<b>Business</b>	42.4	17.6	27.0
<b>Nursing</b>	39.0	29.4	20.8
<b>2020-2021</b>			
<b>Education</b>	48.8	22.3	22.8
<b>Arts and Letters</b>	41.6	19.0	29.3
<b>Business</b>	42.0	17.3	28.2
<b>Nursing</b>	35.9	32.6	21.8

Source: Institutional Effectiveness & Analysis (IEA)/Student Data Course File: <https://tinyurl.com/vxfeseeg> Note: Totals might not equal 100 due to other ethnicity enrollment

Based on Fall 2020 Headcount Enrollment data, FAU College of Education gender diversity is very similar to other SUS colleges of education. More than half of the student body are female students at all SUS colleges of education. At FAU College of Education, females make up 59% of the student population, whereas males make up 41%, which is very similar to gender enrollment at other SUS colleges. Table 8 compares the gender enrollment data of these colleges.

**Table 8: Comparisons of Colleges of Education Student Gender Enrollment, Fall 2020**

<b>Institution</b>	<b>% Female</b>	<b>% Male</b>
Florida A&M University (FAMU)	65	34
<b>Florida Atlantic University (FAU)</b>	<b>59</b>	<b>41</b>
Florida International University (FIU)	57	43
Florida State University (FSU)	57	42
University of Central Florida (UCF)	56	44
University of Florida (UF)	56	43

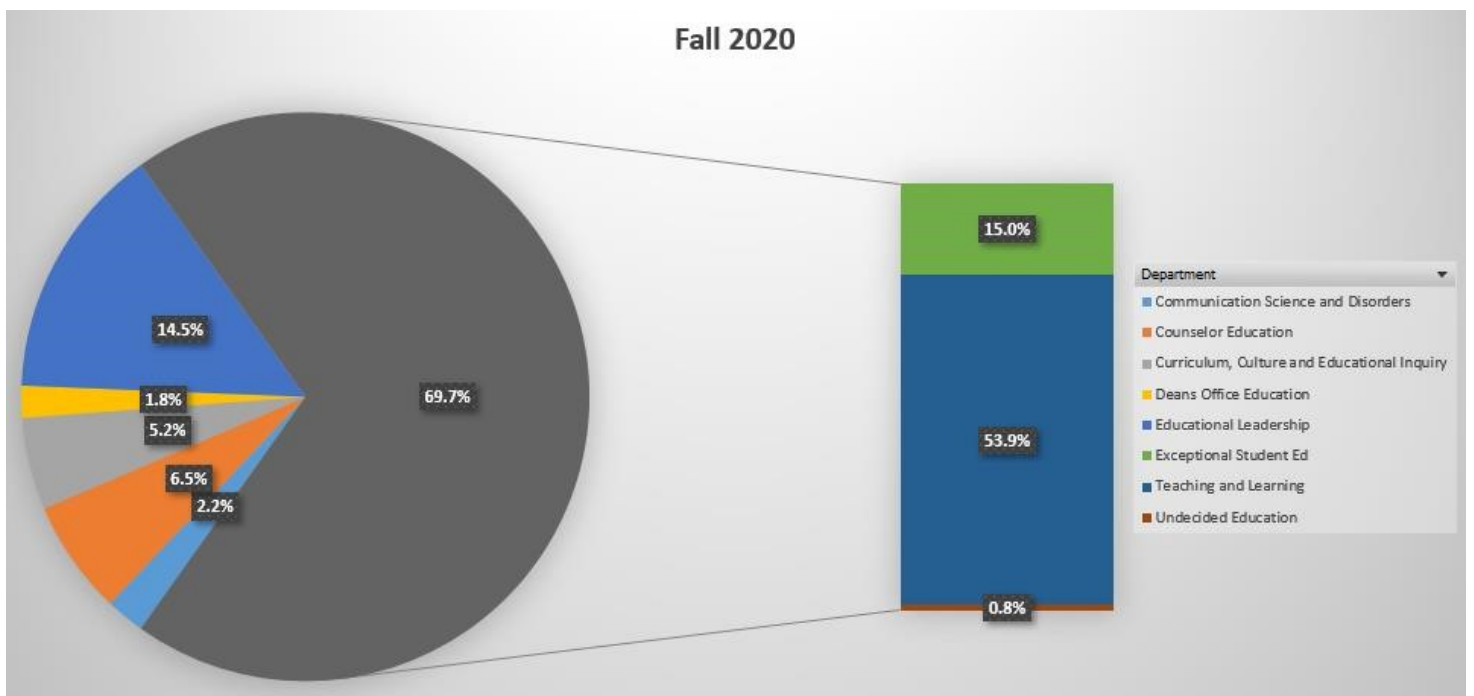
University of South Florida (USF)	57	42
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Source: Each institution's department for institutional data/analysis. Based on most recently reported Headcount for Fall 2019  
 FAMU: [https://public.tableau.com/views/Enrollments\\_15967187447890/MainEnrollment?:embed=v&:display\\_count=ves&:showTabs=v&:showVizHome=no](https://public.tableau.com/views/Enrollments_15967187447890/MainEnrollment?:embed=v&:display_count=ves&:showTabs=v&:showVizHome=no)  
 FAU: <https://tinyurl.com/yxfeseeg>  
 FIU: <https://aim.fiu.edu/factbook/dash.html>  
 FSU: <https://ir.fsu.edu/factbook.aspx>  
 UCF: [https://www.ucf.edu/about-ucf/facts/#:-:text=With%20more%20than%2069%2C000%20students\\_year%202019%20for%20funded%20research](https://www.ucf.edu/about-ucf/facts/#:-:text=With%20more%20than%2069%2C000%20students_year%202019%20for%20funded%20research). UF: <https://ir.ua.ufl.edu/uffacts>  
 USF: <http://www.usf.edu/ods/resources/system-facts.aspx>

### Student Ethnicity and Gender within FAU College of Education

Based on the Fall 2020 Term Headcount Enrollment, the Teaching and Learning Department is the largest department, representing 53.9% of the total enrollment in the College, followed by Exceptional Student Education with 15.0%. Figure 1 represents headcount enrollments in the College.

**Figure 1: College of Education Student Enrollments by Department, Fall 2020**



Source: FAU Institutional Effectiveness & Analysis (IEA) Internal Reports > Enrollments > College Detailed (Final Data Source) Fall 2020: <https://tinyurl.com/ydjrsxfm>

Table 9a, below, indicates that student race, ethnicity and gender diversity within the College of Education varies. White student enrollments increased across all departments and areas with the exception of one department (EXED). Black student enrollments increased across four departments (COMD, EXED, TCHR). Hispanic student enrollments increased across one department (ELRM), one area (UNDC), and one department held steady hispanic enrollment (TCHR). Female student enrollments increased across one department (EXED), one area (UNDC), and one department held steady female enrollment (COED). Table 9b, below, provides an annual summary of percentage change between student demographic enrollment between 2019-2020 and 2020-2021. The College overall enrollment for White students increased (+0.6%), decreased Black (-0.5%) and female (-0.1%) students

**Table 9a: Student Race, Ethnicity and Gender within FAU College of Education, Annual 2016 - 2020**

Dept	% White					% Black					% Hispanic					% Female				
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	CO MD	78.2	79.7	74.6	75.7	76.1	5.1	2.9	1.4	0.0	2.2	12.8	11.6	19.7	21.4	17.9	91.0	94.2	95.8	95.7
COE D	51.4	46.3	41.6	43.7	45.6	22.5	24.2	25.6	25.7	24.9	21.4	25.3	28.3	26.9	25.6	82.7	85.8	84.9	84.9	84.9
CCE I	68.8	62.9	65.1	55.9	60.3	13.2	16.4	17.4	23.4	18.6	11.1	12.9	10.5	13.5	12.9	75.7	82.8	76.7	82.0	80.1
*DE AN	47.7	38.4	37.1	38.8	40.7	23.9	29.1	27.9	28.2	27.9	19.4	26.2	27.1	27.1	24.6	86.5	83.1	82.9	87.1	84.7
ELR M	48.8	49.4	47.9	46.7	47.2	30.8	28.7	29.8	32.8	31.3	14.5	16.9	16.3	15.1	16.0	67.5	66.0	66.2	70.6	68.9
EXE D	43.4	42.7	43.9	44.3	43.7	27.5	28.8	25.5	26.6	27.3	22.4	21.7	22.9	22.2	22.1	92.1	92.2	91.6	91.0	91.8
TCH R	51.8	52.2	53.6	52.0	52.2	16.8	16.1	15.7	15.3	15.9	24.3	24.1	23.0	24.3	24.4	86.7	86.0	84.6	86.1	86.0
*UN DC	22.2	40.0	60.0	46.2	47.3	33.3	20.0	20.0	38.5	25.5	33.3	40.0	10.0	0.0	16.4	66.7	80.0	80.0	46.2	67.3
<b>Ove rall</b>	<b>51.3</b>	<b>49.8</b>	<b>50.0</b>	<b>49.3</b>	<b>49.9</b>	<b>20.8</b>	<b>21.5</b>	<b>21.0</b>	<b>21.9</b>	<b>21.5</b>	<b>21.1</b>	<b>22.1</b>	<b>22.0</b>	<b>21.9</b>	<b>22.0</b>	<b>84.0</b>	<b>83.8</b>	<b>82.7</b>	<b>83.9</b>	<b>83.8</b>

Source: Institutional Effectiveness & Analysis (IEA)/Annual Enrollment Source 2016 - 2020:<https://tinyurl.com/vxfeseeg> Note:

**Table 9b: Student Race, Ethnicity and Gender within FAU College of Education, Annual % Point Difference**

Source: Institutional Effectiveness & Analysis (IEA)/Annual Enrollment Source 2015 - 2019:<https://tinyurl.com/vxfeseeg> Note: Exercise Science and Health Promotion is no longer a department within the College of Education.

Dept	% Point Annual Difference between 2019-2020 to 2020-2021			
	White	Black	Hispanic	Female
COMD	+0.4	+2.2	-3.6	-1.5
COED	+2.0	-0.8	-1.3	-0.0
CCEI	+4.5	-4.9	-0.6	-1.9
*DEAN	+1.9	-0.3	-2.5	-2.3
ELRM	+0.5	-1.4	+0.9	-1.7
EXED	-0.6	+0.6	-0.1	+0.8
TCHR	+0.2	+0.6	+0.0	-0.1
*UNDC	+1.1	-13.0	+16.4	+21.1
<b>Overall</b>	<b>+0.6</b>	<b>-0.5</b>	<b>+0.0</b>	<b>-0.1</b>

**Percentage:**

Gender	Annual Enrollment Department/Area	2016-2017 2017-2018 2018-2019 2019-2020 2020-2021				
		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Female	Communication Science and Disorders	2.6%	2.4%	2.8%	2.9%	3.1%
	Counselor Education	5.2%	6.1%	7.7%	9.0%	8.7%
	Curriculum, Culture and Educational Inquiry	4.0%	3.6%	2.7%	3.9%	4.6%
	Deans Office Education	4.9%	7.4%	4.8%	3.2%	2.6%
	Educational Leadership	9.8%	9.8%	10.9%	12.7%	14.3%
	Exceptional Student Ed	14.5%	15.1%	15.9%	14.9%	13.2%
	Teaching and Learning	43.0%	39.4%	37.5%	37.0%	37.6%
	Undecided Education	0.2%	0.1%	0.3%	0.3%	0.6%
<b>Female Total</b>		<b>84.0%</b>	<b>83.8%</b>	<b>82.7%</b>	<b>83.9%</b>	<b>84.6%</b>
Male	Communication Science and Disorders	0.3%	0.1%	0.1%	0.1%	0.2%
	Counselor Education	1.1%	1.0%	1.4%	1.6%	1.4%
	Curriculum, Culture and Educational Inquiry	1.3%	0.7%	0.8%	0.9%	0.9%
	Deans Office Education	0.8%	1.5%	1.0%	0.5%	0.4%
	Educational Leadership	4.7%	5.0%	5.6%	5.3%	5.1%
	Exceptional Student Ed	1.2%	1.3%	1.4%	1.5%	1.2%
	Teaching and Learning	6.6%	6.4%	6.8%	6.0%	6.0%

	Undecided Education	0.1%	0.0%	0.1%	0.3%	0.2%
<b>Male Total</b>		<b>16.0%</b>	<b>16.2%</b>	<b>17.3%</b>	<b>16.1%</b>	<b>15.4%</b>

<i>Percentage: Race Annual Enrollment</i>						
<i>Department/Area</i>		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
American Indian or Alaska Native	Teaching and Learning	0.1%	0.1%	0.0%	0.0%	0.0%
<b>American Indian or Alaska Native Total</b>		<b>0.1%</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
Asian	Communication Science and Disorders	0.1%	0.1%	0.1%	0.1%	0.0%
	Counselor Education	0.0%	0.0%	0.1%	0.1%	0.1%
	Curriculum, Culture and Educational Inquiry	0.2%	0.1%	0.1%	0.1%	0.3%
	Deans Office Education	0.1%	0.1%	0.1%	0.1%	0.0%
	Educational Leadership	0.2%	0.1%	0.2%	0.3%	0.3%
	Exceptional Student Ed	0.5%	0.5%	0.4%	0.3%	0.3%
	Teaching and Learning	0.8%	0.9%	1.0%	1.0%	0.9%
<b>Asian Total</b>		<b>1.9%</b>	<b>1.9%</b>	<b>2.1%</b>	<b>2.0%</b>	<b>1.9%</b>
Black or African American	Communication Science and Disorders	0.1%	0.1%	0.0%	0.0%	0.0%
	Counselor Education	1.4%	1.7%	2.3%	2.7%	2.6%
	Curriculum, Culture and Educational Inquiry	0.7%	0.7%	0.6%	1.1%	1.3%
	Deans Office Education	1.3%	2.6%	1.6%	1.0%	1.0%
	Educational Leadership	4.5%	4.3%	4.9%	5.9%	6.6%
	Exceptional Student Ed	4.3%	4.7%	4.4%	4.4%	4.0%
	Teaching and Learning	8.3%	7.4%	7.0%	6.6%	6.7%
	Undecided Education	0.1%	0.0%	0.1%	0.2%	0.1%
<b>Black or African American Total</b>		<b>20.8%</b>	<b>21.5%</b>	<b>21.0%</b>	<b>21.9%</b>	<b>22.3%</b>
Hispanic or Latino	Communication Science and Disorders	0.4%	0.3%	0.6%	0.6%	0.8%
	Counselor Education	1.3%	1.8%	2.6%	2.8%	2.5%
	Curriculum, Culture and Educational Inquiry	0.6%	0.6%	0.4%	0.6%	0.9%
	Deans Office Education	1.1%	2.3%	1.6%	1.0%	0.7%
	Educational Leadership	2.1%	2.5%	2.7%	2.7%	3.3%
	Exceptional Student Ed	3.5%	3.5%	4.0%	3.6%	3.0%
	Teaching and Learning	12.0%	11.0%	10.2%	10.5%	11.5%
	Undecided Education	0.1%	0.1%	0.0%	0.0%	0.1%
<b>Hispanic or Latino Total</b>		<b>21.1%</b>	<b>22.1%</b>	<b>22.0%</b>	<b>21.9%</b>	<b>22.8%</b>
Native Hawaiian or Pacific Islander	Deans Office Education	0.0%	0.0%	0.0%	0.0%	0.0%
	Educational Leadership	0.0%	0.0%	0.0%	0.0%	0.0%
	Exceptional Student Ed	0.0%	0.0%	0.0%	0.0%	0.0%
	Teaching and Learning	0.0%	0.0%	0.0%	0.0%	0.0%

Native Hawaiian or Pacific Islander Total		0.1%	0.0%	0.0%	0.0%	0.0%
Nonresident alien	Counselor Education	0.1%	0.1%	0.1%	0.1%	0.0%
	Curriculum, Culture and Educational Inquiry	0.1%	0.1%	0.1%	0.1%	0.1%
	Deans Office Education	0.0%	0.1%	0.0%	0.0%	0.0%
	Educational Leadership	0.2%	0.2%	0.3%	0.3%	0.2%
	Exceptional Student Ed	0.1%	0.1%	0.2%	0.2%	0.3%
	Teaching and Learning	0.7%	0.6%	0.7%	0.8%	0.5%
	Undecided Education	0.0%	0.0%	0.0%	0.0%	0.0%
Nonresident alien Total		1.3%	1.3%	1.4%	1.5%	1.1%
Race and ethnicity unknown	Deans Office Education	0.0%	0.0%	0.1%	0.0%	0.0%
	Exceptional Student Ed	0.0%	0.0%	0.0%	0.1%	0.0%
	Teaching and Learning	0.4%	0.4%	0.2%	0.3%	0.2%
	Undecided Education	0.0%	0.0%	0.0%	0.0%	0.0%
Race and ethnicity unknown Total		0.4%	0.5%	0.4%	0.4%	0.3%
Two or more races	Communication Science and Disorders	0.0%	0.0%	0.0%	0.0%	0.0%
	Counselor Education	0.2%	0.1%	0.2%	0.2%	0.1%
	Curriculum, Culture and Educational Inquiry	0.1%	0.1%	0.1%	0.1%	0.2%
	Deans Office Education	0.3%	0.3%	0.2%	0.1%	0.0%
	Educational Leadership	0.4%	0.4%	0.4%	0.5%	0.5%
	Exceptional Student Ed	0.4%	0.5%	0.7%	0.5%	0.4%
	Teaching and Learning	1.6%	1.4%	1.4%	1.4%	1.1%
	Undecided Education	0.0%	0.0%	0.0%	0.0%	0.1%
Two or more races Total		3.1%	2.9%	3.0%	2.8%	2.5%
White	Communication Science and Disorders	2.2%	2.1%	2.2%	2.3%	2.3%
	Counselor Education	3.2%	3.3%	3.8%	4.6%	4.7%
	Curriculum, Culture and Educational Inquiry	3.6%	2.7%	2.3%	2.7%	2.7%
	Deans Office Education	2.7%	3.4%	2.2%	1.4%	1.3%
	Educational Leadership	7.1%	7.3%	7.9%	8.4%	8.5%
	Exceptional Student Ed	6.8%	7.0%	7.6%	7.2%	6.4%
	Teaching and Learning	25.6%	23.9%	23.8%	22.4%	22.5%
	Undecided Education	0.1%	0.1%	0.2%	0.3%	0.4%
White Total		51.3%	49.8%	50.0%	49.3%	48.9%

Source: Institutional Effectiveness & Analysis (IEA)/Annual Enrollment Source 2016 - 2020:<https://tinyurl.com/vxfeseeg>

**Faculty Data** All faculty data were gathered from each institution's department for institutional research, or the Florida Board of Governor's interactive website. As of Summer 2020, the most recent data available for faculty information has been provided in the tables and graphs to follow.

## Florida Atlantic University

Overall, in 2020-2021, the majority of FAU faculty members are White, instructional faculty (69%) and adjunct faculty (66.1%), though there is a decrease over the five-year trend. As White student enrollment is steadily decreasing (Table 2), both instructional and adjunct White faculty also decreased (-3.3% and -8.9% respectively). An increase in Hispanic faculty and adjuncts provides a change in the trend analysis (+1.3 and +3.7% respectively). The FAU faculty comprised 44.6% female for instructional faculty, and 59.2% across adjunct lines. The female instructional faculty have decreased over the five-year trend (-0.4%), as well as the female adjunct faculty (-1.9%). Table 10 summarizes the trend between academic years 2016-2017 and 2020-2021 in regard to university faculty ethnic data.

**Table 10: Diversity of FAU Faculty and Adjuncts by Ethnicity and Gender, Annual 2017-2021**

	% Instructional Faculty (Tenured, tenure earning and non-tenure earning)				% Adjunct Faculty			
	Hispanic	White	Female	Black	Hispanic	White	Female	Black
2016-2017	6.4	7.2	72.0	45.0	9.5	11.2	75.0	57.3
2017-2018	6.1	7.1	72.0	44.1	12.0	11.4	73.0	56.5
2018-2019	6.6	7.3	72.0	45.1	13.2	14.5	68.1	56.5
2019-2020	6.9	7.6	70.9	45.3	13.6	14.8	68.2	56.8
2020-2021	7.6	8.5	69.0	44.6	15.7	14.9	66.1	59.2
% Point 5yr Difference	+1.2	+1.3	-3.3	-0.4	+6.2	+3.7	-8.9	-1.9

Source: Institutional Effectiveness & Analysis (IEA) DDI Assessment Database 2020: <https://www.fau.edu/ica/data/ddi/>  
 Instruction and Research File 2019-2020 Note: Percentages are rounded

## Comparison to Other SUS Institutions

Faculty ethnic and gender data were available from other SUS published data, using the common data set. In general, analysis revealed similar patterns across the SUS; the majority of tenured and tenure-track instructional faculty are white and male. Table 11 summarizes the data.

**Table 11: SUS Faculty Ethnicity and Gender Comparison, 2020-2021**

SUS	# Full time Instructional Faculty	# Part time Instructional Faculty	% Minority*	% Female	% Total with Doctorate or Terminal Degree
FAU	883	524	29.4	48.7	72.1

FIU	1312	924	50.8	48.1	65.4
FSU	1582	342	21.6	44.6	91.3
UCF	1632	441	28.6	46.1	76.8
UF	2902	452	23.7	40.2	89.3
USF	1487	963	32.8	49.6	66.2

Source: Each institution's department for institutional data/analysis Common Data Set: I. Instructional Faculty and Class Size.  
Based on most recently reported Headcount for Fall 2020  
FAU: <https://www.fau.edu/iea/documents/pdf/cds/cds-2020-2021.pdf>  
FIU: <https://opir.fiu.edu/CDS/CDS2020.pdf>  
FSU: <https://ir.fsu.edu/commondataset.aspx>  
UCF: <https://ikm.ucf.edu/wp-content/uploads/2021/08/Common-Data-Set-2020-2021.pdf>  
UF: <https://ir.aa.ufl.edu/media/iraaufl.edu/common-data-set/cds2020-2021Main.pdf> USF:  
<https://www.usf.edu/ods/documents/data-tools/cds-2020-2021-usf-finalv3.pdf>

### ***FAU College of Education***

The majority of instructional faculty members within the College of Education, in 2020-2021, are white (70.2%). Adjuncts are also primarily white (67.5%). The instructional faculty between Black and Hispanic are equally represented at 10.7%. Black Adjunct Faculty have an increase of 9.3% and Hispanic Adjunct Faculty increase 2.0%. These demographics continues a trend of more minorities hired since 2016-2017. A decrease of White Instructional Faculty (-2.1%) and a decrease in White Adjunct Faculty (-9.0%) is evident since 2016-2017. Table 13 summarizes the College of Education faculty ethnic data. Black and Hispanic faculty have increased representation since 2015. Table 12 depicts these demographic changes.

**Table 12: FAU College of Education Faculty Ethnicity, Annual 2017 - 2021**

Ethnic Group	% of Instructional Faculty					% of Adjunct Faculty					% Point Change 2016-2017 to 2020-2021	
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	Instructional Faculty	Adjunct Faculty
	-	-	-	-	-	-	-	-	-	-		
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021		
Black	6.3	5.8	8.5	10.1	10.7	7.9	14.2	14.3	19.2	17.2	+4.4	+9.3
Hispanic	7.3	8.7	9.4	10.1	10.7	11.7	11.1	14.3	13.6	13.7	+3.4	+2.0
White	72.3	74.1	72.6	71.9	70.2	76.5	76.2	68.9	66.7	67.5	-2.1	-9.0

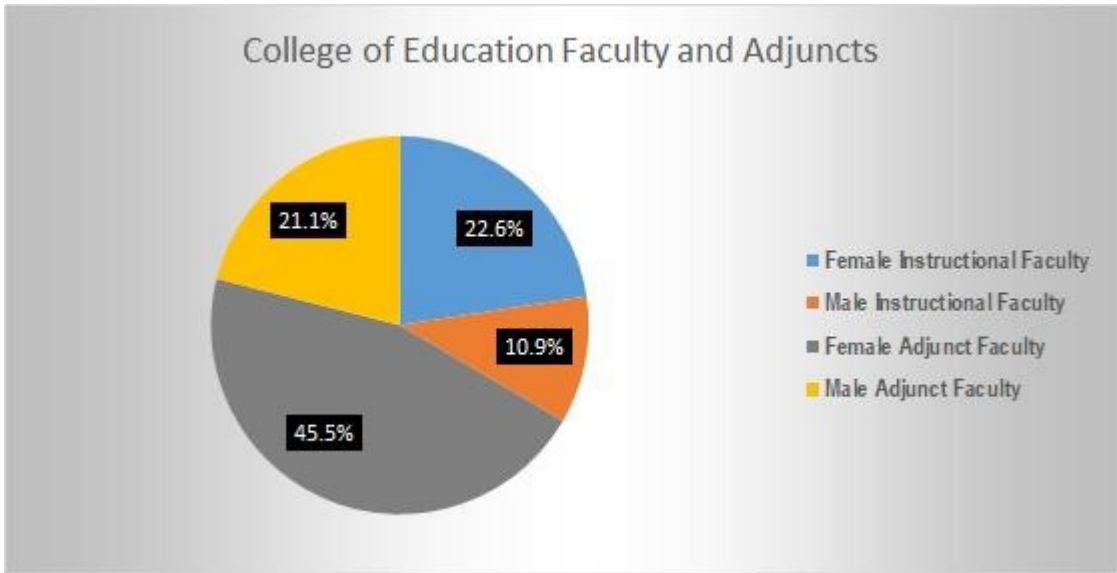
Source: Institutional Effectiveness & Analysis (IEA) DDI Assessment Database 2019: <http://www.fau.edu/iea/data/ddi/> Instruction and Research File 2019-2020

Note: Percentages are rounded



Concerning gender, 68.0% of the College’s faculty and adjuncts are female and 32.0% are male. Figure 2 depicts Faculty and Adjunct Faculty, by gender. This demographic is similar to both the university and College of Education student enrollment demographic. The College percentage of female faculty members differs from FAU’s percentage (see Table 10).

**Figure 2: FAU COE Faculty and Adjuncts, by Gender, 2019-2020**



Source: Institutional Effectiveness & Analysis (IEA) DDI Assessment Database 2020: <http://www.fau.edu/iea/ddi/>  
Instruction and Research File 2019-2020

Note: Percentages are rounded

Using tables presented by the Office of Institutional Effectiveness and Analysis (IEA) as part of the annual Departmental Dashboard Indicator (DDI) review, each department in the college is compared to the college total and to the university total in regard to gender and ethnicity over one year, 2019-2020. Table 13 describes the College of Education Faculty by department, gender and ethnicity.

**Table 13: FAU College of Education Faculty by Department, Gender and Ethnicity, 2019-2020**

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)	CCEI	COE D	COM D	ELR M	EXE D	TCH R	College Total	FAU Total
American Indian/ Alaskan Native	Female							1
	Male							1
Asian or Pacific Islander	Female	2					2	43
	Male	2			2	1	5	107
Black	Female	3		1	3	1	8	45

<b>(Not of Hispanic Origin)</b>	Male					1		1	26
	Female		1		1	1	2	5	41
<b>Hispanic</b>	Male	1			3			4	38
	Female	5	5	6	10	5	14	45	340
<b>White (Not of Hispanic Origin)</b>	Male		5	2	5	4	3	19	394
	<b>Female</b>	<b>10</b>	<b>6</b>	<b>6</b>	<b>12</b>	<b>9</b>	<b>17</b>	<b>60</b>	<b>469</b>
<b>All Ethnicities</b>	<b>Male</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>8</b>	<b>7</b>	<b>4</b>	<b>29</b>	<b>566</b>
	<b>Total</b>	<b>13</b>	<b>11</b>	<b>8</b>	<b>20</b>	<b>16</b>	<b>21</b>	<b>89</b>	<b>1,035</b>

Source: Institutional Effectiveness & Analysis (IEA) DDI Assessment Database 2019-2020/B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity: <http://www.fau.edu/iea/ddi/>

### *School District and Community Data*

The National Center for Education Statistics (NCES) data shows Florida school districts for Miami-Dade, Broward, Hillsborough, Orange and Palm Beach Counties indicating enrollment for elementary, middle and high schools. Table 14 displays enrollments by race/ethnicity in 2019-2020.

**Table 14: PK-12 School District Enrollments by Race/Ethnicity, 2019-2020**

<b>District</b>	<b>American Indian/Alaska Native</b>	<b>Asian or Asian/Pacific Islander</b>	<b>Hispanic</b>	<b>Black or African American</b>	<b>White</b>	<b>Native Hawaiian or Other Pacific Island</b>	<b>Two or More Races</b>
Miami-Dade	165	3844	250,636	67,795	22,713	129	2,025
Broward	613	9848	95,844	104,134	51,074	456	7,203
Hillsborough	391	9,215	83,646	46,608	72,363	411	10,671
Orange	426	9,751	90,097	51,006	52,153	693	4,749
Palm Beach	1,479	5,953	69,707	53,731	58,059	261	5,485

Source: U.S. Department of Education's Institute of Education Sciences, National Center for Education Statistics, Elementary/Secondary Information System, School District Enrollments by Grade 2019-2020: <https://nces.ed.gov/ccd/elsi/expressTables.aspx>

According to data from the National Center for Education Statistics, all of Florida public school district enrollments in 2019-2020 showed 2,858,461 students. Miami-Dade and Orange county districts are outside of the FAU service area. Miami-Dade is ranked highest overall. Broward county ranked second overall within the FAU service area. Table 15 shows enrollment by grade level in 2019-2020.

**Table 15: PK-12 Student School District Enrollments by Grade Level, 2019-2020**

District	Total Students, All Grades (Excludes AE)	Prekindergarten and Kindergarten Students	Grades 1-8 Students	Grades 9-12 Students
Miami-Dade	334,261	20,246	200,620	105,246
Broward	260,235	16,438	156,407	81,608
Hillsborough	218,943	15,537	136,879	63,813
Orange	199,089	12,456	120,850	63,380
Palm Beach	187,057	12,153	113,558	58,218

Source: U.S. Department of Education's Institute of Education Sciences, National Center for Education Statistics, Elementary/Secondary Information System, School District Enrollments by Grade 2019-2020: <https://nces.ed.gov/ipeds/data/elsi/expressTables.aspx>

Note: Six main school districts are located within the FAU College of Education service region: Broward, Palm Beach, Martin, St. Lucie, Indian River, and Okeechobee

Overall, Broward has the most diverse student population. Tables 16 and 18 summarize diversity data for Florida and each of these districts

**Table 16: PK-12 Student Membership Diversity within FAU Service Area, Annual 2020 - 2021**

County	Year	Student Population	% Annual Change	% Minority*	% ESE	% ELL
Broward	2016-2017	271,828	+1.0	78.7	17.2	12.7
	2017-2018	271,967	+0.1	79.5	17.5	12.4
	2018-2019	270,978	-0.4	80.4	18.4	12.1
	2019-2020	269,172	-0.7	81.0	19.1	12.1
	2020-2021	260,235	-3.3	81.7	19.8	11.5
Indian River	2016-2017	17,879	-0.6	45.2	18.4	5.3
	2017-2018	17,792	-0.5	45.5	18.7	5.0
	2018-2019	17,861	+0.4	45.8	19.4	5.1
	2019-2020	17,872	+0.1	45.9	20.1	5.3
	2020-2021	17,570	-1.7	45.9	20.5	5.1
Martin	2016-2017	19,014	+0.1	40.8	19.0	14.9
	2017-2018	18,978	-0.2	42.1	18.9	14.1
	2018-2019	18,624	-1.9	43.7	19.1	13.1
	2019-2020	19,039	+2.2	45.0	18.3	12.2
	2020-2021	18,240	-4.1	45.9	19.1	13.0
Okeechobee	2016-2017	6,493	+0.8	53.5	23.2	14.1
	2017-2018	6,410	-1.3	54.5	24.9	12.0
	2018-2019	6,484	+1.2	54.6	25.1	12.1
	2019-2020	6,627	+2.2	55.5	26.2	11.2

	2020-2021	6,263	-5.4	55.6	27.7	9.7
Palm Beach	2016-2017	192,729	+1.8	68.4	20.7	12.7
	2017-2018	193,471	+0.4	69.1	20.7	12.9
	2018-2019	194,186	+0.4	69.7	21.0	13.2
	2019-2020	196,331	+1.1	70.4	21.0	13.2
	2020-2021	188,832	-3.8	71.0	21.9	14.2
St. Lucie	2016-2017	40,417	+0.9	66.0	14.0	8.9
	2017-2018	40,796	+0.9	66.9	14.5	9.2
	2018-2019	41,418	+1.5	67.9	15.0	9.5
	2019-2020	41,875	+1.1	69.0	15.4	10.0
	2020-2021	41,779	-0.2	69.9	15.4	9.6

Source: Florida Department of Education/Enrollment/Membership by in Programs for Exceptional Students, Final Survey 2, 2016-2020::

<http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml>

Note: \*Minority Students is defined as race/ethnic categories: Black, Not of Hispanic Origin; Hispanic; Asian or Pacific Islander; American Indian or Alaska Native

Table 17 presents Florida Department of Education data regarding membership in PK-12 programs for exceptional students. Overall, the total number of student memberships for all exceptionalities in Exceptional Student Programs percentage change increased (6.0%) between 2016 and 2020. The classifications of Speech Impaired, Specific Learning Disabled, Gifted, Hospital/Homebound, Dual Sensory Impaired, Autism Spectrum Disorder, Developmentally Delayed, and Other Health Impaired increased over the five-year period.

**Table 17: Florida PK-12 Student Membership in Exceptional Student Programs, Annual 2016 - 2020**

FLDOE Classification	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	% Change 2016-2017 & 2020-2021
Orthopedically Impaired (OI)	2,687	2,538	2,394	2,280	1,885	-29.8
Speech Impaired (SI)	47,312	47,250	48,087	48,127	46,764	-1.1
Language Impaired (LI)	42,950	42,608	42,972	42,246	40,878	-4.8
Deaf or Hard of Hearing	4,341	4,344	4,307	4,313	4,169	-3.9
Visually Impaired (VI)	1,358	1,308	1,329	1,326	1,285	-5.4
Emotional/Behavioral Disabilities (EBD)	15,146	14,414	14,152	13,621	11,859	-21.7
Specific Learning Disabled (SLD)	140,914	144,607	150,568	156,158	158,637	12.5
Gifted (GIFTED)	169,184	172,276	176,457	178,173	162,579	-3.9
Hospital/Homebound (HH)	2,476	2,403	2,651	2,610	2,373	-4.1
Dual Sensory Impaired (DSI)	86	96	92	99	108	25.6
Autism Spectrum Disorder (ASD)	36,681	39,709	43,573	47,082	51,448	40.2
Traumatic Brain Injured (TBI)	514	505	500	475	398	-22.5
Developmentally Delayed (DD)	20,841	21,473	22,757	23,828	21,608	3.7

Established Conditions (EC)	198	177	194	174	91	-54.0
Other Health Impaired (OHI)	35,659	38,460	42,635	46,488	50,739	42.3
Intellectual Disabilities (ID)	25,167	24,919	25,002	25,197	23,496	-6.6
<b>Total Disabled*</b>	<b>377,115</b>	<b>385,545</b>	<b>401,745</b>	<b>414,353</b>	<b>415,980</b>	<b>10.3</b>
<b>TOTAL (All Exceptionalities)</b>	<b>545,527</b>	<b>557,112</b>	<b>577,670</b>	<b>592,197</b>	<b>578,317</b>	<b>6.0</b>

Source: Enrollment/Membership in Programs for Exceptional Students, Final Survey 2, Annual 2016 - 2020:

<http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stm> Note:

Total Disabled includes gifted students who have a Primary Exceptionality or Other Exceptionality with a value other than D, E, L, Z.

Table 18, below, presents Florida Department of Education data regarding PK-12 student membership by race and ethnicity. Overall, the race and ethnicity of student membership in PK-12 has become more diverse in Florida over the past 5 years. Between 2015 and 2019, the overall percentage change of student membership in the state of Florida has increased for Asian (+7.7%), Hispanic (+12.7%), Two or More Races (+12.1%), and Pacific Islander (+100%) groups.

**Table 18: PK-12 Student Membership Race and Ethnicity within FAU Service Area, Annual 2016 - 2020**

County	Year	% Asian	% Black	% Hispanic	% Native American	% White	% Two or More Races	% Pacific Islander
Broward	2016-2017	3.6	39.4	31.7	0.3	22.3	2.6	0.1
	2017-2018	3.6	39.1	33.0	0.1	21.3	2.6	0.1
	2018-2019	3.6	38.8	34.8	0.2	19.6	2.7	0.2
	2019-2020	3.7	38.7	35.6	0.2	19.0	2.7	0.2
	2020-2021							
Indian River	2016-2017	1.5	16.9	22.0	0.3	55.6	3.6	0.1
	2017-2018	1.5	17.2	22.4	0.3	54.8	3.8	0.1
	2018-2019	1.4	16.9	23.1	0.2	54.2	4.1	0.1
	2019-2020	1.3	17.5	22.5	0.2	54.1	4.4	0.1
	2020-2021							
Martin	2016-2017	1.7	7.4	27.8	0.2	60.1	2.8	0.1
	2017-2018	1.7	7.4	28.7	0.2	59.2	2.9	0.1
	2018-2019	1.8	7.1	31.5	0.1	56.3	3.1	0.1
	2019-2020	1.8	6.7	33.0	0.1	55.0	3.3	0.1
	2020-2021							
Okeechobee	2016-2017	0.9	8.1	39.9	1.0	47.1	3.1	0.0
	2017-2018	0.8	8.4	41.0	0.9	45.5	3.3	-
	2018-2019	0.8	8.0	41.3	0.9	45.4	3.7	-
	2019-2020	0.7	8.7	41.8	0.8	44.5	3.4	0.0
	2020-2021							
	2016-2017	3.0	28.3	32.4	0.8	32.6	2.8	0.1

Palm Beach	2017-2018	3.0	28.3	33.3	0.9	31.6	2.8	0.1
	2018-2019	3.1	28.1	34.8	0.8	30.3	2.9	0.1
	2019-2020	3.0	27.7	35.9	0.8	29.6	2.8	0.1
	2020-2021							
St. Lucie	2016-2017	1.7	29.8	28.8	0.3	35.5	3.8	0.2
	2017-2018	1.7	30.4	29.5	0.3	34.0	3.9	0.2
	2018-2019	1.7	31.1	30.8	0.3	32.1	3.9	0.1
	2019-2020	1.6	31.0	31.8	0.2	31.0	4.2	0.1
	2020-2021							
Florida	2016-2017	2.6	22.5	31.6	0.3	39.5	3.4	0.1
	2017-2018	2.7	22.3	32.4	0.3	38.7	3.4	0.2
	2018-2019	2.8	21.9	33.9	0.3	37.4	3.6	0.2
	2019-2020	2.8	21.6	34.5	0.3	36.9	3.7	0.2
	2020-2021							
% Point 5yr Difference	20162017 & 20202021							
% 5yr Change	20162017 & 20202021							

Source: Florida Department of Education/Enrollment/Membership in Florida Public Schools, Total Enrollment/Membership by District by Race/Ethnicity, Final Survey 2015 - 2019: <http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml>

All State University System Lab Schools enroll a similar percentage of minority students, with the exception of FAMU. FAU Lab Schools enroll approximately 40% free or reduced lunch students. Race and ethnicity, minority, and free or reduced lunch statistics are summarized in Table 18.

**Table 19: SUS Lab Schools Student Minority Enrollment, Annual 2015 - 2019**

SUS	Year	% Asian	% Black	% Hispanic	% Native American	% White	% Two or More Races	% Total Minority *	% Free / Reduced Lunch
FAU	2015-2016	4.9	17.8	30.2	0.5	41.8	4.8	58.2	38.9
	2016-2017	5.8	17.0	29.3	**	42.5	4.9	57.5	41.5
	2017-2018	6.1	16.7	29.8	**	41.7	5.2	58.3	46.7
	2018-2019	6.2	17.4	29.0	**	41.6	5.4	58.4	40.8
	2019-2020	6.4	18.0	29.0	**	40.4	5.8	59.6	40.3
FSU	2015-2016	4.7	26.5	21.7	**	42.2	4.3	57.8	25.8
	2016-2017	4.7	26.1	22.4	**	41.8	4.6	58.2	30.1
	2017-2018	4.7	26.2	23.4	**	40.8	4.7	59.2	30.1

	2018-2019	4.9	26.2	23.7	**	40.0	4.7	60.0	28.2
	2019-2020	4.6	26.0	23.0	**	40.9	5.1	59.1	28.7
FAMU	2015-2016	-	96.9	2.1	-	**	**	99.4	76.9
	2016-2017	-	96.7	2.1	-	**	**	99.4	74.3
	2017-2018	-	94.9	2.7	**	**	**	99.1	100.0
	2018-2019	**	95.6	3.0	**	**	**	99.5	99.7
	2019-2020	**	95.2	4.0	**	**	**	99.7	100.0
UF	2015-2016	3.8	22.9	16.2	**	49.5	6.9	50.5	26.8
	2016-2017	3.8	22.0	17.8	**	48.9	7.0	51.1	28.0
	2017-2018	4.0	23.8	17.4	**	47.0	7.4	53.0	28.8
	2018-2019	3.5	24.8	18.3	**	45.4	7.3	54.6	37.4
	2019-2020	3.3	25.3	20.1	**	43.4	7.3	56.6	34.6

Source: Florida Department of Education/PK-12 Information Portal/Enrollment/Build Your Own Table:  
<https://edstats.fldoe.org/SASPortal/syndication.do?com.sas.portal.ItemId=Report%2Bomi%3A%2F%2FMETASERVER.Foundation%2Freposname%3DFoundation%2FTransformation%3Bid%3DA5YWB4SY.AX0000BB>

Note: Double asterisks (\*\*) will appear when data are suppressed. When there are no students reported in a category a dash ( - ) will appear in the table cell.  
 \*Minority Students is defined as race/ethnic categories: Black, Not of Hispanic Origin; Hispanic; Asian or Pacific Islander; American Indian or Alaska Native

Regarding high school graduates, the National Center for Education Statistics (NCES) reports an increase in high school completers enrolling in college. The overall trend in high school completers enrolling in college has increased in the last five years, with an exception in 2017 where there was a decrease (-3.1%) from the previous year. Table 19 shows that while the total percentage of high school graduates enrolling in college increased from 2017 to 2018\*, the ethnic group data increased within all ethnicities, however with the exception of Asian (-9.1%) high school completers.

**Table 19: Percentage of High School Completers Enrolled in College, by Ethnicity, 2014-2018\***

Year	% White	% Black	% Hispanic	% Asian	% Total
2014	67.7	70.2	65.2	90.9	68.4
2015	71.3	55.6	68.9	83.2	69.2
2016	69.7	57.3	72.0	91.9	69.8
2017	69.1	59.4	61.0	82.7	66.7
2018	70.9	64.5	65.4	73.6	69.1

Source: American College Testing Program, unpublished tabulations, derived from statistics collected by the Census Bureau, Current Population Survey prepared August 2019): [https://nces.ed.gov/programs/digest/d19/tables/dt19\\_302.20.asp](https://nces.ed.gov/programs/digest/d19/tables/dt19_302.20.asp)

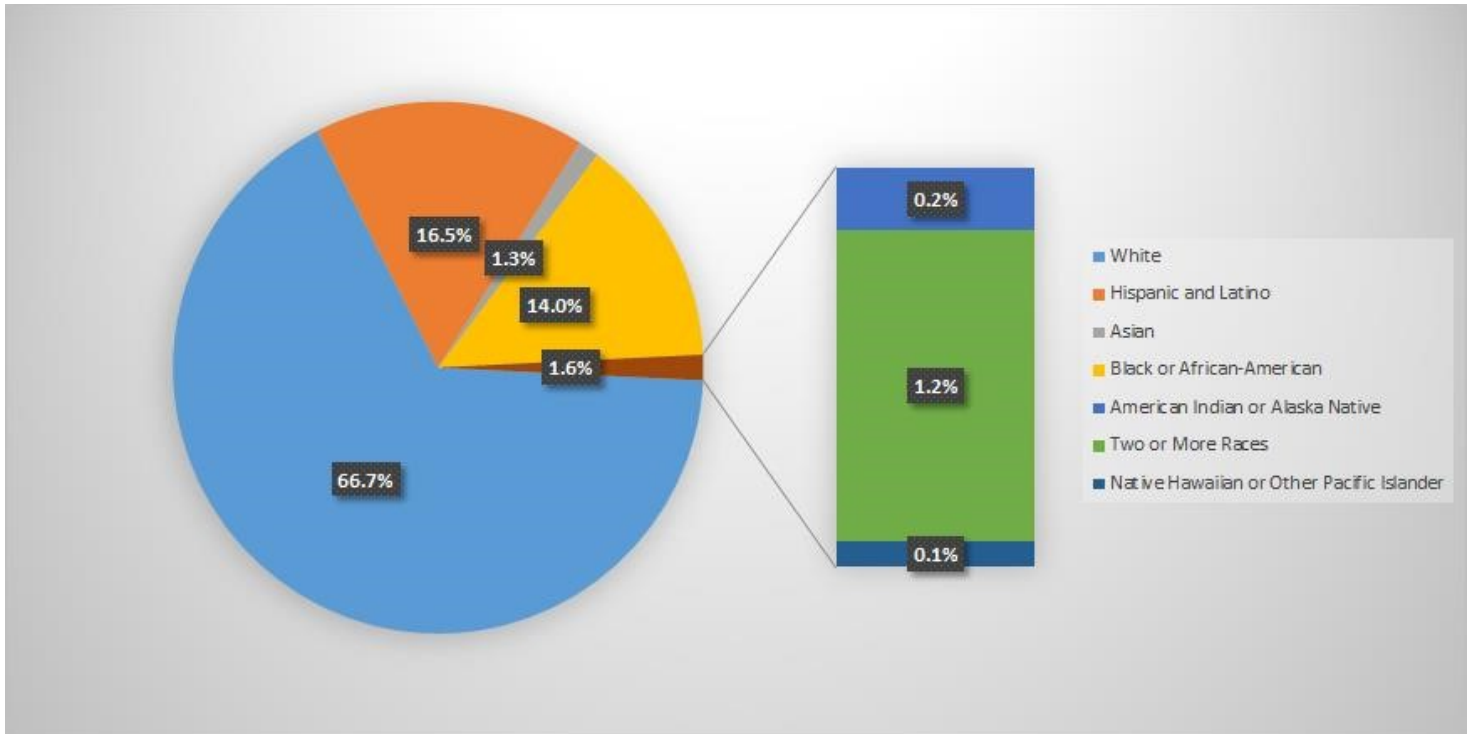
Note: \*2019-2020 data unavailable as of 4/2/2021

### ***Teacher Membership***

In the Fall of 2003, 50% of Florida public school students were members of an ethnic minority. At the same time, 75% of Florida's teachers were White (Florida Department of Education, March 2004). During 2019-2020,

66.7% of all teachers in Florida were White, a decrease of -8.3%, since Fall 2003. Figure 3 summarizes the ethnic distribution of Florida teachers. Table 20 compares the ethnicity of teachers in several counties in the FAU service area.

**Figure 3: Ethnic Distribution of Florida Teachers, 2019-2020**



**Total Teachers in the State of Florida 179,004**

Source: Florida Department of Education, Staff in Florida’s Public Schools, Instructional Staff, Total Teachers, Total Teachers by Race/Ethnicity and Gender, 2019-20 Final Survey 2: <http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/staff.stml>

**Table 20: Teacher Diversity in FAU Service Area Districts, 2019-2020**

County	Total Teachers	% White	% Black	% Hispanic	% Asian	% American Indian	% Pacific Islander	% Two or More Races	% Male	% Female
Broward	15,904	46.0	29.5	20.8	1.8	0.2	0.3	1.4	19.4	80.6
Indian River	1,159	84.6	8.1	5.4	0.6	0.3	0.1	0.9	20.4	79.6
Martin	1,248	88.3	3.0	7.6	0.8	0.3	0.0	0.0	17.9	82.1
Okeechobee	371	84.4	6.7	8.1	0.0	0.5	0.0	0.3	23.7	76.3
Palm Beach	12,733	64.3	18.0	14.9	1.5	0.1	0.0	1.2	20.8	79.2
St. Lucie	2,520	68.1	18.6	11.0	1.0	0.4	0.3	0.6	21.7	78.3

Source: Florida Department of Education, Staff in Florida’s Public Schools, Instructional Staff, Total Teachers, Total Teachers by Race/Ethnicity and Gender, 2019-20 Final Survey 2: <http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/staff.stml>

Minority representation among teachers in the FAU service area (Table 22) and students in large districts within the state of Florida (Table 21) continue to exceed State total minority enrollment.



**Table 21: Total Minority Student Membership in Florida’s Largest School Districts, 2019-2020**

District	Minority Students*		Total Students	% of State Total
	Number	%		
Broward	218,098	81.0	269,172	9.4
Duval	87,395	67.1	130,299	4.6
Hillsborough	150,950	67.6	223,314	7.8
Miami-Dade	324,613	93.5	347,327	12.2
Orange	157,483	75.0	209,890	7.3
Palm Beach	138,121	70.4	196,331	6.9
<b>Subtotal</b>	<b>1,076,660</b>	<b>78.2</b>	<b>1,376,333</b>	<b>48.1</b>
<b>State Total</b>	<b>1,804,300</b>	<b>63.1</b>	<b>2,858,952</b>	<b>100.0</b>

Source: Florida Department of Education, PK-12 Portal, Enrollment, Build Your Own Table:  
[https://edstats.fldoe.org/SASPortal/syndication.do?com.sas.portal.ItemId=Report%2Bomi%3A%2F%2FMETASERVER.Foundation%2Freposname%3DFoundation%2FTransformation%3Bid%3DA5YWB4SY\\_AX0000BB](https://edstats.fldoe.org/SASPortal/syndication.do?com.sas.portal.ItemId=Report%2Bomi%3A%2F%2FMETASERVER.Foundation%2Freposname%3DFoundation%2FTransformation%3Bid%3DA5YWB4SY_AX0000BB)

Note: \*Minority Students is defined as race/ethnic categories: Black, Not of Hispanic Origin; Hispanic; Asian or Pacific Islander; American Indian or Alaska Native

Across the largest districts in the state of Florida, Miami-Dade and Broward Counties reported more than 50% minority teachers, while Table 21 provides evidence that minority student population enrollment in the same large districts was significantly higher than non-minority student enrollment.

**Table 22: Total Minority Teacher Membership in Florida’s Largest School Districts, 2019-2020**

District	Minority Teachers*		Total Teachers	% of State Total
	Number	%		
Broward	8,000	50.3	15,904	8.9
Duval	2,526	33.7	7,506	4.2
Hillsborough	3,700	25.8	14,332	8.0
Miami-Dade	15,512	78.1	19,861	11.1
Orange	4,539	34.8	13,048	7.3
Palm Beach	4,187	32.9	12,733	7.1
<b>Subtotal</b>	<b>38,464</b>	<b>46.1</b>	<b>83,384</b>	<b>46.6</b>
<b>State Total</b>	<b>52,655</b>	<b>29.4</b>	<b>179,004</b>	<b>100.0</b>

Source: Florida Department of Education/Staff in Florida’s Public Schools/Instructional Staff/Total Teachers by Race/Ethnicity and Gender:  
<http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/staff.html> Note:

\*Minority defined as underrepresented ethnicity categories: Black and Hispanic/Latino

One-year overall trends showed an increase in the total number of teachers representing ethnic minorities of 3.5% from Fall 2018 to Fall 2019. White teachers showed percentage decrease from Fall 2018 to Fall 2019 (0.1%), and the underrepresented minority groups Black showed percentage increase (+2.6%), and Hispanic/Latino teachers showed a higher percentage increase (+4.2%). There were increases reported for the Pacific Islander (+8.3%), Asian (+6.1%), Two or More Races (+5.5%), and American Indian (+2.5%) teachers as well. Table 23 depicts the number of full-time teachers in the state by ethnic group.

**Table 23: Number of Full-Time Teachers by Ethnic Group\*, Florida, Fall 2015 - Fall 2019**

Ethnicity	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Change Fall 2018 to Fall 2019	
						Number	%
White	119,942	119,270	119,315	119,554	119,393	-161	-0.1
Black	22,708	23,331	23,871	24,355	25,008	653	2.6
Hispanic	23,961	24,618	27,034	28,300	29,544	1,244	4.2
Asian	1,837	1,952	2,051	2,142	2,282	140	6.1
American Indian	458	430	416	324	435	11	2.5
Pacific Islander	130	186	153	166	181	15	8.3
Two or More Races	1,656	1,681	2,022	2,043	2,161	118	5.5
<b>State Total</b>	<b>170,692</b>	<b>171,468</b>	<b>174,862</b>	<b>176,884</b>	<b>179,004</b>	<b>2,020</b>	<b>1.1</b>
<b>Total Minority**</b>	<b>46,669</b>	<b>47,949</b>	<b>50,905</b>	<b>52,655</b>	<b>54,552</b>	<b>1,897</b>	<b>3.5</b>

Source: Florida Department of Education, Staff in Florida's Public Schools, 2019-2020, Instructional Staff, Total Teachers by Race/Ethnicity and Gender, Final Survey 2: <http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/staff.stml>

Note: \*\*Minority defined as underrepresented ethnicity categories: Black and Hispanic

\*Beginning with the 2010-11 school year, Florida implemented new data elements for collecting and reporting teacher demographic data in compliance with adjustments made by the U.S. Office of Management and Budget to Statistical Policy Directive No. 15. These revisions allow teachers to select more than one race and to report their ethnicities and races separately when reporting their demographic information. For ethnicity, teachers select whether they are of Hispanic or Latino origin. All teachers who indicated that they are Hispanic or Latino are included only in the Hispanic/Latino counts in this report; they are not included in the racial categories they have selected. For race, teachers select one or more of the following: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White.

Diversity among teachers in the state of Florida is similar to the race/ethnicity diversity within instructional categories. Gender appears to fluctuate with Elementary and Exceptional Student Education higher than the state percentage. Table 24 reflects this data.

**Table 24: Florida Diversity of Teachers by Instructional Category, 2019-2020**

Race/Ethnicity	Elementary	Secondary	Exceptional Student Education (ESE)	Other	State Total
White	67.9%	66.0%	68.7%	52.0%	66.7%
Black	12.5%	15.4%	12.6%	22.1%	14.0%
Hispanic	17.2%	15.3%	16.1%	22.4%	16.5%
Asian	1.0%	1.5%	1.2%	1.6%	1.3%
American Indian	0.2%	0.3%	0.3%	0.3%	0.2%
Pacific Islander	0.1%	0.1%	0.0%	0.3%	0.1%
Two or More Races	1.1%	1.4%	1.1%	1.3%	1.2%
<b>Gender</b>					
Female	90.7%	64.9%	86.2%	74.3%	79.4%
Male	9.3%	35.1%	13.8%	25.7%	20.6%
<b>Totals</b>					

<b>Teachers</b>	74,447	69,004	29,021	6,532	179,004
<b>Minorities*</b>	22,119	21,203	8,319	2,911	54,552

Source: Florida Department of Education, Staff in Florida's Public Schools, 2019-2020, Instructional Staff, Final Survey 2: <http://www.fldoe.org/accountability/datasys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/staff.stml>

Note: \*Minority defined as underrepresented ethnicity categories: Black and Hispanic/Latino

## Community Data

Census data showed Broward County as the most diverse community, even more diverse than the state and national demographics. Indian River County appears to be the least diverse community within the FAU service area having 86.3% White population and a Hispanic population of 12.7%. Tables 25 and 26 summarize census data for selected counties, Florida, and the United States.

## Census Data

**Table 25: Census Data: Florida and United States, 2019**

Census Statistic	Florida	United States
Total Population	21,477,737	328,239,523
% with language other than English spoken in the home	30.3	22.0
% with Bachelor's degree or higher	30.7	33.1
% Persons with a disability	13.7	12.7
% All People below poverty in the past 12 months	12.7	12.3

Source: United States Census Bureau, Survey/Program: American Community Survey, TableID: DP02, Product 2019: ACS 1-Year Estimates Data Profiles:

[https://data.census.gov/cedsci/table?q=United%20States&g=0100000US\\_0400000US12&d=ACS%201-](https://data.census.gov/cedsci/table?q=United%20States&g=0100000US_0400000US12&d=ACS%201-Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP02&moe=false&tp=false&hidePreview=true)

[Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP02&moe=false&tp=false&hidePreview=true](https://data.census.gov/cedsci/table?q=United%20States&g=0100000US_0400000US12_0500000US12086,12099,12111&d=ACS%201-Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP03&moe=false&tp=false&hidePreview=true) TableID: DP03, Product

2019: ACS 1-Year Estimates Data Profiles:

[https://data.census.gov/cedsci/table?q=United%20States&g=0100000US\\_0400000US12\\_0500000US12086,12099,12111&d=ACS%201-](https://data.census.gov/cedsci/table?q=United%20States&g=0100000US_0400000US12_0500000US12086,12099,12111&d=ACS%201-Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP03&moe=false&tp=false&hidePreview=true)

[Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP03&moe=false&tp=false&hidePreview=true](https://data.census.gov/cedsci/table?q=United%20States&g=0100000US_0400000US12_0500000US12086,12099,12111&d=ACS%201-Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP03&moe=false&tp=false&hidePreview=true)

**Table 26: Census Data: County, 2019**

County	One Race						Two + Races	Any Race	Total Population
	% White	% Black or African American	% American Indian and Alaska Native	% Asian	% Native Hawaiian and Other Pacific Islander	% Some Other Race	% Two or More Races	% Hispanic or Latino	
<b>Broward</b>	60.5	28.8	0.2	3.7	0.1	3.1	3.5	31.1	1,952,778
<b>Indian River</b>	86.3	9.7	0.1	1.1	0.0	1.2	1.6	12.7	159,923
<b>Miami</b>	75.6	16.8	0.2	1.6	0.0	3.9	1.9	69.4	2,716,940

<b>Palm Beach</b>	72.4	19.0	0.4	2.8	0.0	2.7	2.8	23.4	1,496,770
<b>St. Lucie</b>	72.0	19.5	0.3	2.1	0.1	2.5	3.5	19.9	328,297
<b>Florida</b>	74.5	16.0	0.3	2.8	0.1	3.4	2.9	26.4	21,477,737
<b>United States</b>	72.0	12.8	0.9	5.7	0.2	5.0	3.4	18.4	328,239,523

Source: United States Census Bureau, Survey/Program: American Community Survey, TableID: DP05, Product: 2019: ACS 1-Year Estimates Data Profiles:  
[https://data.census.gov/cedsci/table?q=United%20States&g=0100000US\\_0400000US12\\_0500000US12011,12061,12086,12099,12111&d=ACS%201Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP05&moe=false&tp=true&hidePreview=true](https://data.census.gov/cedsci/table?q=United%20States&g=0100000US_0400000US12_0500000US12011,12061,12086,12099,12111&d=ACS%201Year%20Estimates%20Data%20Profiles&tid=ACSDP1Y2019.DP05&moe=false&tp=true&hidePreview=true)

Note: Hispanic or Latino may be of any race; inclusive of applicable race categories

## *Choice Options*

Diversity among school choice program types is a current topic of conversation in education. The number of schools and participation students are presented in Table 27, at the national level for the most recent available data. Additional disaggregation is available on the EdChoice website. Data regarding choice options more locally were not available.

**Table 27: School Choice Option Program Types, most recent data available**

<i>Program Type</i>	# of States	# of Schools	Total Participation
Education Savings Account	6	27	79,375
Tax-Credit Scholarship	19	192	2,554,054
Voucher	19	326	1853651
<b>Grand Total</b>	<b>31</b>	<b>545</b>	<b>4,487,080</b>

Source: EdChoice, School Choice in America Dashboard, all years, <https://www.edchoice.org/school-choice/school-choice-in-america/?yr=#filter-table> (retrieved on 2/5/2021)

## Summary

Diversity trends continue to appear similar across national, state, county, the State University System, and the Florida Atlantic University service area.

The student population at Florida Atlantic University is represented by a diverse population, increasing from 43.3% for Black and Hispanic student enrollments in 2015-2016 to 46.3% in 2019-2020 (Table 2) yielding a +3.0% overall increase. This reflects the changing K-12 student population trends within the local service area (Table 15). Across all six counties within the FAU service area, the diversity of the student population increased. The U.S. Census data reports the underrepresented minority population, Black and Hispanic, overall as 42.4% within the state of Florida, and 31.2% nationwide, though these numbers may be skewed as the Census now allows the reporting of race and ethnicity to overlap (Table 26).

In terms of faculty diversity, both the College of Education and Florida Atlantic University continue to see Black and Hispanic faculty as underrepresented minorities. Asian faculty, Black faculty and Hispanic faculty are the highest represented minorities, by rank, in the FAU College of Education at 23.6% (Table 13). At the University level, Asian faculty are the highest represented minority at 14.5% (Table 13) in 2019-2020.

When compared to 2019 National Census Data, the representative population at the national level for Asian is 5.7%, Black is 12.8%, and Hispanic is 18.4% (Table 26). Within the state of Florida, the census data presents the Asian population to be 2.8%, Black 16.0%, and a Hispanic population is 26.4% (Table 26). In 2019, State University System peer institutions (FSU, UCF, UF and USF) and FAU continue to employ dominantly White faculty with a minimum of 69.2% (Table 11). FIU employs the greatest percentage (48.6%) minority full time and part time instructional faculty (Table 11).

School district and Community data show a similar trend regarding the diversity of students in 2019-2020. The average PK-12 student membership of minority students enrolled within the FAU service area is 61.1%, with the highest representing that of student diversity being Broward County at 81.0% (Table 15).

Within the state of Florida the PK-12 student membership of underrepresented minorities (Black, Not of Hispanic Origin; Hispanic; Asian or Pacific Islander; American Indian or Alaska Native) is 59.4% (Table 17). The student membership data is more diverse, 63.1%, than the average teacher membership of underrepresented minorities, 29.4%, in 2019-2020 (Tables 21 and 22). Table 23 demonstrates increasing numbers of full time, ethnically diverse teachers, with American Indian teachers declining an astonishing -24.3% from 2019-2020.

## FAU Published Statements

## ELIMINATING RACIAL INJUSTICES AND SOCIAL INEQUITIES: PRESIDENT KELLY



John Kelly, FAU President

A long overdue and important conversation around systemic racism and violence against Black people in America has awakened our country. The injustices and violence that marginalized the experiences of people of color, particularly Black/African Americans, at the hands of those in positions of authority is real and devastating. Florida Atlantic University condemns and will not tolerate such acts of violence, and is dedicated to addressing racism, discrimination and injustices in all aspects of university life.

Ranked among the most racially and ethnically diverse institutions in the country, FAU's commitment to diversity does not stop at the make-up of our student body. We recognize that in order to dismantle systemic discrimination we must take actions to ensure our students, faculty and staff have the opportunities, support and resources necessary to succeed in their academic and professional lives. We also recognize that eradicating racism requires developing responsible citizens by examining the ways power and privilege affect society and by developing pathways to meaningful, positive and lasting change.

With input from the Florida Atlantic University Diversity Council, some of our immediate measures include:

- Expanding the focus of the diversity platform to include social justice and equity
- Identifying university initiatives where social justice and equity dialogues and professional development opportunities can be incorporated
- Developing a university-wide diversity and inclusion statement to be included in recruitment materials
- Continue to provide educational platforms for students, faculty and staff to learn and discuss issues related to diversity, inclusion and equity

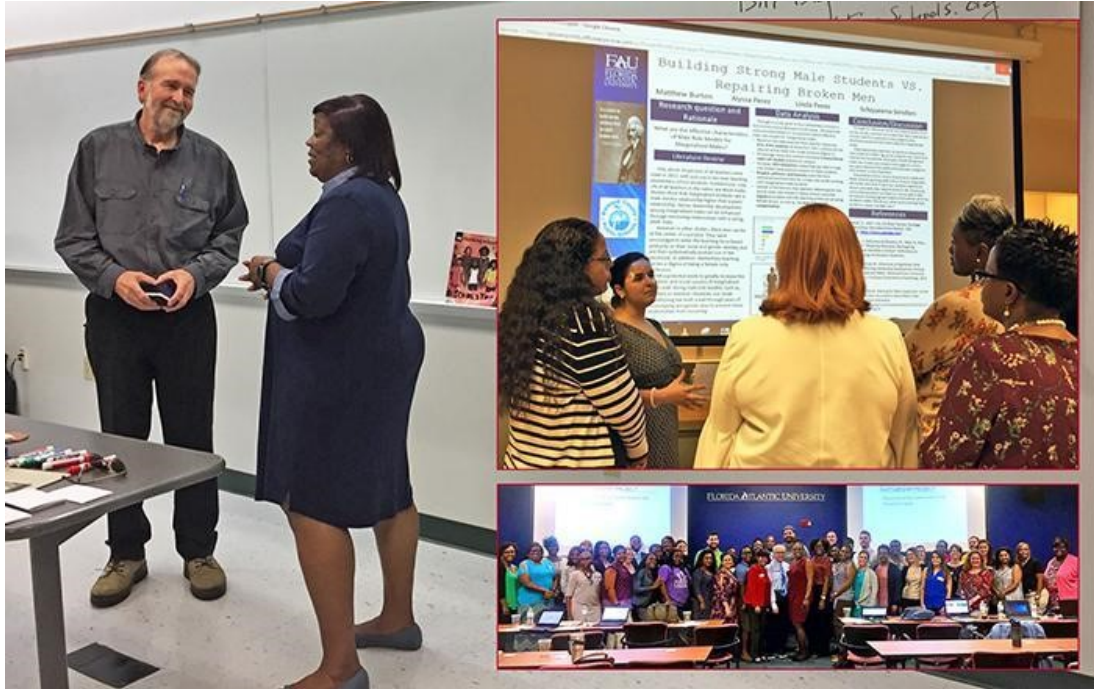
With educational programs spearheaded by entities such as the FAU Diversity Council; Peace, Justice, and Human Rights initiative; the Center for Inclusion, Diversity Education, and Advocacy; the Center for Holocaust and Human Rights Education; and the Women and Gender Equity Resource Center, FAU is not only coming together in conversation, but actively building on existing initiatives and seeking new ones. We invite you to visit [www.fau.edu/diversity-platform](http://www.fau.edu/diversity-platform) to learn more about FAU's ongoing efforts to diversity, inclusion and equity.

John Kelly

President

Source: <https://www.fau.edu/diversity-platform/message/president.php> (retrieved on 2/4/2021)

# EDUCATIONAL EQUITY PARTNERSHIP PROJECT





BY TERESA CRANE | WEDNESDAY, SEP 11, 2019

The Department of Curriculum, Culture and Educational Inquiry (CCEI) and Broward County Public Schools (BCPS) proudly launched the Educational Equity Partnership Project (EEPP) in Fall 2017. EEPP is funded by a Teaching Incentive Fund (TIF) grant awarded to BCPS. The TIF program supports projects that develop performance-based teacher compensation systems in high-needs schools to increase students' access to effective educators, which leads to heightened student academic achievement.

During this three-year partnership, CCEI professors from FAU engage approximately 60 educators from 32 Title I schools in professional development modules that integrate five inter-related thematic strands: culturally relevant pedagogy, multicultural curriculum, education for equity, community building and advocacy. Participants meet weekly for each six to eight-week module where they engage in readings, discussions, and work on culminating projects designed to enhance their professional practice. During Module 2, guest speaker, Bill Bigelow, curriculum editor of *Rethinking Schools* and veteran High School Social Studies teacher, shared his insights with the participating teachers. These teacher leaders have conducted school-based research projects and developed curriculum and equity-oriented actions plans for implementation in their classrooms and schools.

The sustained partnership offers an alternative approach to teacher professional development and university-school partnerships. The research-based modules continually evolve through implementation and are responsive to participants' needs and feedback, creating spaces for critical reflection, research and collaboration towards equitable practice. EEPP provides opportunities for educators at the university and in schools to learn with and from one another as recommitment is made to addressing the pressing issues of educational inequity that are experienced in policy, curriculum and practice.

Scheduled delivery of modules:

- Module 1: Culturally Responsive Pedagogy, Completed Fall 2017
- Module 2: Developing Multicultural Curriculum, Completed Fall 2018
- Module 3: Equity in Schools and Society, Completed Spring 2019
- Module 4: Parental Inclusion & Community Engagement, Fall 2019
- Module 5: Leadership & Advocacy in Diverse Communities, Spring 2020

Source: FAU Website: <http://www.fau.edu/education/newsevents/eepp-update/>

## FAU RANKED BY 'U.S. NEWS & WORLD REPORT' AS TOP PUBLIC SCHOOL



(Photo by Alex Dolce)

BY JOSHUA GLANZER | 9/9/2019

*U.S. News & World Report* ranked Florida Atlantic University in its list of “Top Public Schools” in the nation for the first time in the university’s history, landing at No.140 in the annual ranking of the nation’s best universities.

“Being recognized by *U.S. News & World Report* in this way is a wonderful endorsement of the good work we have pursued,” said FAU President John Kelly. “This is just the beginning of our ascension into the top ranks of public universities in the United States as we continue to build on our successes and focus on strategic areas of improvement.”

For the third year in a row, *U.S. News & World Report* included FAU on the list of the most ethnically diverse universities in the U.S. The magazine notes that FAU’s “diversity index” score of .68 (out of 1.0) tied with 11 other institutions, including Princeton University and Carnegie Mellon University. This score makes FAU the highest ranked public university in Florida for diversity. *The Chronicle of Higher Education* also ranked the FAU first among Florida public universities in the diversity index for their 2019-2020 Almanac of Higher Education.

*U.S. News & World Report* also placed FAU at No. 45 in the nation in the magazine’s new “Social Mobility” ranking. This distinct ranking is computed using graduation rates of students receiving Pell grants and includes both public and private national universities. At FAU, Pell-eligible students, first-generation students, African-American students and Hispanic students all outpace the university’s overall retention and graduation rates, which is an accomplishment that also eliminates the historical achievement gaps between minority and white students.

FAU also has received federal designation as a Hispanic-Serving Institution by the U.S. Department of Education in 2017. This traditionally underserved group of students make up FAU’s largest minority undergraduate population, listed as 27 percent, followed by African-American students at 20 percent.

“We are honored to serve as a vehicle to success for students looking to improve their lives and that of their families while also providing a high-quality education to the most racially and culturally diverse student body in Florida’s State University System,” said President Kelly. “More than half of our students are members of minority groups or have come to us from abroad, creating a richly varied college community that offers great benefits to everyone.”

As a sign of faith in the university’s continued improvement, the Florida legislature recently funded the FAU 100 effort, a program of strategically targeted investments meant to further propel the university into the *U.S. News & World Report* Top 100 ranked public universities.

“We are greatly appreciative of the Florida legislature’s faith and investment in us,” said President Kelly. “They have provided us with funds in strategic areas necessary to help us continue to soar in the national rankings. We are and will continue to be America’s fastest improving university.” <https://youtu.be/5RUpe-TQ0jE>

-FAU-

Source: <https://www.fau.edu/newsdesk/articles/fau-ranked-by-us-news-and-world-report.php>

## FAU AMONG MOST ETHNICALLY DIVERSE UNIVERSITIES



BY BRITTANY SYLVESTRI | 9/12/2018

For the second year in a row, *U.S. News and World Report* has included Florida Atlantic University on the list of the most ethnically diverse universities in the United States.

The publication notes that the institution's "diversity index" score of .69 (out of 1.0) tied with six other institutions, including Harvard University and the University of Southern California. No other public university in Florida appeared on the list.

According to *U.S. News*, Hispanic students make up FAU's largest minority population, listed as 27 percent. The university received federal designation as a Hispanic-Serving Institution by the United States Department of Education in 2017.

"We are very proud to have the most racially and culturally diverse student body in Florida's State University System," said FAU President John Kelly. "More than half of our students are members of minority groups or have come to us from abroad, creating a richly varied college community that offers great benefits to everyone."

FAU has a long history as an ethnically diverse university. Consistently, *DIVERSE: Issues in Higher Education* ranks the institution as a Top 100 provider of undergraduate and graduate degrees to minorities. Over the past several years, six-year graduation rates for black and Hispanic students have been higher than the overall graduation rates for the university.

-FAU-

Source: <https://www.fau.edu/newsdesk/articles/fau-among-most-ethnically-diverse.php>

## FAU RECEIVES 2017 URBAN EDUCATION IMPACT AWARD



From left to right, Gracie Diaz, Barbara Ridener and Valerie Bristor.

BY LISA-METCALF | 12/13/2017

Florida Atlantic University, Broward County Public Schools and the School District of Palm Beach County received the 2017 Dr. Shirley S. Schwartz Urban Education Impact Award for their collaborative program, Establishing Excellence in Elementary Preparation (EXCEED). The award, presented at the Council of Great Schools Annual Fall Conference in Cleveland, Ohio, honors an outstanding partnership between a university and an urban school district that has had a positive and significant impact on student learning.

“This collaboration has been a tremendous opportunity for us to develop and implement a cutting-edge program that will better prepare how our future teachers learn to teach and positively impact students’ learning experience in today’s complex global society,” said Valerie J. Bristor, Ph.D., dean of FAU’s College of Education.

FAU has collaborated with two districts, each awarded with a plaque and, in addition, will jointly select students who have graduated from Broward County Public Schools and School District of Palm Beach County who plan to attend or presently attend FAU, to receive two-year scholarships. Bristor, along with Barbara Ridener, Ph.D., chair of teaching and learning at FAU, and Gracie Diaz, EXCEED director of research program and services, were on hand at the conference to accept the award.

EXCEED was made possible by a three-year Centers of Excellence in Education Teacher Preparation grant from the Florida Department of Education. The program is a focused approach curriculum designed to improve the knowledge and skills of elementary education graduates to meet school districts’ expectations.

“EXCEED initiatives engaged FAU faculty, staff, and educators and content leaders from Broward and Palm Beach counties,” said Diaz. “It has been a unique collaboration that has positively impacted both teacher preparation and teacher practice.”

Also attending the conference was 2015 FAU Distinguished Alumni Chuck Shaw, M.Ed. ’71, who was selected as one of eleven finalists for the nation’s top award in urban education leadership. He currently serves as Board Chair of the Palm Beach County School Board.

“We are very excited that the work that we were able to begin through our EXCEED partnership has made an impact on the students in our partner districts,” said Ridener, principal investigator of the grant. “We are also grateful to the school districts of Broward and Palm Beach County for the ability to engage in this work.”

For more information about the College of Education, visit [www.coe.fau.edu](http://www.coe.fau.edu).

-FAU-

Source: FAU Website: <http://www.fau.edu/newsdesk/articles/fau-receives-2017-urban-impact-award.php>

Florida Atlantic University recently received designation as a Hispanic-Serving Institution (HSI) by the United States Department of Education. With its new HSI status – only awarded to colleges and universities with enrollment of full-time Hispanic undergraduate students of at least 25 percent – FAU will be able to compete for federal grants under the Developing Hispanic-Serving Institutions Program.

“Florida Atlantic University embraces diversity in our students, faculty and staff, and our recent designation as a Hispanic-Serving Institution will help us to further our efforts to bring new programs and new grants that will allow us to truly serve this important and growing population in Florida,” said Gary W. Perry, Ph.D., FAU’s provost and vice president for academic affairs.

This initiative provides funding to help expand educational opportunities for Hispanic students as well as improve recruitment and retention. Institutions must be designated as an eligible institution of higher education in order to apply for the Title V program and must meet the program-specific requirements to be defined as a HSI.

FAU previously was ranked No. 31 in “The 50 Top Ethnically Diverse Colleges In America” by *Best College Reviews*, was one of three colleges to make the list in Florida, and was the only public university in Florida on the list. Statistics for this ranking were gathered from the National Center for Education Statistics and Diverse Issues in Higher Education.

“For faculty in all areas and specialties, this designation as a Hispanic-Serving Institution means they have access to additional funding for research that was not previously available to Florida Atlantic University,” said Daniel C. Flynn, Ph.D., FAU’s vice president for research. “This type of funding will enable our faculty to better train our students by engaging them in research projects and preparing them to effectively compete in our global economy.”

Last fall, FAU received \$4.4 million from the U.S. Department of Education to address the projected gap between computer science, computer engineering and electrical engineering occupations and workers with enough skills to fill these positions in South Florida. The objective of this grant is to increase the number of degrees awarded to Hispanic and low-income students in these fields, and to facilitate the rate of successful student post-degree computer science, computer engineering and electrical engineering /STEM (science, technology, engineering, and mathematics) employment or graduate school enrollment.

“Providing outstanding educational opportunities for a diverse student body is an economic and moral imperative that will help us to develop a qualified workforce and enhance our students’ potential to be successful in their careers,” said Ali Zilouchian, Ph.D., project director and principal investigator of the grant and a professor and associate dean for academic affairs in FAU’s College of Engineering and Computer Science.

Only 12 percent of Hispanic students graduating from high school score at or above the proficient level in mathematics, and score 25 percent at or above the proficient level in reading. The National Assessment of Educational Progress reports similar trends for other underrepresented groups (black and low-income students) for whom 17 percent score at or above the proficient level in reading and 7 percent in mathematics. Poor preparation and proficiency in mathematics continue to be identified by almost every governmental agency report as a key barrier to success in and completion of any STEM degree.

“We take this challenge very seriously, and it is not a coincidence that more than 26 percent of our students majoring in the fields of science, technology and mathematics are Hispanic – making Florida Atlantic University a leader in the effort to reverse the national decline of minority STEM professionals,” said Nancy Romance, Ed.D., co-principal investigator of the grant and professor of science education in FAU’s College of Education.

This funded HSI project (Title III) helps eligible institutions of higher education to become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality and institutional management. It is a collaboration between FAU’s College of Engineering and Computer Science, FAU’s College of Education, Broward College, and Palm Beach State College.

In 2015, the U.S. Census Bureau estimated that Hispanics accounted for 24 percent of the total population in Florida and 57 million of the U.S. population.

Source: FAU Website, 2/7/2017 <http://www.fau.edu/newsdesk/articles/FAU-hsi.php>

## In Support of DACA

12/06/2016



It's been said that you can "touch the world" at FAU, and we take great pride in the fact that students from more than 180 countries have attended our university. With that in mind, I recently added my name to the growing list of higher education leaders who are standing with President David Oxtoby of Pomona College in defending the Deferred Action for Childhood Arrivals (DACA) program. Since 2012, DACA has helped more than 741,000 young people whose families came to this country seeking a better life.

More than 400 of my colleagues nationwide have signed [President Oxtoby's letter in support of DACA](#), including the presidents of FIU, Florida State, Miami Dade College, USF, UCF, Miami and UF, as well as Harvard, Princeton and Yale.

The environment of diversity and inclusion that we have cultivated across our six campuses is one of the most unique and wonderful things about FAU. We stand together in celebration of our differences and we value every member of our faculty, staff and student body. On behalf of the entire FAU family, I am proud to support DACA.

Source: 12/06/2016 <http://www.fau.edu/president/blog/blog-entry-120616.php>

## A Message from President John W. Kelly

We take tremendous pride in the fact that Florida Atlantic University has long ranked as the most racially, ethnically and culturally diverse institution in Florida's State University System. This year, minority students make up 47 percent of our 30,000-member student body. U.S. News & World Report has ranked FAU the 27th most diverse university in the nation.

Students from 57 countries received degrees at the University's spring 2013 commencement ceremonies, demonstrating the extent to which FAU has become an international center of learning; in recent years, FAU has hosted students from more than 180 countries. This level of human interaction enriches our campus life beyond measure, but it also can produce the same kind of tensions that cause conflict in the outside world.

University campuses are microcosms of the world at large and provide an environment in which students can explore competing ideas, consider opposing points of view and formulate their own conclusions about political and social issues. The aim of a university education is to develop critical thinking skills in students. Equally important is the development of an attitude of tolerance, which is essential to the success of both personal and international relationships. At FAU, we are doing our best to help create a world in which people and nations can live in peace with one another.

Source: <http://www.fau.edu/diversity/> July 2, 2014

The University takes special pride in the diversity of its student body, faculty and staff. At present, minority and international students make up more than 40 percent of our student body, and according to *U.S. News and World Report*, the University ranks 28th nationally in student-body diversity (out of more than 240 schools studied). Additionally, a review of U.S. Dept. of Education data in *Diverse: Issues in Higher Education*, ranks the University 32nd nationally in the number of bachelor's degrees conferred upon minorities. But diversity at FAU is reflected by more than numbers. We celebrate the rich tapestry of cultures, customs and heritage represented in the University community in a multitude of ways, from formal academic programs and lectures to clubs and social events.

At FAU, all people are respected. The University has a zero-tolerance policy for any kind of harassment and discrimination, whether or not it is expressly covered by law. The offices of Equal Opportunity Programs, Student Affairs, Human Resources, Academic Affairs and the University Ombudsman all play important roles in maintaining an environment of fairness and safety on FAU's seven campuses.

We will continue to value and promote diversity as the University grows in the years ahead. There can be no higher standard for an institution of higher learning to uphold than that which affirms the intrinsic worth and dignity of all human beings.

Source: FAU webpage 2013 <http://www.fau.edu/president/diversity/> , Maria E. Santamarina , Diversity Officer

FAU was recognized as a model of diversity by Minority Access Inc. at its 2010 National Role Models Conference.

Source: The Office of Diversity and Multicultural Affairs: <http://www.fau.edu/oma/>

FAU ranks as the most racially, ethnically and culturally diverse institution in the State University system.

Source: State University System of Florida Annual Accountability Report 2011-12

The University takes special pride in the diversity of its student body, faculty and staff. At present, minority and international students make up more than 40 percent of our student body, and according to U.S. News and World Report, the University ranks 28th nationally in student-body diversity (out of more than 240 schools studied). Additionally, a review of U.S. Dept. of Education data in *Diverse: Issues in Higher Education*, ranks the University 32nd nationally in the number of bachelor's degrees conferred upon minorities. But diversity at FAU is reflected by more than numbers. We celebrate the rich tapestry of cultures, customs and heritage represented in the University community in a multitude of ways, from formal academic programs and lectures to clubs and social events.

Source: FAU webpage, June 2009

Florida Atlantic University continues to be listed among the most diverse universities in America. FAU was recently



ranked as one of the top 50 four-year colleges in the nation for conferring bachelor's degrees on African-Americans, and as one of the top 100 for conferring master's degrees on African-Americans. The surveys were conducted by the bi-weekly magazine *Diverse Issues in Higher Education*, which monitors current educational trends and issues in the United States.

Other notable rankings for undergraduate minority students are:

- In the biological and biomedical sciences, FAU ranked 18th among 50 institutions in conferring bachelor's degrees on Hispanic students and 22nd for African American students.
- In business management, marketing and related support services, FAU ranked 12th for African-American students and 15th for Hispanic students.
- In the health professions and related clinical sciences, FAU ranked fourth out of 49 institutions for African-American students and 32nd for Hispanic students.
- In graduate programs, FAU ranked 10th out of 100 colleges surveyed in conferring master's degrees on Hispanic-American students, a 200 percent increase from 2004-05. The University ranked 24th for African-American students, a 300 percent increase from the previous academic year.

Other notable rankings for graduate minority students are:

- In computer and information sciences and support services, FAU ranked 21st in conferring master's degrees on Hispanic-American students and 40th for Asian-American students.
- In business management, marketing and related support services, FAU ranked 42nd in conferring master's degrees on African-American students.

Overall, FAU's student population of approximately 26,000 includes 58 percent Caucasian, 17 percent African-American, 16 percent Hispanic, five percent Asian and four percent international students.

Source: FAU webpage, January 2008

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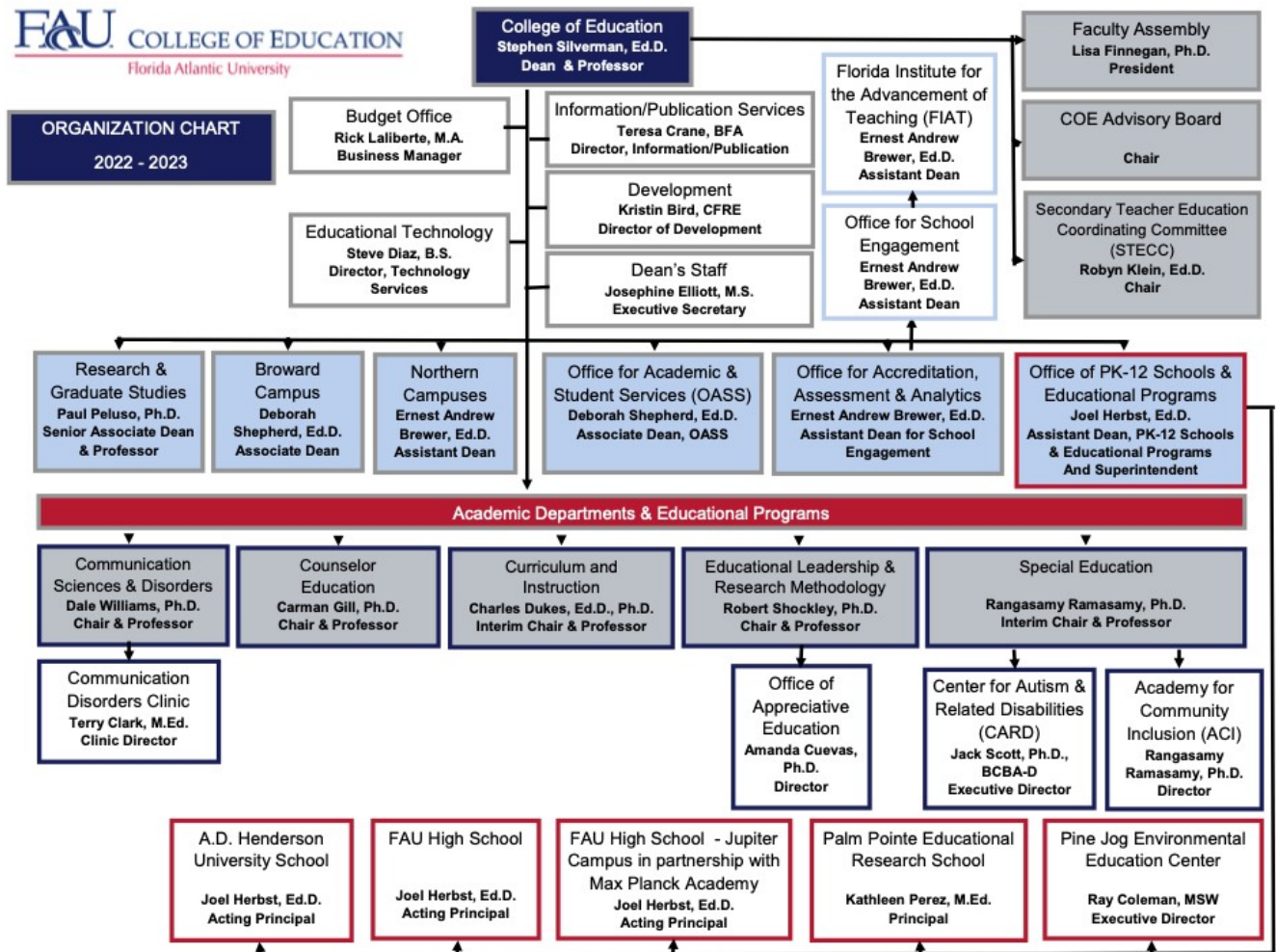
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## Appendix D: College of Education Organizational Chart



## Appendix E: Employer Satisfaction Survey Executive Report – 2020

### An Executive Summary of the 2020 FAU 5 Employer Satisfaction Survey

The purpose of this Executive Summary is to present the findings from the 2020 FAU 5 Educational Leadership Employer Satisfaction Survey, seeking input from employers of FAU 2018-19 completers. As required by the Florida Department of Education, this annual survey was conducted during the Spring 2020 semester.

#### Participants

School Principals in Broward, Hendry, Indian River, Martin, Monroe, Okeechobee, Palm Beach, and St. Lucie counties were surveyed (n=105).

Methods The Department of Educational Leadership & Research Methodology’s School Leaders program provided a list of employment data for FAU school leader graduates between Fall 2018 - Summer 2019 employed in the state of Florida between Spring 2019 - Fall 2019. A Qualtrics survey was emailed to the program completers’ employer/mentor (n=105), requesting their participation in an online survey. On a scale of 1-5, the Likert-designed survey asked employers to evaluate how well the graduates of our state-certified school leaders program are performing in their school and reflect their perception of the knowledge, skills, and dispositions of the FAU College of Education graduates as it applies in their practice. The responses are developed based on the new FAU 5 School Leader Profile Core Values and Beliefs to serve as a guide in the development of best practices for future program planning. The survey was conducted in April-May 2020. The maximum number of responses at the conclusion of the response window was 26, a 24.8% response rate, while all questions were responded to by 24 employer participants, a 22.9% response rate.

### Data Analysis

The quantitative data format allowed for descriptive statistics were employed for rates on individual questions as well as overall satisfaction.

### Findings

The overall findings portray satisfaction among employers with FAU graduates. These data indicated concerns employers identified within the Relationship Building profile, while the Transformative Decision-Makers profile was the least concerning. The specifics for these findings are presented in the following tables and summaries. Aggregate data and descriptive statistics tables follow these findings.

### Percentage Rating Summaries

Table 1 demonstrates the principal perceptions of FAU completers who were hired in 2019 overall ratings for each of the School Leader Profile’s Core Value and Beliefs (FAU 5). Majority principals (91.67%) strongly agree that FAU completers are transformative decision-makers. Relationship building waivers in agreement among principal respondents.

Table 1 Principal Perceptions of FAU Completers (2019)

	n	% average higher ratings 1, 2, 3, 4+	% average higher ratings 1, 2, or 3	% average high ratings 1 or 2	% average highest rating 1
Leader of Leaders and Learning	26*	100.00	100.00	99.22	89.88
Reflective Practitioners	25	100.00	100.00	100.00	82.00

Transformative	24	100.00	100.00	100.00	91.67
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Decision-Makers					
Relationship Builders	24	100.00	97.92	97.22	88.89
Visionaries with High Expectations	24	100.00	100.00	97.92	88.54

Source: Employer Satisfaction Survey 2020

Scale: 1=Strongly agree, 2=Somewhat agree, 3=Neither agree nor disagree, 4=Somewhat disagree, 5=Strongly disagree

\*Note: n=26; 1 respondent did not complete all questions

### Mean Rating Summaries

Table 2 demonstrates the mean ratings of the principal perceptions of FAU completers who were hired in 2019 in each of the School Leader Profile's Core Value and Beliefs (FAU 5). The mean ratings lean toward strong agreement among principal respondents that FAU completers are aligned with the FAU 5. Reflective practitioners is a category that leans more towards somewhat agreement than all other categories.

Table 2 Category Summaries: Mean Ratings

	n	mean rating
Leader of Leaders and Learning	26*	1.11
Reflective Practitioners	25	1.18
Transformative Decision-Makers	24	1.08
Relationship Builders	24	1.16
Visionaries with High Expectations	24	1.14

Source: Employer Satisfaction Survey 2020

Scale: 1=Strongly agree, 2=Somewhat agree, 3=Neither agree nor disagree, 4=Somewhat disagree, 5=Strongly disagree

\*Note: n=26; 1 respondent did not complete all questions

Mean Rating Summaries per Category Question: Leader of Leaders and Learning

Table 3a demonstrates the mean ratings of the principal perceptions of FAU completers who were hired in 2019 in the Leader of Leaders and Learning within the School Leader Profile’s Core Value and Beliefs (FAU 5).

Strong commitment to leadership

Strong agreement with the subcategories, data-informed and ethical leadership commitment, within the Leader of Leaders and Learning profile. Distributed and Innovative leadership commitment leans slightly towards somewhat agreement faintly more than other subcategories.

Effective leadership within schools/school-systems

Stronger agreement within the subcategory sharing the leadership role (1.12) as compared to developing leaders (1.24).

Learning facilitation of everyone in the school

A strong agreement (1.16) is shown within this subcategory.

Table 3a Leader of Leaders and Learning Question Summaries: Mean Ratings

	n	mean rating
Leader of Leaders and Learning	26*	1.11
The completer demonstrates a strong commitment to leadership that is:		
Instructional	26	1.04
Collaborative	26	1.12
Distributed	26	1.15
Data-informed	26	1.00
Ethical	26	1.00
Innovative	26	1.15



Creative	26	1.12
The completer demonstrates effective leadership within schools and school systems by:		
Sharing the leadership role	25	1.12
Developing leaders	25	1.24
The completer facilitates the learning of everyone in the school.		
	25	1.16

Source: Employer Satisfaction Survey 2020

Scale: 1=Strongly agree, 2=Somewhat agree, 3=Neither agree nor disagree, 4=Somewhat disagree, 5=Strongly disagree

\*Note: n=26; 1 respondent did not complete all questions

#### Mean Rating Summaries per Category Question: Reflective Practitioners

Table 3b demonstrates the mean ratings of the principal perceptions of FAU completers who were hired in 2019 in the Reflective Practitioners within the School Leader Profile's Core Value and Beliefs (FAU 5).

##### Ongoing actions that inform

Equal strong agreement (1.16) within the two subcategories, reflectiveness and critical inquiry, within the Reflective Practitioners profile.

##### Effective leadership within schools/school-systems

Strongest agreement (1.00) within the subcategory growth mindset. Equal agreement (1.24) within the subcategories, critical feedback develops their personal insight and systems thinking. Strategic thinking ranked lowest (1.28).

Table 3b Reflective Practitioners Question Summaries: Mean Ratings

	n	mean rating
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Reflective Practitioners	25	1.18
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The completer informs action through ongoing:		
Reflectiveness	25	1.16
Critical inquiry	25	1.16
The completer demonstrates the following attributes:		
Critical feedback develops their personal insight	25	1.24
Strategic thinking	25	1.28
Systems thinking	25	1.24
Growth mindset	25	1.00

Source: Employer Satisfaction Survey 2020

Scale: 1=Strongly agree, 2=Somewhat agree, 3=Neither agree nor disagree, 4=Somewhat disagree, 5=Strongly disagree

#### Mean Rating Summaries per Category Question: Transformative Decision-Makers

Table 3c demonstrates the mean ratings of the principal perceptions of FAU completers who were hired in 2019 in the Transformative Decision-Makers within the School Leader Profile's Core Value and Beliefs (FAU 5).

##### Consideration of consequences

Equal strong agreement (1.04) within the two subcategories, moral decisions and legal decisions, within the Transformative Decision-Makers profile.

##### Consideration of choice alternatives

Equal agreement (1.13) within the two subcategories, social justice and democratic community, within the Transformative Decision-Makers profile.

Table 3c Transformative Decision-Makers Question Summaries: Mean Ratings

	n	mean rating

Transformative Decision-Makers	24	1.08
The completer considers the consequences of:		
Moral decisions	24	1.04
Legal decisions	24	1.04
In decision making, the completer considers choice alternatives through a lens of:		
Social justice	24	1.13
Democratic community	24	1.13

Source: Employer Satisfaction Survey 2020

Scale: 1=Strongly agree, 2=Somewhat agree, 3=Neither agree nor disagree, 4=Somewhat disagree, 5=Strongly disagree

#### Mean Rating Summaries per Category Question: Relationship Builders

Table 3d demonstrates the mean ratings of the principal perceptions of FAU completers who were hired in 2019 in the Relationship Builders within the School Leader Profile's Core Value and Beliefs (FAU 5).

##### Development of positive relationships

External relationships (1.17) is rated higher than internal relationships (1.21) built by completers within the Relationship Builders profile.

##### Culturally competent leader

Equal strong agreement (1.13) within the two subcategories, empathy and respect, within the Relationship Builders' profile. Also, equal strong agreement (1.17) within the two subcategories, civility and forthrightness.

Table 3d Relationship Builders Question Summaries: Mean Ratings

	n	mean rating

Relationship Builders	24	1.16
The completer strengthens the school program by building positive relationships:		
Internally (teachers, staff, and students)	24	1.21
Externally (families, community members, and community organizations)	24	1.17
The completer is a culturally competent leader who treats individuals with:		
Civility	24	1.17
Empathy	24	1.13
Respect	24	1.13
Forthrightness	24	1.17

Source: Employer Satisfaction Survey 2020

Scale: 1=Strongly agree, 2=Somewhat agree, 3=Neither agree nor disagree, 4=Somewhat disagree, 5=Strongly disagree

Mean Rating Summaries per Category Question: Visionaries with High Expectations Table 3e demonstrates the mean ratings of the principal perceptions of FAU completers who were hired in 2019 in the Visionaries with High Expectations within the School Leader Profile's Core Value and Beliefs (FAU 5).

Strong commitment to leadership

Strong agreement with the subcategories, data-informed and ethical leadership commitment, within the Leader of Leaders and Learning profile. Distributed and Innovative leadership commitment leans slightly towards somewhat agreement faintly more than other subcategories.

Effective leadership within schools/school-systems

Stronger agreement within the subcategory sharing the leadership role (1.12) as compared to developing leaders (1.24).

Learning facilitation of everyone in the school  
 A strong agreement (1.16) is shown within this subcategory.

Table 3e Visionaries with High Expectations Question Summaries: Mean Ratings

	n	mean rating
Visionaries with High Expectations	24	1.14
The completer has a vision of high performance expectations and communicates this vision to others.		
	24	1.17
The completer's focus on continuous improvement is exhibited by:		
Creating the conditions for ongoing adult learning	24	1.08
Sustaining a vision of excellence with equity	24	1.17
The completer is a passionate leader who perseveres and challenges the status quo in the interest of the school program they lead.		
	24	1.13

Source: Employer Satisfaction Survey 2020

Scale: 1=Strongly agree, 2=Somewhat agree, 3=Neither agree nor disagree, 4=Somewhat disagree, 5=Strongly disagree

## Aggregate Data Details

	Strongly agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Strongly disagree	
	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %	Count	Row Valid N %
The completer demonstrates a strong commitment to leadership that is: - Instructional	25	96.2%	1	3.8%	0	0.0%	0	0.0%	0	0.0%
The completer demonstrates a strong commitment to leadership that is: - Collaborative	23	88.5%	3	11.5%	0	0.0%	0	0.0%	0	0.0%
The completer demonstrates a strong commitment to leadership that is: - Distributed	22	84.6%	4	15.4%	0	0.0%	0	0.0%	0	0.0%
The completer demonstrates a strong commitment to leadership that is: - Data-informed	26	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
The completer demonstrates a strong commitment to leadership that is: -	26	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
The completer demonstrates a strong commitment to leadership that is: - Innovative	22	84.6%	4	15.4%	0	0.0%	0	0.0%	0	0.0%
The completer demonstrates a strong commitment to leadership that is: - Creative	23	88.5%	3	11.5%	0	0.0%	0	0.0%	0	0.0%

The completer demonstrates effective leadership within schools and school systems by: - Sharing the leadership role	22	88.0%	3	12.0%	0	0.0%	0	0.0%	0	0.0%
The completer demonstrates effective leadership within schools and	21	84.0%	2	8.0%	2	8.0%	0	0.0%	0	0.0%

school systems by: - Developing leaders										
The completer facilitates the learning of everyone in the school.	21	84.0%	4	16.0%	0	0.0%	0	0.0%	0	0.0%
The completer informs action through ongoing: - Reflectiveness	21	84.0%	4	16.0%	0	0.0%	0	0.0%	0	0.0%
The completer informs action through ongoing: - Critical inquiry	21	84.0%	4	16.0%	0	0.0%	0	0.0%	0	0.0%
The completer demonstrates the following attributes: - Critical feedback develop their personal insight	19	76.0%	6	24.0%	0	0.0%	0	0.0%	0	0.0%
The completer demonstrates the following attributes: - Strategic thinking	18	72.0%	7	28.0%	0	0.0%	0	0.0%	0	0.0%
The completer demonstrates the following attributes: - System thinking	19	76.0%	6	24.0%	0	0.0%	0	0.0%	0	0.0%

The completer demonstrates the following attributes: - Growth mindset	25	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
The completer considers the consequences of: - Moral decisions	23	95.8%	1	4.2%	0	0.0%	0	0.0%	0	0.0%
The completer considers the consequences of: - Legal decisions	23	95.8%	1	4.2%	0	0.0%	0	0.0%	0	0.0%
In decision making, the completer considers choice alternatives through a lens of: - Social justice	21	87.5%	3	12.5%	0	0.0%	0	0.0%	0	0.0%
In decision making, the completer considers choice alternatives through a lens of: - Democratic	21	87.5%	3	12.5%	0	0.0%	0	0.0%	0	0.0%

community										
The completer strengthens the school program by building positive relationships: - Internally (teachers, staff, and students)	20	83.3%	3	12.5%	1	4.2%	0	0.0%	0	0.0%
The completer strengthens the school program by building positive relationships: - Externally (families, community members, and community organizations)	20	83.3%	4	16.7%	0	0.0%	0	0.0%	0	0.0%





The completer is a passionate leader who perseveres and challenges the status quo in the interest of the school program they lead.	22	91.7%	1	4.2%	1	4.2%	0	0.0%	0	0.0%
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### Descriptive Statistics

	N	Range	Min	Max	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
The completer demonstrates a strong commitment to leadership that is: - Instructional	26	1	1	2	1.04	.038	.196	.038
The completer demonstrates a strong commitment to leadership that is: - Collaborative	26	1	1	2	1.12	.064	.326	.106
The completer demonstrates a strong commitment to leadership that is: - Distributed	26	1	1	2	1.15	.072	.368	.135
The completer demonstrates a strong commitment to leadership that is: - Data-informed	26	0	1	1	1.00	.000	.000	.000
The completer demonstrates a strong commitment to leadership that is: - Ethical	26	0	1	1	1.00	.000	.000	.000
The completer demonstrates a strong commitment to leadership that is: - Innovative	26	1	1	2	1.15	.072	.368	.135

The completer demonstrates a strong commitment to leadership that is: - Creative	26	1	1	2	1.12	.064	.326	.106
The completer demonstrates effective leadership within schools and school systems by: - Sharing the leadership role	25	1	1	2	1.12	.066	.332	.110
The completer demonstrates effective leadership within schools and school systems by: - Developing leaders	25	2	1	3	1.24	.119	.597	.357
The completer facilitates the learning of everyone in the school.	25	1	1	2	1.16	.075	.374	.140
The completer informs action through ongoing: - Reflectiveness	25	1	1	2	1.16	.075	.374	.140

The completer informs action through ongoing: - Critical inquiry	25	1	1	2	1.16	.075	.374	.140
The completer demonstrates the following attributes: - Critical feedback develops their personal insight	25	1	1	2	1.24	.087	.436	.190
The completer demonstrates the following attributes: - Strategic thinking	25	1	1	2	1.28	.092	.458	.210
The completer demonstrates the following attributes: - System thinking	25	1	1	2	1.24	.087	.436	.190

The completer demonstrates the following attributes: - Growth mindset	25	0	1	1	1.00	.000	.000	.000
The completer considers the consequences of: - Moral decisions	24	1	1	2	1.04	.042	.204	.042
The completer considers the consequences of: - Legal decisions	24	1	1	2	1.04	.042	.204	.042
In decision making, the completer considers choice alternatives through a lens of: - Social justice	24	1	1	2	1.13	.069	.338	.114
In decision making, the completer considers choice alternatives through a lens of: - Democratic community	24	1	1	2	1.13	.069	.338	.114
The completer strengthens the school program by building positive relationships: - Internally (teachers, staff, and students)	24	2	1	3	1.21	.104	.509	.259
The completer strengthens the school program by building positive relationships: - Externally (families, community members, and community organizations)	24	1	1	2	1.17	.078	.381	.145
The completer is a culturally competent leader who treats	24	3	1	4	1.17	.130	.637	.406

individuals with: - Civility								
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The completer is a culturally competent leader who treats individuals with: - Empathy	24	3	1	4	1.13	.125	.612	.375
The completer is a culturally competent leader who treats individuals with: - Respect	24	3	1	4	1.13	.125	.612	.375
The completer is a culturally competent leader who treats individuals with: - Forthrightness	24	1	1	2	1.17	.078	.381	.145
The completer has a vision of high performance expectations and communicates this vision to others.	24	1	1	2	1.17	.078	.381	.145
The completer's focus on continuous improvement is exhibited by: - Creating the conditions for ongoing adult learning	24	1	1	2	1.08	.058	.282	.080
The completer's focus on continuous improvement is exhibited by: - Sustaining a vision of excellence with equity	24	2	1	3	1.17	.098	.482	.232
The completer is a passionate leader who perseveres and challenges the status quo in the interest of the school program they lead.	24	2	1	3	1.13	.092	.448	.201
ValidN(listwise)	24							

### Appendix F: Faculty Abbreviated CVs

## ABBREVIATED CURRICULUM VITAE

**Maysaa Barakat Educational Leadership and Research Methodology, Florida Atlantic University**  
**777 Glades Road, Boca Raton, FL 33431**  
**ED 47, Room # 253 Phone: 1-334-552-1486 Email: barakatm@fau.edu**

### Education

- 2014**                    **Doctor of Philosophy**  
Educational Leadership: Administration and Supervision of Curriculum, Auburn University, Auburn, AL
- 2014**                    **Graduate Certificate in Program Evaluation**  
Auburn University, Auburn, AL
- 2010**                    **Master of Education**  
Educational Leadership: Administration and Supervision of Curriculum, Auburn University, Auburn, AL
- 1986**                    **Bachelor of Science**  
Architecture, College of Engineering, Ain Shams University, Cairo, Egypt

### Employment History

- Fall 2020- Present**                    **Associate Professor**  
Florida Atlantic University, Boca Raton, FL
- 2014- 2020**                    **Assistant Professor**  
Florida Atlantic University, Boca Raton, FL
- 2009- 2014**                    **Graduate Research/Teaching Assistant**  
Auburn University, Auburn, AL
- 2007- 2009**                    **Educational Consultant**  
Educational Excellence Consultations, Cairo, Egypt
- 2006- 2007**                    **Assistant Chief Educational Administrator**  
Egypt 2000 International Schools, Cairo, Egypt
- 2003- 2006**                    **Headmistress of IGCSE Section**  
Nefertari International Schools (British Division), Cairo, Egypt
- 1998- 2003**                    **School Principal**  
Future Schools (American Division), Cairo, Egypt

### **- Refereed Journal Articles**

**Barakat, M. (2022).** Leading Diverse Schools. Routledge.  
<https://doi.org/10.4324/9781138609877REE68-1>

- Reyes-Guerra, D., **Barakat, M.**, & Maslin-Ostrowski, P. (2022). Developing A More Diversified School Leadership Pipeline: Recruitment, Selection and Admission through an Innovative University-District Partnership. *Leadership and Policy in Schools*, 21(1), 48-63.
- Reyes-Guerra, D., Maslin-Ostrowski, P., **Barakat, M. Y.**, & \*Stefanovic, M. A. (2021). Confronting a compound crisis: The school principal's role during initial phase of the covid-19 pandemic. In *Frontiers in Education (Vol. 6, p. 87)*. Frontiers.
- Barakat, M.**, Reyes-Guerra, D., \*Stefanovic, M., & \*Shatar, L. (2021). An Examination of The Relationship Between A Redesigned School Leadership Preparation Program and Graduates' Cultural Competence. *Leadership and Policy in Schools*, 20(1), 21-40.
- Barakat, M.**, Lakin, J. M., Reames, E., & Kochan, F. (2020). The cultural competence of educational leaders: Developing a conceptual framework and assessment tool for leadership development. *Journal of School Leadership*, 1052684620972059.
- \*Thornton, M. E., **Barakat, M.**, Grooms, A. A., Locke, L. A., & Reyes-Guerra, D. (2020). Revolutionary Perspectives for Leadership Preparation: A Case of a Networked Improvement Community. *Journal of Research on Leadership Education*, 1942775120945356.\*Shatar, L.,
- \*Shatar, L. H., **Barakat, M.**, & \*Bourkiza, M. (2020). Understanding the Minority Voice in a Pluralistic Society: The Case of Islamic Schools. *International Journal of Educational Reform*, 29(1), 60-76.
- Barakat, M.** & Maslin-Ostrowski, P. (2019). Ripples of hope: leading educational change for equity in Egypt's public schools. *International Journal of Leadership in Education*. Advance online publication. doi: 10.1080/13603124.2019.1690706
- Barakat, M.**, Reames, E., & Kensler, L. A. W. (2019). Leadership Preparation Programs: Preparing Culturally Competent Educational Leaders. *Journal of Research on Leadership Education*, 14(3), 212–235. First published online March 29, 2018
- Barakat, M.** (2019). Perceptions of educational leaders regarding contemporary reform initiatives in Egypt. *Journal of Educational Administration and History*, 51(4), 330-351. Advance online publication. doi: 10.1080/00220620.2019.1590323

## - Book

**Barakat, M.**, & Rodriguez, M. (Eds.). (2020). *Immigrant faculty in the academy: Narratives of identity, resilience, and action*. New York, NY: Routledge. **Refereed Presentations and Proceedings**

Reyes-Guerra, D., **Barakat, M.** & Maslin Ostrowski, P. (2022, April 20-25). *Developing a More Diversified School Leadership Pipeline: Recruitment, Selection, and Admission Through an Innovative University-District Partnership*. Paper presented to the American Educational Research Association (AERA), San Diego, California.

**Barakat, M.**, Reyes-Guerra, D., Jennifer, E., Lozano, E., Hudge, V., & Washington, J. (2022, April 20-25). *Principal Evaluation: Perspectives of Principal Supervisors*. Paper presented to the American Educational Research Association (AERA), San Diego, California

Baugh, F. & **Barakat, M.** (2022, April 20-25). *The Principals' Perspective on the Teacher Shortage Problem in High-Poverty Minority Schools*. Paper presented to the American Educational Research Association (AERA), San Diego, California

**Barakat, M.** & Reyes-Guerra, D. (2021, November 11-14). *Democratic Education and the Education of Democracy in Peril: Florida's Political Gaslighting of the Foundations*. Presented to the University Council for Educational Administration (UCEA), Columbus, OH.

**Barakat, M.**, Brooks, M.C., Ezzani, M. D., Ghadikolaei, S. O., \*Shatara, L. & Adkins-Sharif, J. (2021, November 11-14). *Transcultural Journeys Across Islamic Educational Spaces and Places*. Presented to the University Council for Educational Administration (UCEA), Columbus, OH.

**Barakat, M.** & Vasquez-Colina, M., Guzman Oliver, A. I. & \*Lopez. M. (2021, November 11-14). *The Lived Experiences of Latina Leaders in a Hispanic-Serving Institution*. Presented to the University Council for Educational Administration (UCEA), Columbus, OH.

## Grants

- Funded

US Department of Education - PR/AWARD NUMBER T365Z220104. Funding decision: September 26, 2022. Role: Co-Principal Investigator (CoPI). Project title: Project PRAISE: Preparing for Readiness and Academic Improvement for Pre-K ELs (\$1,788,835 over five years)

- Non Funded

IES - Improving Education Systems, Exploration [Code: NCER-SYS]. Funding decision: July, 2022. Principal Investigator (PI): Maysaa Barakat. Project title: Towards Equitable Student Outcomes: Advancing Principal Equity-Centered Practices (. \$1,500,000 over three years.

- Non Funded

USAID Egypt - Inter-Community Girls Empowerment Activity. Notice of funding Opportunity number: 72026320RFA00002. Funding decision: July, 2020 (delayed). Chief of Party (COP): Maysaa Barakat. Project title: *Creating an Inclusive and Resourceful Cohort for Leadership and Empowerment (CIRCLE)*. \$3,000,000 over three years.

## Courses Taught at FAU (12)

- EDA 7931 Educational Leadership Foundations
- EDA 7061 Context of Educational Administration
- EDA 6415 Introduction to Qualitative Research
- EDS 6050 Instructional Leadership I
- EDS 6052 Instructional Leadership II (Face to Face and Multi site)
- EDS 6100 Lead II: Leadership Theory and Practice (Face to face and online)
- EDA 6103 Leadership III: Administrative Processes



- EDA 7106 Leadership V: Reframing Educational Organizations: Organizational Behavior & Change
- EDA 7069 Ethics and Policy
- EDA 7905 Directed Independent Study (DIS) (Travel Conference: UCEA & AERA)
- EDA 7948 Adv Lead Externship Action Learning (capstone course for doctoral students)
- EDA 7931 Educational Leadership Foundations

**- Courses Developed at FAU (2)**

- EDA 5931 Leadership for Social Justice (co-developed the course with district partners).
- EDA 7931 Educational Leadership Foundations

**- Supervision of 18 Graduate Students in multiple roles including:** Program Advisor, Dissertation Committee Chair and Dissertation Committee Member.

**Service to Florida Atlantic University:**

**- Educational Leadership and Research Methodology Service**

Coordinator and Liaison	FAU- Egypt Partnership Coordinator	Fall 2015 - Present
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**- College of Education Service**

Department of ELRM faculty representative	College of Education Scholarship Committee	Fall 2018 - Current
Committee	Graduate Program Committee Member	Fall 2019 – Present & Fall 2015 – 2018

**- Florida Atlantic University Service.**

College of Education Senator	University Faculty Senate	Fall 2017- Fall 2020
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**- Service to the Discipline/Profession**

President	Florida Association of Professors of Educational Leadership (FAPEL)	2021-2023 effective July 1, 2021
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Plenum Representative	University Council on Educational Administration (UCEA)	Fall 2016 – Fall 2019
Member of the Editorial Board	<i>Journal of Cases in Educational Leadership</i>	Summer 2018 - Present
Member of the Editorial Board	<i>Journal of School Leadership (JSL)</i>	Summer 2020- Present
Member	Leaders for Social Justice Special Interest Group (LSJ-SIG), American Education Research Association (AERA)	Fall 2011 - Present
Program Cochair	Learning and Teaching in Educational Leadership Special Interest Group (LTEL-SIG), (AERA LTEL-SIG)	2019-Present

### **Honors and Awards**

- Educational Excellence (2022): Education First Foundation, Egypt
- David L. Clark Scholar (2012): The University Council for Educational Administration (UCEA), Divisions A and L of the American Educational Research Association (AERA), and SAGE Publications.

### **Jennifer L. Bloom, Ed.D.**

E-mail: [bloomj@fau.edu](mailto:bloomj@fau.edu)

Cell: 217-766-4212

### **PROFESSIONAL PREPARATION**

**Ed.D., Higher Education Administration**, University of Illinois at Urbana-Champaign, May 1995

**M.S., Athletic Administration**, University of Illinois at Urbana-Champaign, May 1990

**B.S., *summa cum laude*, Physical Education Teaching (K-12)**, Illinois State University, Normal, May 1988

### **APPOINTMENTS**

**Professor (with tenure) & Coordinator, Higher Education Leadership Master’s Degree Program**, Department of Educational Leadership & Research Methodology, Florida Atlantic University. *August 2015 – Present; Promoted to Professor and earned tenure in August 2019*

**Founder, Office of Appreciative Education**, Department of Educational Leadership & Research Methodology, Florida Atlantic University. *August 2015 – Present*

**Clinical Professor & Director of the Master's Degree Program in Higher Education & Student Affairs**, Department of Educational Leadership & Policies, University of South Carolina. *August 2007 – Aug 2015; Promoted from Clinical Associate to Clinical Professor in August 2011.*

**Director, Office for Appreciative Education**, College of Education, University of South Carolina. *2008 – 2015.*

**Adjunct Associate Professor**, Department of Internal Medicine, University of Illinois College of Medicine at Urbana-Champaign. *2001 – 2017; Promoted from Assistant to Associate in August 2005.*

**Associate Dean for Student Affairs and the Medical Scholars Program**, University of Illinois College of Medicine at Urbana-Champaign. *July 2003 – August 2007*

**Administrative Director**, Medical Scholars Program, University of Illinois College of Medicine at Urbana-Champaign. *January 2001 – February 2004*

**Adjunct Associate Professor**, Department of Educational Organization and Leadership, University of Illinois at Urbana-Champaign. *January 1996 – August 2007; Promoted from Assistant to Associate in August 2005.*

**Assistant Director**, Medical Scholars Program, University of Illinois College of Medicine at Urbana-Champaign. *June 1995 – January 2001*

**Academic Advisor**, Institute of Aviation, University of Illinois at Urbana-Champaign. *July 1990 - June 1995*

### **SELECTED PEER REVIEWED PUBLICATIONS**

1. Ford, J. R., Kelly, A. C., & **Bloom, J. L.** (2021). Challenges and opportunities: Reinventing faculty advising in the era of COVID-19, *Journal of Appreciative Education*, 32-42.
2. Nelson, A., Wilkerson, S. Hursh, B., Barria, L., Cosgrove, K., Freire, J. Natalus, R., Nevin, A., Propst Cuevas, A. E., & **Bloom, J. L.** (2021). Employing the appreciative education framework to innovatively deliver the virtual Appreciative Advising Institute, *Journal of Appreciative Education*, 73-83.
3. He, Y. Hutson, B. L., **Bloom, J. L.**, & Cuevas, A. P. (2020). Advisor beliefs, practices and perceptions of well-being: Development of an advisor self-evaluation instrument. *NACADA Journal*, 40(1), 23-35.
4. Halasz, H. M., & **Bloom, J. L.** (2019). Major adjustment: Undergraduate students' transition experiences leaving selective degree programs. *NACADA Journal*, 39(1), 77-88.
5. Lichterman, H., & **Bloom, J. L.** (2019). The curricular approach to residential education: Lessons for student affairs practice. *College Student Affairs Journal*, 37(1), 54-67.
6. Cuevas, A., Schreiner, L. A., Kim, Y., & **Bloom, J.** (2017). Honors student thriving: A model of academic psychological, and social wellbeing. *Journal of the National Collegiate Honors Council*, 18(2), 79-113.

### **SELECTED OTHER PUBLICATIONS OR PRODUCTS/GRANTS**

1. Bloom, J., He, Y., & Hutson, B. (2021). Appreciative advising. In S. Field & D. R. Parker (Eds.), *Becoming selfdetermined: Practical strategies for a changing world*. Association for Higher Education and Disability.
2. **Bloom, J. L.**, & Cuevas, A. P. (2018). An appreciative approach to hazing prevention. In Salinas, C. & Boettcher, M. L. (Eds.), *Critical perspective on hazing in colleges and universities: A guide to disrupting hazing culture*. Taylor & Francis Group.
3. Bloom, J. L. (2020, March 6). "Appreciative Advising." 2-hour keynote address for the National Organization for Student Success Annual Conference, Nashville, TN.

### **SYNERGISTIC ACTIVITIES**

1. Diamond Honoree, ACPA – College Student Educators International – March 2022

2. Virginia N. Gordon Award for Excellence in the Field of Advising, NACADA: The Global Community for Advising – given to the person who “has made a significant national and/or international impact on the profession of academic advising through research, publications, and/or presentations at the national and/or international level, leadership in the field of advising, and commitment to the importance of academic advising at the national and/or international level” - Oct 2017
3. Journal of Appreciative Education (JAE) – Co-Founder and Inaugural Innovative Practices Section Editor (2012-Present)
4. Bloom, J. L. (2022). Foreword. In K. Archambault and R. Hapes (Eds.), Comprehensive advisor training and development: Practices that deliver (3rd edition), ix. NACADA and Stylus Publishing.
5. Founder of the Annual Appreciative Advising Institute (2011-Present), online Appreciative Advising course (2012-Present), online Appreciative Administration course, Appreciative Advising Academy (2022-Present), Certification process for Appreciative Advisers, and the Appreciative Education Conference (2015). Generated \$1.9 million in gross income for FAU since 2016.

### **COLLABORATORS AND OTHER AFFILIATIONS**

1. Ye He, Associate Professor, College of Education, University of North Carolina at Greensboro
2. Jeffrey McClellan, Professor, Management Department, Frostburg State University
3. Marc Lowenstein, Former Associate Provost, Richard Stockton College
4. Jesse Ford, Assistant Professor, University of North Carolina at Greensboro

### **COURSES TAUGHT**

1. Graduate Level: Student Development Theory, Appreciative Education, Higher Education Internship, and ACPA/NASPA Conference.

### **COMMUNITY ENGAGEMENT OR OUTREACH**

1. National Academic Advising Association (NACADA) – member since 1990; President (Oct 2007 – Oct 2008)
2. Invited to present my work at over 200 conferences, colleges, and universities.
3. The Office of Appreciative Education provided professional development to over 1,000 faculty and professionals in calendar year 2022.
4. Signed Memorandum of Understanding between Office of Appreciative Education and Tecmilenio University, Mexico.

***Dr. Ira E. Bogotch***

## **A. Professional Preparation**

- *Florida International University*, Educational Leadership, Ed. D., 1989
- *Teachers College, Columbia University*, Teaching English as a Second Language, M.A., 1975
- *New School for Social Research*, Philosophy, M.A., 1972
- *Brooklyn College, City University of New York*, Political Science, B.A. cum laude, 1968

## **B. Appointments**

- Professor of Educational Leadership, Florida Atlantic University, [2000-present]
- Affiliate/Courtesy Faculty, Department of Curriculum, Culture, and Educational Inquiry, [Spring, 2015- 2012]
- School Leaders Coordinator, Florida Atlantic University [2014-Spring, 2016]
- Adjunct Professor, Griffith University, Brisbane, Australia, September, [2014-2017]
- Short-Term Visiting Research Fellow, Griffith University, Brisbane, Australia, [September, 2012]
- Visiting Scholar: University of Glasgow, [June, 2012]
- Associate Professor, University of New Orleans [1996-2000]
- Assistant Professor, University of New Orleans [1990-1996]
- Secular Principal, Yeshiva Toras Chaim [1985-1990]
- Antioch School of Law, Writing Instructor [1978-1981]
- George Washington University, ESL Instructor [1978]
- US State Department, Binational Center Fellow, Guatemala [1976-77]
- City University of New York, Office of the Master Plan [1968-1972]

### C. Selected Peer-Reviewed Publications [Most Recent]

- Bogotch, I. (in press). Underfunded, Misunderstood and Underappreciated: A Story About The University of New Orleans Not-So-Long Ago. In L. Miron & P. Green (Eds). *Resisting Racism and Promoting Equity Through Community-Engaged Social Action: Challenging the Big Lies*. Routledge
- Arar, K., Guajardo, M. & Bogotch, I. (in press). The “Beyond” Spaces of Social Justice Leadership, I: P. Woods, A. Roberts, M, T., & H, Young (eds.), *Handbook of Leadership in Education*. Edward Elgar Publishing Ltd.
- Bogotch, I. (in press). “What Our Research Methods Tell Us About Educational Leadership and More...”, In: P. Woods, A. Roberts, M, T., & H, Young (eds.), *Handbook of Leadership in Education*. Edward Elgar Publishing Ltd.
- Arar, K., Brooks, J., & Bogotch, I. (Eds.) (2019). *Education, Immigration and Migration: Policy, Leadership and Praxis for a Changing World*. Emerald Publishing
- Waite, D. & Bogotch, I. (Eds). (2017). *International Handbook of Educational Leadership*. Wiley-Blackwell.
- Bogotch, I. & Shields, C. (Eds.). (2014) *International Handbook of Educational Leadership and Social (In)Justice*. Dordrecht, NL: Springer

### D. Selected Other Scholarly Works

- Su-Keene. E. &, Bogotch, I. (2021). Commentary—Can educational leadership researchers and school leaders both learn from failure? Yes, we can if together! *Journal of Educational Administration*, 59(4).
- Bogotch, I. (2021). Afterword: inserting social justice into professional development *Professional Development in Education* 47 (1), 191-196
- Bogotch, I., Bauer, S., Su-Keane, E. (2019). New Beginnings Repeated: The Continuing Search for Educational Leadership. Special Issue of *Research in Educational Administration & Leadership*, 4(1). Guest Editor, Scott Eacott.  
<https://dergipark.org.tr/real/issue/46944/589075>
- Bogotch, I, Faubert, B., Pfeifer, M. & Wieckert, S., Kervin, C. & Pappas, D. (2019) Political and Economic Gamble: Why Two Jurisdictions in Canada and Germany Made the Right Decisions in Welcoming Syrian Newcomers, 2015-Present. Special Issue for the *International Journal of Leadership in Education*, co-edited by K. Arar & D. Waite.

Bogotch, I. & Kervin, C. (2019). Policy and Leadership Dilemmas: Syrian Newcomer Integration in Ontario, Canada. In K. Arar, J. Brooks, & I. Bogotch (Eds). *Education and Immigration: Policy, Leadership and Praxis*. Emerald Publishing

### **E. Synergistic Activities (Conferences)**

At AERA/UCEA, for the past 23 years, the Department has sponsored a conference dinner with an invited scholar.

Bogotch, I. (November, 2019). Seeing Ourselves' Inside Leadership for Social Justice. Paper Presented. New Orleans, UCEA, 2019

Bogotch, I., & Kervin, C. (September, 2018). Policy and Leadership Dilemmas: Education, Immigration, and Migration: Policy, Leadership and Praxis in a Changing World. Symposium with K. Arar, J. Brooks, K. Norberg (AERA 2019, Symposium)

### **F. Collaborators and Other Affiliations**

External Member of Dissertation Committee, 2018-2019, Matthew Kaye, Florida Gulf Coast University (invited by major professor Dr. Jennifer Sughrue, former FAU professor)

Bogotch, I. & Bogotch, S. (2018). Invited Foreword. In D. Griffiths & J. Ryan (Eds.). *Case studies for inclusive educators and leaders*. Word and Deed, Ontario, Canada.

Bogotch, I. (2017). Invited Epilogue: Linking our stories to a common enemy. In T. Watson & A. Normore (Eds). *Racially and ethnically diverse women leading education*. Bringley, UK: Emerald Group Publishing

Bogotch, I. (2017). Considering the Future of Educational Leadership under President Donald Trump's Administration. AERA Division A Newsletter  
<http://aeradivisiona.org/invited-commentary.html>

Bogotch, I. (Fall, 2016). An invited critique: From Teaching in Educational Administration to Learning and Teaching in Educational Leadership (1994 to 2016). LTEL-SIG newsletter, p. 3.  
[http://www.infoagepub.com/assets/files/newsletters/aeraltel/LTEL\\_2016\\_Newsletter\\_Fall.pdf](http://www.infoagepub.com/assets/files/newsletters/aeraltel/LTEL_2016_Newsletter_Fall.pdf)

Bogotch, I. (2016). Invited Forward. In A. Lopez, *Culturally Responsive and Socially Just Leadership in Diverse Contexts* (pp. v-x). New York: Palgrave MacMillan

## **G. Courses Taught**

In School Leadership

Context of Educational Administration

In Adult & Community Education

Special Topics: Social Justice and Critical Issues

In Curriculum and Instruction

Instructional Policies

## **H. Community Engagement/Outreach**

2020 Outstanding Reviewer, *Urban Education* journal

Distinguished Fellow (2018), GlobalLeadership.Org.

<https://globaledleadership.org/paula-cordeiro/>

2018 Keynotes and Lectures in Israel

Keynote: Annual Conferences of Universities and Colleges' Departments of Educational Leadership in Israel. @ Michlalah Jerusalem College

Bar-Ilan University, School of Education, Ramat Gan, Israel

Hemdat HaDaron College of Education, Netivot, Israel

External Examiner: Ph.D. Dissertations

2022 University of Waikato, NZ

2017 University of Malaya, Malaysia

2015 North West University, South Africa

2015 University of Malaya, Malaysia

Educational Leadership for Social Justice Book Series, Information Age

<https://www.infoagepub.com/series/Educational-Leadership-for-Social-Justice>

Division A of the American Educational Research Association, Chair of Nominations Committee for 2018-2019 VP

P&T External Review Letters

2022: Old Dominion University

2021: Western University, Canada

2019: Bar-Ilan University, Israel

2019: Monash University, Melbourne, Australia

2019: University of New Mexico



2018: Ohio University  
2018: Open University, Tel Aviv, Israel  
2018: Hebrew University, Jerusalem, Israel  
2018: Bar-Ilan University, Israel  
2015: University of Malaya, Kuala Lumpur, Malaysia  
2015: University of Malaya, Kuala Lumpur, Malaysia  
2014: University of Jordan, Amman, Jordan  
2014 George Mason  
2014 Duquesne University  
2013 George Mason University  
2013 University of Malaya  
2012: University of South Florida

**For Fun:** <https://ibogotchblog.wordpress.com/about/>

Michael A. DeDonno  
Educational Leadership & Research Methodology  
Integrated Medical Science (Secondary)  
Florida Atlantic University  
777 Glades Road, Boca Raton, FL 33143  
[mddonno@health.fau.edu](mailto:mddonno@health.fau.edu)  
561-297-3554

### Education

- |                                   |                             |             |
|-----------------------------------|-----------------------------|-------------|
| • Case Western Reserve University | Ph.D. Psychology            | 2007 - 2009 |
| • Case Western Reserve University | M.A. Psychology             | 2004 - 2007 |
| • Baldwin Wallace University      | MBA Organizational Behavior | 1992 - 1994 |
| • Myers University                | B.S. Computer Science       | 1986 - 1991 |

### Academic Employment History

- |   |         |                |
|---|---------|----------------|
| • Associate Professor, Integrated Medical Science (Secondary)<br>Florida Atlantic University, College of Medicine       |         | 2017 – Present |
| • Affiliate Assistant Professor<br>Florida Atlantic University, College of Nursing                                      |         | 2016 – Present |
| • Associate Professor, Education Leadership & Research Methodology<br>Florida Atlantic University, College of Education | Florida | 2014 – Present |
| • Lead Faculty Associate<br>Florida Atlantic University, Student Affairs  |         | 2017 – 2020    |
| • Assistant Professor, Department of Psychology, Barry University   |         | 2009 – 2013    |
| • Adjunct Faculty, Department of Psychology, Notre Dame College   |         | 2006 – 2009    |

### Industry Employment History

- |  |   |             |
|--|---|-------------|
| • Manager, Data Management and Analysis, Biorasi Inc.<br>Managed Clinical Data Management (CDM) processes and procedures on phase I, II, and III clinical study trials | ○ | 2013 – 2014 |
| ○ Ensured Standard Operating Procedures (SOPs) were followed based on laws and guidelines (e.g., ICH GCP, 21CFR Part 11)   |   |             |
| ○ Developed protocols for clinical trials  |   |             |
| ○ Drafted Statistical Analysis Plans (SAPs) and conducted biostatistical analyses  |   |             |
| ○ Managed the creation and delivery of Clinical Study Reports (CSR)  |   |             |

- Data Analyst, Statistician, Northcoast Behavioral Healthcare 2006 – 2012
  - Collaborated with hospital staff in designing research protocols to explore various factors within the patient population
  - Served as Principal Investigator (PI) on behavioral studies
  - Provided training to hospital administrators in the use and value of large datasets to business decision making
  - Applied statistical methods, interpreted results, and drafted statistical analysis section of Clinical Study Reports
  
- Research Consultant, PIMJ Inc. 2011 – 2012
  - Developed learning models designed to optimize cognitive performance of workforce
  
- Program Manager, National City Bank 2000 – 2004
  - Directed a staff of 30 employees and contractors in the design and construction of information technology (IT) projects
  
- Operations Manager, Mnet Corp 1997 – 2000
  - Accountable for optimizing sales and operations
  
- Project Manager, Norstan Communications 1994 – 1997
  - Manager of information technology (IT) projects

#### Scholarship / Research / Creative Activity

##### Refereed (*Partial List*)

- **DeDonno, M.A.**, Longo, J., Levy, X., & Morris, J.D. (2022). Perceived Susceptibility and Severity of COVID-19 on Prevention Practices, Early in the Pandemic in the State of Florida. *Journal of Community Health*. 1-8. doi <https://doi.org/10.1007/s10900-022-01090-8>
- **DeDonno, M.A.**, Ferris, A., Molnar, A, Haire, H., Sule, S., Hennekens, C.H., & Wood, S. (2022). Perceptions, Coping Strategies, and Mental Health of Residents during COVID-19. *Southern Medical Journal*. In Press.
- Dennett, S.K., & **DeDonno, M.A.** (2021). A Comparison between Chinese and American Male and Female College Students' Critical Thinking Dispositions. *International Journal of Chinese Education*. 10(3), 1-14. doi: 10.1177/22125868211046966
- Baker, T., & **DeDonno, M.A.** (2020). The influence of research self-efficacy on academic achievement. *International Journal of Higher Education*. 27(2), 11-26.
- Brenner, B. M., & **DeDonno, M.A.** (2020). Assessing the Gaps in Surgical Oncology Training: Results of Survey of General Surgery Residents. *Journal of Surgical Education*. 77(4), 749-756.
- Chamley-Wiik, D., Cooney, B., & **DeDonno, M.A.** (2020). Who mentors undergraduate student researchers? An analysis of faculty involvement at a four-year university. *Mentoring and Tutoring: Partnership in Learning Journal*. 1-20.
- **DeDonno, M. A.** (2019). Non-STEM graduate programs and the influence of an undergraduate statistics course on graduate statistics course success. *International Organization of Scientific Research - Journal of Mathematics*, 15(6), 60-64.

##### Grants (*Partial List*)

- **DeDonno, M.A.** (2022). Florida Atlantic University. Information Technology (IT) grant to study working memory. **\$3,000.00 Award.**
- **DeDonno, M.A.** (2018). Florida Atlantic University, Undergraduate Research Grant. The influence of Working Memory Capacity on Medical Simulation Performance. Principal Investigator. **\$1,200.00 Award.**
- Longo, J., & **DeDonno, M.A.** (2016). Christine E. Lynn Center for Caring Research Senior Scientist Initiative Award – Creating, validating, and testing a novel approach to Investigate workplace bullying. Co-Principal Investigator. **\$3,000.00 Award.**

#### Honors and Awards (*Partial List*)

- Florida Atlantic University, College of Education, 2019 Assistant Prof., Researcher of the Year.
- Florida Atlantic University, College of Education, 2017 Distinguished Teacher of the Year.
- National Institute of Dental Craniofacial Research (NIDCR) Award. Building bridges for integrating psychological science with medical health challenges. 2013 Association for Psychological Science annual conference, Washington D.C. **\$1,500.00. Award.**
- National Institute of Health (NIH) Research Award. 2013 University of Kentucky/National Institute of General Medical Sciences Faculty Grant Writing Workshop. **\$1,500.00. Award**

#### Courses Taught

- EDF6481 – Educational Research
- EDF3430 – Assessment and Measurement
- QMB7565 – Research Methods I
- QMB7566 – Research Methods II
- STA6113 – Educational Statistics

#### Service to the Institution (*Partial List*)

##### Department / College service

- College of Medicine: Representative, Intercollegiate Athletic Committee
  - College of Medicine: Member, Teaching Academy Task Force
  - College of Education: 2016, 2017 Graduate Student Scholarship Committee
  - College of Education: 2016, 2017, 2018 Exit Survey Development Committee
  - College of Education: 2015 Doctoral Scholarship Committee
- ##### University Service
- Member - Undergraduate Research Curriculum Committee
  - Lecture. (2017, November). *The male brain vs. the female brain.* Florida Atlantic University Lifelong Learning Society. Boca Raton, FL.
  - Reviewer / judge – 2016, 2018 FAU undergraduate research symposium

#### Service to Discipline / Profession (*Partial List*)

- *Advanced Trauma Life Support (ATLS) Educator* – American College of Surgeons (ACS).
- *Member* – American Statistical Association (ASA)

- *Member* – South Big Data Hub
- *Member* - International Society for Intelligence Research (ISIR)

Service to Community / Public (*Partial List*)

- Associate Board Member – Best Buddies International, Miami, FL.

*Abbreviated Vita -10/13/2022*

**Deborah Lee Floyd**

Professor of Higher Education, Educational Leadership & Research Methodology  
 Florida Atlantic University [DFloyd@Fau.Edu](mailto:DFloyd@Fau.Edu)

**A) Professional Preparation**

- 1979            Doctor of Education — Virginia Tech  
                   Major: Community College and Higher Education  
                   Applied: Counseling and Student Affairs  
                   Cognate: Psychology and Sociology
- 1975            Master of Science — Texas A & M University-Commerce  
                   Major: Counseling and Higher Education
- 1973            Bachelor of Science — Texas A & M University-Commerce  
                   Majors: English and Speech
- 1999            Certificate - Institute for Educational Management – Harvard University

**B) Appointments**

- 2001-Present            FLORIDA ATLANTIC UNIVERSITY (FL)
- 2001- Present            Professor of Higher Education Leadership (with tenure), EDLRM  
                                 Higher Ed/ Program Leader & Ph.D. Coordinator (2002-13 & 2019-2020)
- 2011-Present            Editor-in-Chief (EIC),  
                                 *Community College Journal of Research and Practice*  
                                 Taylor and Francis Publishing, FAU ELRM Office
- 1/2014-2/2018            Dean of the Graduate College & Professor, Higher Education, EDLRM
- 1991-2001            THE UNIVERSITY OF KENTUCKY (KY)
- 1999-2001            Assistant to the Chancellor
- 2000-2001            Senior Fellow – Washington, D.C.  
                                 Association of American Colleges and Universities (AAC&U)

1991-1999                    President, Chief Executive Officer & Associate Professor (*with tenure*)  
Prestonsburg Community College of the  
University of Kentucky Community College System

1985-1991    COLLIN COUNTY COMMUNITY COLLEGE DISTRICT (TX)

1985-1991                    Vice President, Student Development (founding vice president)

1980-1985    EASTERN IOWA COMMUNITY COLLEGE DISTRICT (IA)

1985                          Associate Vice Chancellor (held concurrently with dean's position)

1980-85        Dean of Student Development, Scott Community College  
(Also, Adjunct faculty lecturer, The University of Iowa)

1979-1980    THE UNIVERSITY OF IOWA (IA)

1979-80                      Visiting Assistant Professor (Graduate Faculty)  
Counselor Education (masters and Ph.D.)

1977-1979                  VIRGINIA POLYTECHNIC INSTITUTE & STATE UNIVERSITY  
(VIRGINIA TECH)

Summer 1979              Research Associate (post-doctoral), Office of Contract Research                    1977-  
1979    Higher Education Administrative Intern (publishing), Education

1975-1977                  ODESSA COLLEGE (TX)

1975-77                      Director of Student Activities and Instructor of Psychology

### **C) Selected Peer Reviewed Publications**

#### **Edited Books**

**Floyd, D.L.**, Mullin, C.M., and Ramdin, G (2023) *Community colleges' responses to COVID-10: What worked, What did not work and Lessons Learned*. Routledge Publishing (166 pages) ISBN 9781032285054

**Floyd, D. L.**, Salinas, C., Swingle, E., Zeledon-Perez, M.J., Barhoum, S., & Ramdin, G. (Eds). (2021). *Graduate students research about community colleges: A guide for publishing*. Routledge Publishing.(161 pages)

Ozaki, C.C., Dalpes, P., **Floyd, D.L.** & Ramdin, G. (Eds.) (2020). *The role of student affairs in advancing community college student success*. Routledge Publishing. (110 pages)

## Chapters

- Floyd, D. L.,** Garcia Falconetti, A., Camacho, L. (2022) Postsecondary higher education pathways to workforce credential attainment in the United States of America. 10.1007/978-3-030-84502-5\_9 In E. Knight, Bathmaker, AM., Moodie, g., Orr, K., Webb, S.I Wheelahan, L. (Eds), *Equity and Access to High Skills Through Higher Vocational Education*. ISBN 978-3-03-084501-8, 978-3-03-084502-5 Palgrave Publishing. (pp. 169-188)
- Floyd, D. L.,** Skolnik, M. L. (2019). The community college baccalaureate movement: Evolutionary and revolutionary. In T. O'Banion (Ed.), *Thirteen ideas that transformed the community college world*. (pp 103-126). Rowman and Littlefield Publishers.
- Floyd, D. L.,** Ramdin, G., & Salinas, C. (2019). Applied baccalaureate: An alternative teacher preparation option. In M. D'Amico, & C. W. Lewis (Eds.), *Community college teacher preparation for diverse geographies: Implications for access and equity for a diverse teacher workforce*. (pp. 109-130). Information Age Publishing.

## Articles

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- Floyd, D.L.** (2021) 2020, The Year None of Us Predicted: COVID-19 and Community Colleges, *Community College Journal of Research and Practice*, 45:1, 1-7, DOI: [10.1080/10668926.2020.1841649](https://doi.org/10.1080/10668926.2020.1841649)

### D) Select Other Publications or Products

- Floyd, D.L.,** D'Amico, M., Raby, R.L., Ramdin, G. ,Strayhorn, T & Falconetti, A. (2022, November). Community Colleges Evolve During the COVID-19 Pandemic: What Worked, Did Not Work, and Lessons Learned. *Association for the Study of Higher Education (ASHE)*, Las Vegas, NV. (Symposium [refereed], book)
- Floyd, D.L.,** Nelson-Laird, T.F., Rubin, L.J., Salinas, C., (2021, November) Demystifying Journal Article Publication Process. *Association for the Study of Higher Education*, San Juan, PR (Symposium [refereed])
- Floyd, D. L.,** Salinas, C., Barhoum, S., Zeledón-Pérez, M. J., Swingle, E., & Camacho, L. (2020, April). Publishing in a peer reviewed journal: Supporting graduate students through faculty mentorship. *Council for the Study of Community Colleges (CSCC)*; Tempe, AZ. (Symposium [refereed])
- D'Amico, Mitchell, R.G., Eddy, P,Smith, D., **Floyd, D.L.,** & Smith, D. (2019 March) *Preparing the K-12 Teacher Workforce in Community Colleges: Implications for Access and Equity*. Council for the Study of Community Colleges. San Diego, CA (Symposium [refereed])

**Floyd, D.L.**, Falconetti, A. G., & Carroll, C.M. (2019, February). *Contemporary Issues and Challenges: Sharing Stories about Baccalaureate Degree Programs*. Community College Baccalaureate Association International Conference. New York, NY (Refereed [paper]).

O'Banion, T, Kanter, MJ. Milliron, M., & **Floyd, D.L.** (2019, February). *Three Ideas that are Transforming the Community College World*. The League for Innovation in the Community College-Innovations Conference, New York, NY (Refereed [paper])

D'Amico, M., **Floyd, D.L.**, Smith, G., Jackson, D., Smith, D., Wood, L. (2018, November). *Teacher Preparation in Community Colleges: Seeking Equity in Diverse Geographies*. Association for the Study of Higher Education (ASHE). Tampa, Florida (Refereed [paper]).

### **E) Synergistic Activities**

2022 Senior Scholar Award. Council for the Study of Community Colleges.  
Awarded for research and scholarly impact

2018 Recognized as one of "My Favorite FAU Professors". Video  
produced by FAU and distributed in December 2018.

2017 "Graduate Research Ambassador" Award. Graduate and Professional Student Association,  
Florida Atlantic University.

2011--present - Editor-in-Chief, *Community College Journal of Research and Practice*.  
(Included among prestigious journals by *US News and World Report*)

### **F. Collaborators and Other Affiliations**

2014-2018	Dean of the Graduate College, FAU (various other appointments)
2021- Present	Promotion and Tenure Committee, FAU
2018-present	Higher Education Program Leader and Ph.D. Coordinator- FAU
Ongoing	Various publishers (review proposals) and universities (external reviewer)

### **G. Courses Taught**

- Organization and Administration of Higher Education
- Community College Curriculum
- Higher Education Doctoral Seminar
- Special Topics in Higher Education
- ASHE Research
- Internship
- Field Project
- Dissertation

### **H. Community Engagement or Outreach (Service to the Profession or Community)**



## Local & Community

2021- present Board of Directors – Funding Arts Broward (FAB).  
2020 – present Board of Directors and Executive Committee – Island City Stage  
2021- present Tower Club member (Broward County)  
2021 Speaker at a community forum about Women in the Education System  
(Island City Stage community forum)  
2020 Palm Beach State College faculty development day speaker  
2018 Broward College workshop about academic and presidential leadership

## Profession

2016-2021 Editorial Board, *Journal of Faculty Development*  
2016-present Reviewer for various scholarly journals  
2016-present Reviewer of book proposals (blind) for various publishers  
2016-present Association for the Study of Higher Education (ASHE)- hosted annual  
Scholars' Mentoring Dinner (virtual and live during pandemic) 2016 – present External  
Examinator for 2-3 applications for promotion (various universities)

**John Hardman, Ph.D.**  
**Senior Instructor**

Department of Educational Leadership & Research Methodology  
email: [whardmal@fau.edu](mailto:whardmal@fau.edu)  
phone: (561) 789 9418

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**A. Professional Preparation**

**2009 Ph.D. in Educational Leadership**

Florida Atlantic University, Boca Raton, Florida, United States  
Dissertation: Regenerative Leadership: An Integral Theory of Leadership for Sustainability in Business, Education and Community (earned College of Education 2010 Outstanding Dissertation of the Year).

**1997 M.A. in International School Leadership and Management**

Oxford Brookes University, Oxford, United Kingdom

**1992 Associate of the College of Preceptors, University of Ripon and York, York, United Kingdom**

**B. Appointments (Job History) Current Senior Instructor**

Department of Educational Leadership, College of Education, Florida Atlantic University

**IDEAL Program Coordinator**, School Leaders Master's and Specialist Degree.

**Member**, School Leaders Program Accreditation Team

**ACE Program Student Advisor**, Adult and Community Master's and Specialist Degree.

**Member**, Jupiter Campus Library Committee

**External Appointments/Assignments**

Current **Methodologist**, Doctoral Dissertation Committees, Grand Canyon University, Phoenix, AZ.

**Faculty**, Executive Education Center, United Nations' University for Peace (UPeace), Costa Rica. Subject taught: Regenerative Leadership for Sustainable Development.

**2009 – 13 Adjunct Instructor**

College of Business (MAN 6931 Sustainability Leadership for Entrepreneurs)

College of Engineering (EGN 6930 Sustainability Leadership for Engineers)

**2009 - Founder**, Regenerative Organizations, LLC

Sustainability and leadership process consulting firm for corporations, governmental and non-governmental organizations, schools and universities.

**Visiting Assistant Professor**

Department of Educational Leadership, College of Education, Florida Atlantic University

- Instructional Leadership Team Leader
- Departmental Liaison to the Palm Beach County Public School District
- Teaching: Instructional Leadership and the Principal Internship
- Service: Chair, College of Education Diversity Committee; Member, College of Education International Committee; Member, FAU Sustainability Committee; Member, President's Innovation & Entrepreneurship Committee

### Other Teaching Assignments

2007 - 2009 **Coordinator of Research Programs & Services**, A. D. Henderson University Lab School/FAU High School, Florida Atlantic University

**Founded** Regenerative Organizations (<http://www.regenerativeorganizations.com>), dedicated to facilitating leadership, team learning, and organizational culture change for regenerative practice in business, community, K-12 schools, colleges and universities.

**Principal Investigator** for the Global Hope and Opportunity Project, nonprofit organization supporting sustainable community development in disadvantaged urban and rural communities, with an emphasis on Latin American indigenous populations.

2006 – 2007 **Acting Assistant Principal and Principal**, A. D. Henderson University School, FAU

2005 - 2006 **Acting Coordinator of Field Placement, Office for Academic Affairs and Student Services (OASS)**, Boca Campus, Florida Atlantic University 2005  
**Acting Associate Director, OASS**, Davie Campus

2004 – 2007 **Director of NCATE Systems Management** for the NCATE/DOE/DCU Accreditation Review in 2007 of the College of Education.

**Adjunct Instructor, Principal's Internship**, for the Master's Degree in Education, Department of Educational Leadership

### International Appointments

2000 - 2004 **Headmaster**, SEK International School, Quito, Ecuador (IB Diploma, MYP)

1996 – 2000 **Secondary School Headmaster**, St. Andrew's Scots School, Buenos Aires, Argentina (IB Diploma and MYP). Conducted school authorization visits for IBLA.

1994 – 1996 **Headmaster**, St. Mark's School, Buenos Aires, Argentina

1985 – 2000 **Teacher** in diverse bilingual schools in Buenos Aires, Argentina, of IB Theory of Knowledge (Secondary), Science, Drama and History (Elementary), and English Language and Literature (Elementary and Secondary). Certified teacher of Theory of Knowledge (IB), and First Language English and Literature (IGCSE, Cambridge University)

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**C. Selected Peer-Reviewed Publications (N/A)**

**D. Selected Other Publications or Products/Grants**

Hardman, J. (2021). From South America to South Florida: Risks and Rewards for Senior International Students. Chapter in *Immigrant Faculty in the Academy: Narratives of Identity, Resilience, and Action*. Barat, M. & Rodriguez. M. (Eds.).

Hardman, J. (2021). *Liderazgo Regenerativo: Guía de Aplicación* - Guía práctica y consciente para la creación de soluciones sostenibles efectivas y duraderas en la empresa, la comunidad, y la educación.

Hardman, J. (2017). *The Regenerative Leadership Handbook: A conscious, practical guide for creating purposeful, prosperous, resilient solutions to sustainability challenges in business, community, and education*. Kindle Edition. [ASIN: B072RQQPB9](#)

Hardman, J. (2017). Chapter: Educational Leadership and Environmental Justice in a ClimateChallenged World. Bogotch, I. (Ed). *International Handbook of Educational Leadership*. Springer.

Hardman, J, & Hardman, P. (2014). Traveling the U: Contemplative Practices for Consciousness Development for Corporate and Social Transformation. Chapter in *Perspectives on Theory U: Insights from the Field* (Olen Gunnlaugson, Charles Baron and Mario Cayer, Editors). Université Laval, Quebec: IGI Global. Hardman, J. (2013).

Regenerative Leadership in Schools (2013). Presentation at the *Learn Green Conference*. Palm Beach County (November).

Hardman, J. (2011). *Leading for Regeneration: Going beyond sustainability in business, community, and education*. London: Routledge.

Shockley, R., Hardman, J., Watlington, E., & Kirsch, P. (2011). From Compliance to Engagement: Using a Transformational Model to Respond to NCATE Standard 4 – Diversity. *Educational Considerations*.

Hardman, J. (2010). Regenerative Leadership: An Integral Model for Transforming People and Organizations for Sustainability in Business, Education, and Community. *Integral Leadership Review*. (<http://www.integralleadershipreview.com/archives-2010/2010-10/2010-10-toc.php>).

**E. Synergistic Activities**

2018 Excellence in Teaching Award, Florida Atlantic University Northern Campuses  
Promotion to Senior Instructor, Florida Atlantic University

2012 School Board of Broward County Public Schools' recognition for work as teacher trainer of Sustainability Champions in the Partnership between the District's middle school magnet programs and the College of Engineering at Florida Atlantic University

2010 College of Education Outstanding Dissertation of the Year

2008 Harry M. Harmes Doctoral Scholarship – Department of Educational Leadership

2007 College of Education Exemplary Service Award

#### **F. Collaborators and Other Affiliations**

2016 - 2018 Co-Principal Investigator, The Effect of Increasing Continuity a Longitudinal Primary Care Experience. College of Medicine, Florida Atlantic University

2013 - 2015 Principal Investigator, Regenerative Leadership in K-12 Public Schools and Districts.

**Member** of the FAU Academic Service-learning Faculty Learning Community

2009 - 2010 **Licensed Facilitator**, ISIS Accelerator strategic planning process for sustainability and deep change (AtKisson Group – [www.atkisson.com](http://www.atkisson.com))

**Licensed** in Sustainability - Competencies and Opportunity Rating and Evaluation (SCORE), by AXIS Professionals, Bainbridge University

**Certified** in Community Regeneration by the Home & Communities Academy, UK

**Process Facilitator** for the infusion of sustainability in the curriculum, College of Engineering, Florida Atlantic University

**Co-facilitator** of the FAU Sustainable Pedagogy Faculty Learning Community (FLC)

**Senior Advisor on Sustainability**, Dirt Pros EVS (environmental services company)

2007 **Member** of the International Society of Sustainability Professionals

**Co-chair** of the FAU Lab Schools – College of Education Research Committee

**Member** of the Association for the Advancement of Sustainability in Higher Education (AASHE)

**Member** of the Leadership Advisory Council of Palm Beach County Children's Services Council Mentor Center for the Spanish-speaking Community

2006 **Consultant** to Booker High School, Sarasota, FL: Survey of school climate and working conditions for school improvement

**Entrepreneurial Consultancy Project:** Member of a consulting team working with a marketing research company relocating to South Florida. In part fulfillment of the requirements of the MBA program, College of Business, FAU

**Consultant** to Deerfield Park Elementary School, Broward County Public Schools, Florida. Organizational Climate and Working Conditions: Building a Collaborative-Reflective Model for Effective Improvement

2005 **Action Learning Doctoral Research:** From A to Byte: Decision-making points affecting the transition from a textbook-dependent system to a digital learning environment. Study

commissioned by the Superintendent of the Broward County Public Schools District (Florida, U.S.A.)

- 2004 **Consultant** to the SEK International School, Guayaquil, Ecuador: Teacher training in multiple intelligences and team building for performance enhancement
- 2002 – 2003 **Principal strategic plan facilitator** for the reform of the National Baccalaureate in Ecuador (a joint project with the Ministry of Education, public, independent, and Catholic schools)
- 2001 - 2004 **Member** of the Regional Heads Representative Committee (RHRC) of the International Baccalaureate Organization in Latin America (IBLA)
- Founding member** and **national treasurer**, Corporación Ecuatoriana para el Mejoramiento de la Calidad de la Educación (CORPEDUCAR), Quito, Ecuador
- 1996 **Founding member**, Latin American Heads Conference (LAHC) of schools of British Foundation
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## G. Courses Taught at FAU

### College of Education

#### Master's Level (School Leaders Program)

EDS 6100 Leadership 2: Theories and Assessment

EDS 6050 Instructional Leadership 1

EDS 6052 Instructional Leadership 2

EDA 6300 School Community Partnerships & Diversity

EDA 6207 Managing School Operations

EDA 6945 Summer School Internship

EDA 6946 Spring School Internship

EDA 6947 Fall School Internship

#### Master's Level (Adult and Community Education - ACE)

ADE 6695 Sustainability Leadership for ACE Entrepreneurs & Change Agents

#### Doctorate

EDA 6415 Introduction to Qualitative Inquiry

EDA 7416 Advanced Qualitative Inquiry

EDA 7948 Advanced Leadership Externship

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## **H. Community Engagement or Outreach (Service to the Profession or Community) 2020**

– present **Member, CLIMATE Ready Advisory Council**, Pine Jog Environmental Education Center

- 2020 *Manejo de Cambio* – Immersion Workshop for 3M, Costa Rica. October.  
*Liderazgo Regenerativo* – Immersion Workshop for Grupo SURA, Panama. September.
- 2018 *Transitioning from Sustainability to Regeneration*. B2B IV<sup>th</sup> Annual Forum. Procomer, Government of Costa Rica. San Jose, Costa Rica. November 28. Keynote address.
- 2018 ‘*Bridging the Regenerative Organization*’ Conference. Alliance for Sustainable Colorado. January 16. Keynote address.
- 2017 *Regenerative Leadership for Social Impact*. Four-day session at the Amani Institute, Sao Paulo, Brazil. May 4 – 7. Workshop.
- 2016 Member of the professional development team for the FAU-New Generation Schools Partnership in Cairo, Egypt. PD provided: *Instructional Supervision*. April 10 – 20.
- 2015 – present Online course (three times per year). *Regenerative Leadership for Sustainable Development*. Required courses in the Global Leadership and Social Innovation Diplomas of the Executive Education Centre of the United Nations Mandated University for Peace (UPEACE, San Jose, Costa Rica)
- 2015 **Sustainability Strategic Planning Facilitator** for the 79<sup>th</sup> St. Corridor Neighborhood Initiative, Miami-Dade, in representation of the Sustainability Committee of the Southeast Florida/Caribbean Chapter of the Urban Land Institute (ULI)
- 2011 – 2014 **Member, Board of Directors**, U.S. Green Building Council (USGBC) Southeast Florida
- 2016 Presentation: *Educational Leadership for a Sustainable World*. Presented to Chinese school leaders and higher education leadership faculty. Hardman, J. & Chui, Q. November 11.
- 2015 Presentation. *The Principal as Sustainability Champion*. Presentation at the Florida Association of School Administrators (FASA). Orlando, Florida (June).
- 2014 Panel Moderator. *District-wide Sustainability Leadership*. Panel Moderator. National Green Schools Network Conference. Sacramento, CA (March)
- 2012 & 2016 Certified in online course development and delivery, Center for eLearning (CEL), Florida Atlantic University

## **Curriculum Vita**

**Dr. Joyce Krzemienski**

**Phone:** (754) 273-0683

**Email:** jkrzemei@fau.edu

## **EDUCATION:**

Edinboro University of Pennsylvania, Bachelor of Science, 1985

Florida Atlantic University, Educational Leadership, Master of Science, 2004

Florida Atlantic University, Educational Leadership, Specialist's Degree 2007  
Florida Atlantic University, Educational Leadership, Ph.D., 2012

**COURSES TAUGHT: (Lead Professor)**

Florida Atlantic University, PROPEL Program - Leadership 3: Administrative Processes  
Florida Atlantic University, PROPEL Program - Action Learning  
Florida Atlantic University, PROPEL Program - Internship  
Florida Atlantic University, ExEq Program – Seminars 1 & 2, Support all courses

**COURSES CO-TAUGHT: (2019 – Present)**

Florida Atlantic University, ExEq Program – Leadership 1: Adult Learning and Assessment  
Florida Atlantic University, ExEq Program - Statistical Methods in Education  
Florida Atlantic University, ExEq Program - Instructional Leadership 1  
Florida Atlantic University, ExEq Program - Instructional Leadership 2  
Florida Atlantic University, ExEq Program - Leadership 2: Theory and Assessment  
Florida Atlantic University, ExEq Program - Leadership 3: Administrative Processes  
Florida Atlantic University, ExEq Program - Fall Internship  
Florida Atlantic University, ExEq Program - Systems and Community  
Florida Atlantic University, ExEq Program - Leadership for Social Justice  
Florida Atlantic University, ExEq Program - Spring Internship  
Florida Atlantic University, ExEq Program - School Operations  
Florida Atlantic University, ExEq Program - Summer Internship  
Florida Atlantic University, ExEq Program - Policy and Politics  
Florida Atlantic University, ExEq Program - Educational Research Methods

**PROFESSIONAL EXPERIENCE:**

2019 – present Clinical Instructor, Educational Coordinator, ExEq School Leaders Master's Degree Program, Florida Atlantic University  
2016 – 2019 Principal, Peters Elementary, Broward County Schools  
2009 – 2016 Intern Principal, Tropical Elementary, Broward County Schools  
2008 - 2009 Coordinator, PreK-2 Department, Broward County Schools  
2007 - 2008 Curriculum Specialist, Colbert Elementary, Broward County Schools  
2004 – 2007 Teacher, Hallandale Elementary, Broward County Schools  
1991 – 2004 Teacher, Lauderdale Manors Elementary, Broward County Schools  
1988 – 1991 Teacher, Williams Elementary, Virginia Beach Public Schools  
1985 – 1988 Teacher, Belle Glade Elementary, Palm Beach County Schools

**ORGANIZATIONS:**

American Educational Research Association	2005 – present
Florida Association of School Administrators	2019 – present
Florida Association of Professors of Educational Leadership.	2019 - present
University Council for Educational Administration	2005 – present
Phi Delta Kappa International	2007 – 2010
Golden Key International Honor Society	2011 - 2012





## Abbreviated CV Mary G. Lieberman

### A. Professional Preparation

*Ed.D. Human Development and Psychology, 1986*

*Harvard University, Graduate School of Education, Cambridge, MA*

*Double Concentration: Lifespan, Social, & Personality Development; Research & Statistics Ed.M.*

Human Development and Counseling, 1980

Harvard University, Graduate School of Education, Cambridge, MA

B.S. Rehabilitation Counseling and Psychology, 1979

Dean's List Standing Throughout Attendance

Boston University, Boston, MA

A.A. Community and Mental Health Counseling, 1977

LaSalle Junior College, Newton, MA

### B. Appointments

Associate Professor, Department of Instructional Technology & Research & Educational Leadership, FAU 2002-present.

Assistant Professor, Department of Educational Foundations & Technology, FAU, 1996-2002.

Adjunct Professor, Department of Counselor Education & Department of Educational Foundations & Technology, FAU, 1994-1996.

### C. Selected Peer-Reviewed Publications (most recent five)

Foster, Karrol-Jo; Gill, Carman; Emelianchick-Key, Kelly; Villares, Elizabeth; Lieberman, Mary. (2019). Fostering Resilience for Adults with Substance Use Disorder: Preliminary Study. Journal of Counseling & Development. In Press 11.19.19.

Morris, J. D., & Lieberman, M. G. (2018). Multicollinearity's effect on regression prediction accuracy with real data structures. General Linear Model Journal, 44, 29-34. DOI: 10.31523/glmj.044001.004.

Lieberman, M. G., Morris, J. D. (2016). Validity concentration formula validation. General Linear Model Journal, 42, 26-29.

Vasquez-Colina, M. D., Russo, M. R., Lieberman, M., & Morris, J. D. (2016). A case study of using peer feedback in face-to face and distance learning classes among pre-service teachers. Journal of Further and Higher Education, 41(4), 504-515. DOI: 10.1080/0309877X.2015.1135884.

D. Selected Other Publications/Grants (most recent five)

Lieberman, M. G., & Morris, J. D. (2022, November). *Experimenting with Least Squares, Curvilinearity, Leverage, and Influence*. Paper accepted for presentation at the annual meeting of the Florida Educational Research Association, Daytona, FL.

Lieberman, M. G., & Morris, J. D. & Vasquez-Colina, M. D. (2022, November). *Responsible Partialling*. Paper accepted for presentation at the annual meeting of the Florida Educational Research Association, Daytona, FL.

Lieberman, M. G., & Morris, J. D. (2022, November) *Integration of ANOVA-Multiple Regression for Beginning Statistics Students*. Paper accepted for presentation at the annual meeting of the Florida Educational Research Association, Daytona, FL.

Morris, J. D., & Lieberman, M. G. (2022, April). Teach Excel the General Linear Model for Fun and Student Profit. Paper presented at the annual meeting of the American Educational Research Association, Virtual Conference.

Lieberman, M. G., & Morris, J. D. (2022, April). *Coefficient Alpha and its Standard Error – Maximize and Minimize*. Paper presented at the annual meeting of the American Educational Research Association, Virtual Conference.

E. Synergistic Activities

AERA Paper Reviewer Division D2, Statistical Methods and Quantitative Theory & Sig. GLM The General Linear Model. Invited Reviewer, 2020-2022.

Reviewer for the Florida Educational Research Association (FERA), 1996-Present.

F. Collaborations and Other Affiliations

Research Methodology Seminar Series Development – Research Topics presentations for faculty, students, and staff during spring and fall terms on *Descriptive Studies, Meta-Analysis, Coefficient Alpha* in Instrument Development, *Single Likert Type item Analysis* in Survey Instruments, and *Survey Research*.

Course Development – *Predictive Modeling* (Summer 2022), DIS Special Topics course in regression model development for predicting quantitative and nominal criterion variables.

G. Courses Taught

EDA 6905 001 12869 Predictive Research – Summer 2022

EDA 7905 Structural Equation Modeling

STA 7114 Advanced Statistics

EDF 7482 Advanced Educational Research

STA 6113 Educational Statistics  
EDF 6432 Measurement  
EDF 6481 Educational Research  
EDA 7980 Dissertation  
EDF 3430 Educational Measurement and Evaluation  
EDF 3210 Applied Learning Theory

H. Community Engagement or Outreach

American Educational Research Association  
Florida Educational Research Association

## PATRICIA MASLIN-OSTROWSKI

### A. Professional Preparation- (Degrees and Institution)

Ed. D. Administration, Planning & Social Policy, 1992  
Harvard University, Graduate School of Education  
Concentration: Policy Studies

Honor/Award: Thesis represented Harvard and won policy research competition sponsored by Goldie-Anna Charitable Trust & University of Pennsylvania

Ed.M. Administration, Planning & Social Policy, 1986  
Harvard University, Graduate School of Education

Ed.M. Human Growth & Development, 1975  
Columbia University, Teachers College

M.A. Guidance & Counseling, 1974  
Columbia University, Teachers College

B.A. Psychology, 1973  
Syracuse University

### B. Appointments (Job History)

**Professor** (2003-present)  
**Associate Professor** (1994-2003)  
Department of Educational Leadership & Research Methodology  
Florida Atlantic University

**Assistant Professor** (1992-1994)  
Department of Educational Leadership, Foundations & Technology  
Rhode Island College

**Research Consultant** (1994)  
New England School Development Council

**Educational Consultant** (1989-2000)  
Frankenberger Associates, New Haven, CT & Newport, RI

**Instructor** (1987-1992)  
Communication Studies Department, University of Rhode Island

**Teaching Fellow** (9/87-6/88)

Harvard University, Professor Paul Ylvisaker

**Research Assistant (5/87-6/88)**

Harvard University, Dean and Professor Jerome T. Murphy

**Research Associate (1986-1988)**

State Commissioner J. Troy Earhart

RI State Department of Elementary & Secondary Education, Division of School Support Services

**Director, New Student Programs (1/85-9/85)**

Counseling and Career Services, University of Rhode Island

**Coordinator (10/80-1/85)**

**Career Counselor (3/80-10/80)**

Counseling and Career Services, University of Rhode Island

**Middle School Counselor (9/75-3/80)**

Brewster, NY Public Schools

**C. Selected Peer-Reviewed Publications (5-7 of the most recent Peer-Reviewed publications)**

Reyes-Guerra, D., Barakat, M., & Maslin-Ostrowski, P. (2022). Developing a more diversified school leadership pipeline: Recruitment, selection and admission through an innovative university-district partnership. Special Issue: Increasing the diversity of the school leadership workforce for *Leadership and Policy in Schools*.

Reyes-Guerra, D., Maslin-Ostrowski, P., Barakat, M. Y., & Stefanovic, M. A. (2021). Confronting a compound crisis: The school principal's role during initial phase of the COVID-19 pandemic. *Frontiers in Education* (Vol. 6, p. 87).

Barakat, M., & Maslin-Ostrowski, P. (2019) Ripples of hope: Leading educational change for equity in Egypt's public schools. *International Journal of Leadership in Education*.

Drago-Severson, E., Maslin-Ostrowski, P., & Blum-DeStefano, J. (2018). Looking Behind the Curtain: Principals' Internal Experiences of Managing Pressing Challenges. *Journal of School Leadership*. 28.

Drago-Severson, E., & Maslin-Ostrowski, P. (2018). In translation: School leaders learning in and from leadership practice while confronting pressing policy challenges. *Teachers College Record*. 120 (1).

Maslin-Ostrowski, P., Drago-Severson, E., Ferguson, J., Marsick, V., & Hallett, M. (2017). An innovative, international community engagement approach: Story

circles as catalysts for transformative learning. *Journal of Transformative Education*.

**D. Selected Other Publications or Products/Grants (5-7 other scholarly activities, e.g., Books, Major Presentations, Grants, etc.)**

Bogotch, I. & Maslin-Ostrowski, P. (May, 2010). Internationalizing educational leadership: How a university department jumps the curve from local to international. *Educational Administration Quarterly*, 46(2), 210-240.

Vasquez, M., Maslin-Ostrowski, P., & Baba, S. (2017) Tapping into graduate students' collaborative technology experience in a research methods class: Insights on teaching research methods in a Malaysian and American setting. *International Journal of Teaching and Learning in Higher Education*. 29 (2).

Maslin-Ostrowski, P., Floyd, D. Hrabak, M. (January, 2011) Daunting realities of leading complicated by the new media: Wounding and community college presidents. *Community College Journal of Research and Practice*,

Australian Catholic University & Victoria Association of Primary School Principals. Bendigo. May 2015. Invited keynote. *Crisis: An emergent occasion for transformation and hope*.

Ackerman, R. H., & Maslin-Ostrowski, P. (2002). *The wounded leader: How real leadership emerges in times of crisis*. Jossey-Bass.

**E. Synergistic Activities (Major Awards and other Accomplishments of High Impact)**

Distinguished Teacher of the Year for College of Education, 2018

Australian Catholic University appointed Distinguished Visiting Research Fellow (2015)

Lead department faculty retreats through role of Quality Committee Chair (2017, 2018, 2019)

**F. Collaborators and Other Affiliations**

Visiting Scholar to Education for All Bermuda (2011)

Visiting Professor to University of Malaya (2010)

**G. Courses Taught. Classroom Instruction**

1. EDA 7931 Modes of Inquiry
2. EDA 7905 Directed Conference: UCEA

3. EDA 7061 Context of Educational Administration
4. EDA 7925 Action Learning: Leadership Externship
5. EDA 7930 Seminar in School Administration
6. EDA 7106 Leadership V, Reframing Educational Organizations: Organizational Behavior & Change
7. EDA 7416 Advanced Qualitative Inquiry
8. EDH 7935 Higher Education Seminar
9. EDF 7482 Advanced Educational Research
10. EDA 6103 Leadership III, Administrative Processes
11. EDA 6415 Introduction to Qualitative Inquiry
12. EDA 6510 Middle School Administration
13. EDS 6100 Leadership
14. EDA 6925 Action Learning: Administrative Externship
15. EDA 6905 Study Abroad: The Segovia Seminar
16. ADE 6184 Program & Curriculum Development for Adults
17. EDM 6235 Middle School Curriculum (Curriculum & Instruction Dept.)
18. EDM 6205 Elementary School Curriculum (Curriculum & Instruction Dept.)
19. EDA 5931 Women in Administration

#### **H. Community Engagement or Outreach (Service to the Profession or Community)**

Chair of University Institutional Review Board (IRB) (2021-present)

Chair of University Promotion & Tenure Committee (2009-2011)

President. Florida Association of Professors of Educational Leadership. (FAPEL) (2010-2012)

College representative to President's Campus Realignment Task Force (2021-2022)



Chair of COE Outstanding Dissertation Award Panel (2006-present)

Faculty sponsor for Clark Scholars to UCEA. Leila Shatara (2019); Melanie Stefanovic (2018); Elizabeth Jekanowski (2015)

**TAKA S. MAYS, ED.D.**  
**Curriculum Vitae**

**EDUCATION**

**Doctor of Education – Educational Leadership and Policy**

Florida State University, Tallahassee, Florida

May 2018

**Program Evaluation Certificate**

Florida State University, Tallahassee, Florida

May 2018

**Master of Science – Educational Leadership/Administration**

Florida State University, Tallahassee, Florida

December 2004

**Bachelor of Science – Elementary Education**

Florida State University, Tallahassee, Florida

December 1999

**HONORS AND ACHIEVEMENTS**

**2021 Appreciative Advising Institute**

*Florida Atlantic University*

**Best and Brightest Principal Recipient**

*J. Michael Conley Elementary School at SouthWood – Principal*

**Glenn-Howell Distinguished Minority Educator of the Year**

*J. Michael Conley Elementary School at SouthWood – Principal*

*Gilchrist Elementary – Assistant Principal*

*Roberts Elementary – Grade 2 Teacher*

**Exemplary Service Award**

*Oak Ridge Elementary - Principal*

**Appreciation and Dedication Award**

*Oak Ridge Elementary - Principal*

## **National Blue-Ribbon School Recipient**

*Gilchrist Elementary – Assistant Principal*

### **COLLEGE/ DISTRICT COMMITTEES AND SERVICES**

#### **Florida Atlantic University**

2022	Johnson First-Generation Transfer Student Scholarship Mentoring Program
2022	Curriculum and Instruction Search Committee
2022	Exceptional Student Education Community Inclusion Mentoring Program
2020 – Present	College of Education Assessment Committee
2020 – Present	College of Education Accreditation Committee

#### **Leon County Schools**

2013 – 2019	Teacher Evaluation Review Committee
2014 – 2016	District Budget Committee
2018 – 2019	Central Council School Improvement Committee
2018 – 2019	Charter Schools Renewal Committee

### **PROFESSIONAL EXPERIENCES**

#### **Program Coordinator & Clinical Instructor, Department of Educational Leadership and Research Methodology**

*College of Education, Florida Atlantic University*

*July 2019 – Present*

- Oversee the implementation and daily operation of the Educational Leadership Intern to Excellence (ELITE) Program that includes the recruitment, admissions, orientation, and academic advising
- Co-teach all courses within the cohort model School Leaders Master’s Degree twenty-two month program
- Plan, organize and facilitate coach/mentor professional development sessions for school and district leaders in The School District of Osceola County, Martin County School District, and Okeechobee County Schools
- Review course textbooks and software for relevance and request revisions, when needed, using the appropriate textbook and software revision procedures
- Partner and collaborate with district school leadership and school site administrators as a part of the recruitment plan
- Led team to establish a principal pipeline program with additional school districts to promote ELITE Program expansion.
- Identify qualified and appropriate course adjuncts for ELITE Courses
- Facilitate and support mechanisms for assessments, data collection and data analysis of program curriculum, student progress and performance, adjunct performance, adjunct professional development, and principal mentor coaching
- Collect data to develop and monitor systemic practices, such as analysis of student course assessments, Florida Educational Leadership Exam (FELE) results, FELE Competencies and Skills and the Florida Principal Leadership Standards

- Facilitate continuous improvement practices for student retention and support through monitoring and reporting policies and procedures on department and program goals and outcomes
- Examine program effectiveness through continuous improvement process
- Interpret and implement policies and strategies around FERPA
- Selected as chair of law committee to design educational law modules for program curriculum
- Redesign of School Operations and Policy and Politics courses within the School Leaders Master's Degree Program
- Facilitate reaccreditation process through the Council for the Accreditation of Educator Preparation (CAEP) for the College of Education's School Leaders Master's Degree Program
- Facilitate School Leaders Master's Degree Program Continued Approval process through the Florida Department of Education
- Revise annual standards detail report for the School Leaders Master's Degree Program
- Oversee recruitment selection and onboarding process for ELITE course adjunct faculty and conduct formal and informal observations to provide instructional feedback
- Review and incorporate feedback from students, adjuncts, partners, mentors, and FAU course leads for continuous improvement of program components
- Work collaboratively with FAU/district partnership teams to provide specific feedback regularly to individual mentor principals
- Incorporate Appreciative Advising Framework to enhance advising practices and student engagement
- Facilitate formative and summative assessments of programs
- Analyze assessment data to inform andragogy, curriculum, adjunct and mentor professional learning and support; monitor retention and professional advancement of graduates, and adhere to established timeline for continuous improvement

**Principal, J. Michael Conley Elementary**

*Leon County Schools, Tallahassee, Florida*

*July 2014 – July 2019*

- Created and ensured the vision and mission of the school and district were applied throughout the decision-making process
- Collaborated and engaged staff in a shared vision of high expectations for student learning and outcomes
- Monitored safety protocols to ensure all staff and students were safe each school day
- Engaged staff in evaluating school practices through the continuous improvement process
- Developed and implemented a STEM Program that increased science student proficiency from 47% to 63% after two years of the implementation as evidenced by the Florida Statewide Science Assessment results. Proficiency on the Florida Statewide Science Assessment increased
- Successfully developed a STEM advisory council comprised of school, parents, and community representatives
- Increased school grade from C to B
- Developed a food pantry for the students most in need of home support
- Decreased student discipline infractions and referrals by 50% over a two-year period
- Provided actionable feedback to teachers
- Provided professional learning opportunities based on the needs of the teachers
- Facilitated bi-weekly student data analysis meetings with teachers and collaboratively developed plans to best meet the needs of students

- Facilitated weekly MTSS (Multi-Tiered Systems of Support) meetings with the school support team comprised of teachers, school social worker, psychologist, behavior specialist, and counselor to analyze data and determine ways to provide academic, social, and emotional support for students

### **Principal, Oak Ridge Elementary**

*Leon County Schools, Tallahassee, Florida*

*July 2009 – June 2014*

- Created and ensured the vision and mission of the school and district were applied throughout the decision-making process
- Collaborated and engaged staff in a shared vision of high expectations for student learning and outcomes
- Monitored safety protocols to ensure all staff and students were safe each school day
- Engaged staff in evaluating school practices through the continuous improvement process
- Developed a food pantry for the students most in need of home support
- Provided actionable feedback to teachers
- Provided professional learning opportunities based on the needs of the teachers
- Facilitated bi-weekly student data analysis meetings with teachers and collaboratively developed plans to best meet the needs of students
- Facilitated weekly MTSS (Multi-Tiered Systems of Support) meetings with the school support team comprised of teachers, school social worker, psychologist, behavior specialist, and counselor to analyze data and determine ways to provide academic, social, and emotional support for students
- Minimized teacher turnover over a two-year period
- Created positive behavior support initiatives for students that yielded successful academic outcomes

### **Assistant Principal, Gilchrist Elementary**

*Leon County Schools, Tallahassee, Florida*

*July 2006 – June 2009*

- Provided support to the principal, leadership team, staff members and students
- Monitored safety protocols to ensure all staff and students were safe each school day
- Supervised curriculum implementation and monitored the effectiveness of the implementation through observation and timely feedback
- Analyzed student data with teachers and determined ways to enhance instructional practices
- Facilitated the Continuous Improvement Model with staff, parents, and community members
- Facilitated the Summer Reading Academy
- Facilitated the National Blue-Ribbon Schools Application Process with school and community representatives. As a result, Gilchrist Elementary was the recipient of the 2008 National BlueRibbon Schools Award

## **OTHER PROFESSIONAL EXPERIENCES**

### **Consultant, Item Writer, Reviewer**

*Florida Educational Leadership Exam*

*Pearson Evaluation Systems*

*October 2019 – Present*

- Participation as a Subject Matter Expert with the Florida Department of Education's leadership assessment design

- Develop, review, and revise the Florida Educational Leadership Examination items

**Visiting Faculty**

*College of Education, Florida State University, Tallahassee, Florida*

- Course Taught: *Data Driven Decision Making* *August 2018 – December 2018*
- Course Taught: *Foundations of Educations* *March 2019 – June 2019*

**Teacher, Grades 2 & 3, Roberts Elementary**

*Leon County Schools, Tallahassee, Florida*

*August 2001 – June 2006*

**Teacher, Grade 2, Stockbridge Elementary**

*Henry County Schools, Stockbridge, Georgia*

*July 2000 – June 2001*

**Teacher, Grade 5, Cotton Indian Elementary**

*Henry County Schools, Stockbridge, Georgia*

*January 2000 – May 2000*

**PROFESSIONAL MEMBERSHIPS**

- 2019 – Present      University Council for Educational Administration (UCEA)
- 2015 – Present      Florida Association of School Administrators (FASA)

**PROFESSIONAL DEVELOPMENT**

- Coach/Mentor Leadership Development
- Appreciative Advising Framework Institute
- Florida Educational Leadership Examination Item Writing
- University Principal Pipeline Initiative (UPPI) Partnerships
- Restorative Practices
- Program Evaluation
- Clinical Education
- School Improvement (Reform) Initiative
- District Training for Level II Principal Certification
- ESOL (60 Credit Hours)
- SACS & CAEP Accreditation
- Classroom Walk-Through Training for the Evaluation of Teachers      Ruby
- Payne Diversity Framework

**CERTIFICATIONS**

- Professional Florida Education Teaching Certificate, Elementary Education, Grades K-6
- Educational Leadership/Administration PK-12 Certification
- Level II School Principal (All Levels)

## **Sharon Moffitt, PhD**

Phone: 954-579-2494 • E-Mail: smoffitt@fau.edu

### **Experiences**

#### **Clinical Instructor and Coordinator**

##### **Florida Atlantic University, College of Education**

**2017-present** As coordinator for the

Wallace University Principal Preparation Initiative (UPPI) grant, my responsibilities include:

- coordinate with all districts involved to align efforts
- develop and sustain the UPPI coaching system for principals who nominate students for the program
- work with peer coordinators to develop their coaching skills to ensure sustainability to the coach system plan.
- develop and sustain adjunct professional development for all adjuncts teaching in partnership programs.
- facilitate the development of leadership tracking systems in partner districts and the FAU Data Repository to allow sharing of data between districts and FAU.
- develop, evaluate and sustain a rigorous application process for students to the program
- co-teach all courses with adjunct professors to ensure fidelity of implementation and use of appropriate adult learning and teaching strategies within the course
- co-develop and monitor a continuous improvement model to ensure a high-quality program for students and all involved in the partnership programs.
- coordinate the Principal Rapid Orientation Program in Educational Leadership (PROPEL) in Broward County Schools.
- Build relationships with Broward County Public Schools to maintain an effective partnership.

##### **Established SRM Leadership Associates (LLC)**

**2017- present**

- Develop coaching systems for districts to support district leaders, school leaders and teachers.
- Work closely with individual districts to customize the coach system to the individual needs.
- Clients include: DC Public Schools, Philadelphia Public Schools and North Carolina State University.

##### **Client Lead/Program Consultant Supervisor New Teacher Center (NTC)**

**2014-2017**

- developed coaching programs to support development of district leaders, principals, and teachers across the country
- facilitated coach system sessions to develop reflective thinking practices that lead to development of successful leaders and teachers who positively impacted student learning
- built relationships with school districts to meet unique district needs and develop appropriate contracts
- supervised NTC coaches as they facilitated sessions across the country

**Director of Leadership and Non Instructional Development, Broward County Schools Public Schools  
2011-2014**

- developed and supervised professional development of district and school-based leaders both experienced and developing
- managed the Principal Rapid Orientation and Preparation in Educational Leadership grant, (PROPEL), a joint program between Florida Atlantic University and Broward County Schools.
  - Established a new University/Broward Schools Leadership Program.
    - Designed program components, application process, schedule, logistics and marketing strategies to promote the program.
    - Participated with the University to rewrite all curriculum courses that lead to a Master of Educational Leadership Degree and Level 1 state certification. Courses were also aligned to Broward County Principal Pipeline programs.
- Managed Broward County Schools’ Race to the Top Federal Grant Project 10.
  - Revised the professional development system and utilized data from teachers’ and principals’ evaluations to plan and evaluate professional development, and evaluate the effectiveness of professional development based on changes in practice and student outcomes.
  - Redesigned the Leadership Pipeline to meet District needs and ensure fidelity of implementation to include a transparent and equitable process.

School Administrator

**2000-2011**

**Additional Educational Experiences**

Curriculum Specialist Elementary School

Development of test items for Florida Educational Leadership Exam, Fourth Edition

Collaborated with Florida Department of Education to create document, “Teacher Evaluation Systems Alignment: *The Florida Educator Accomplished Practices (FEAPs), Robert Marzano, & Charlotte Danielson*”

National School Reform Faculty Member

National Facilitator for the Coalition of Essential Schools **Education**

Doctor of Philosophy – Educational Leadership, Florida Atlantic University 2006

Education Specialists Degree- Educational Leadership, Florida Atlantic University 2000 **Recent Accomplishments**

- Publication: Kumar, D. D. & Moffit, S. (2022). Understanding the STEM teacher pipeline: Review of selected NSF program evaluation. *Voices of Educational Equity*, 18(2),50-57

- Publication: Kumar, D. D. & Moffit, S. (2020). STEM teacher leadership development through community engagement. *Science Education and Civic Engagement: An International Journal*, 12(1), 5-11.
- Two presentations at the Southeastern Association For Science Teacher Education, 2022
- Presentation of research at American Education Research Association, 2019
- Collaborative Research paper accepted presented at United Council of Educational Administration in November, 2019
- Presented the “Principal Rapid Orientation and Preparation in Educational Leadership Program” (PROPEL) at the Florida Association of School Administrators Conference
- Awarded the 2013 Excellence in Educational Leadership Award, University Council for Educational Administration, UCEA.
- Awarded the “Crystal Apple” by North Area Parent Advisory Council to recognize outstanding leadership.

### **Associations**

- Florida Association of Professors of Educational Leadership (FAPEL)
- Florida Association of School Administrators, (FASA)
- United Council of Educational Administration(UCEA)
- Association for Supervision and Curriculum Development.(ASCD)
- Learning Forward
- American Education Research Association (AERA)

### **MEREDITH L. MOUNTFORD, Ph.D.**

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Associate Professor  
 Department of Educational Leadership  
 Florida Atlantic University  
 Director, UCEA Center for the Study of the Superintendency and District Governance  
 mmountfo@fau.edu

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### ***EDUCATION***

<b>Ph.D.</b>	University of Wisconsin – Madison	2001	Educational Administration
<b>M.A.</b>	Northern Illinois University	1994	Educational Administration
<b>B.A.</b>	Illinois State University	1988	Middle School Education

### ***ACADEMIC POSITIONS***

Associate Professor	Florida Atlantic University	2005 – present
	Department of Educational Leadership	



Assistant Professor	University of Missouri – Columbia Educational Leadership and Policy Analysis	2001 – 2005
Teaching Assistant	University of Wisconsin – Madison Department of Educational Administration	Fall 2000
Program Assistant	University of Wisconsin – Madison Department of Educational Administration	Fall 1999 – Summer 2000

### ADMINISTRATIVE POSITIONS

Director	University Council of Educational Administrations UCEA Joint Program Center for the Study of the Superintendency & School Governance	2009 – Present
Director	Florida Atlantic University The Center for Educational Leaders Department of Educational Leadership	2005 – 2008
Program Director	Florida Atlantic University Statewide Cooperative Ed.D. Program in Educational Leadership	2002 – 2005
Superintendent	Department of Educational Leadership and Policy Analysis University of Missouri-College of Education Linn Joint 6 School District Lake Geneva, Wisconsin	1996 – 1999

### OTHER EXPERIENCE

School Board Consultant	Wisconsin Association of School Boards Madison, Wisconsin	1999 – 2001
Teacher	Twin Lakes School District Twin Lakes, Wisconsin	1989 – 1996

### *Journal Articles (\*refereed/peer reviewed)*

- \*Mountford, M., & Richardson, J. (Fall, 2021). Promoting equity in the modern superintendency. *Journal of Scholarship and Practice*, 18 (3). American Association of School Administrators Publishing.
- \*Barakat, M., Mountford, M., Poole, D., & Pappas, D., (Feb, 2019). Tidal wave: A university’s response to transformational learning objectives. *Journal of Cases in Educational Leadership*, 22 (1). Sage Journals Online. <https://doi.org/10.1177/1555458919831335>
- \*Mountford, M. (2019). Review of S.E. Dahill-Brown’s (2019) *Education Equity and the States: How Variations in State Governance Make or Break Reform*. Harvard Press. Education Review, Vol. X (X), (pp. xx -xx) Taylor & Francis: United Kingdom. <https://doi.org/10.1080/00131911.2019.1672434>
- \***Pappas D.** & Mountford, M. (July, 2018). Review of “Focusing on School Safety After Parkland” *Reviews Worth Sharing*  
Boulder, Colorado: National Education Policy Center.  
<https://nepc.colorado.edu/thinktank/RWSdiscipline>

- \*Mountford, M., & Acker-Hocevar, M. A. (2014). Florida's mandated educational leadership program redesign: The William Cecil Golden touch. *Journal of Research on Leadership Education*, 8 (1), 212-229. (Acceptance rate = 10-15 percent)
- \*Williams, D.C., & Mountford, M., (2013) Text Network Analysis: Exploring relationships with qualitative methodology and rhetorical criticism *Russian Journal of Communication*, 5 (3). Routledge/Taylor & Francis.
- \*Mountford, M., Alsbury, T., & Delagardelle, M. (July, 2010) Maintaining local control. In R. Hess, C. Finn. (Eds.). *School boards in the 21<sup>st</sup> century: A national survey of school board members* (Ch. 9). Manuscript funded by The Wallace Foundation through the National School Boards Association in collaboration with the Iowa School Board Association (IASB), the Fordham Foundation, and the American Institution for Education (AEI). American Association of School Boards: Arlington Virginia. [chapter prepared under an MOA with NSBA]: Rowman & Littlefield: Lanham, Maryland.
- \*Mountford, M., & Brunner, C. C., (August, 2010 ) Gendered behavior patterns in school governance, *Teachers College Record* 112, (8). pp. 2067-2117. *Teachers College Record*: NY.

### ***Edited Books (\*refereed/peer reviewed)***

- \*Mountford, M., & Wallace, L. E., (Vol II), (October, 2022), *The contemporary superintendent: Reclaiming local control through superintendents, school boards, and community activism* Information Age Press (IAP): Charlotte, NC.
- \*Mountford, M., & Wallace, L. (Vol I, 2020). *The Contemporary Superintendent: (R)Evolutionary Leadership in an Era of Reform*. Vol 1 in M. Mountford and L. Wallace (Eds). *Research on the Superintendency Series*. Information Age Press: Charlotte, NC.

### **HONORS AND AWARDS**

Awarded	<b>Distinguished Teacher of the Year Award</b> College of Education Florida Atlantic University Student Nominated	Spring 2022
Awarded	<b>Distinguished Teacher of the Year Award</b> College of Education Florida Atlantic University Student Nominated	Spring 2016
<b>Invited Editorial Board</b> Editorial Board Member	Official Journal of the National Association of Secondary School Principals Sage Publications	Fall 2005

### ***INVITED ADDRESSES/INVITED INTERVIEWS/ EDITORIAL BOARDS/NEWSLETTERS***

Appointed to the Advisory Board (2020-2023) for the Journal of Interdisciplinary Studies in Education (JISE). JISE is a bi-annual refereed publication in education. JISE is an open-access journal housed at Arkansas State University, Jonesboro with a global network of 2,000 members from 15 + countries.

<https://www.ojed.org/index.php/jise/issue/view/82>

Mountford, M. (September, 2019). Invited Presentation. *Paradigm Shift: Qualitative Methods in Medical Education*. An invited presentation to faculty at FAU's College of Medicine.

Mountford, M. (January, 2019). Invited Keynote. *Care and Equity in District Governance*. A keynote delivered at the 2019 Texas School Board Association Annual Convention. Austin, TX. the University Council for Educational Administration, Pittsburgh, PA.

### **EXTERNAL AND INTERNAL FUNDING**

<b>Submitted to:</b>	<b>External Title and Amount Requested</b>	<b>Status:</b>
UCEA (2018)	Superintendents and School Board Members Perceptions of School Safety University Council of Educational Administration UCEA Collaborative Center Project Award (PI's) Meredith Mountford, Leigh Wallace, Scott McCleod	Funded \$5,000.00
Wallace Foundation (2008)	The First National School Board Survey of all Current Board Members in the US (PI's) Rick Hess NSBA Mary Delagardelle, Iowa School Board Assoc. Fordham Foundation Research Contributors: Meredith Mountford-FAU Thomas Alsbury – NC State \$250,000	Funded to NSBA \$250,000 sub-award  ISBA Funded Research Contributors as a sub-contract under the NSBA grant

### ***TEACHING AND ADVISING Courses Taught - Florida Atlantic University***

(all three credit courses)

EDA 7986	Ethics and Policy Alternatives	Spring 2011-Present
EDF 6980	School Governance	Sum 2011-15
EDA 6710	Seminar in Educational Admin	Spring 2008 - Present
EDA 7905	Directed Travel Conference (UCEA)(course developer)	Fall 2008, 2009, 2013
EDA 7106	Leadership V: Organizational Analysis (Lead Instructor)	Fall 2005 - Present
EDA 6942	Principal Internship (Broward Pilot Project)	Fall 2007 - 2010
EDA 6205	Leadership IV: Educational Management	Fall 2007- Present
EDA 6415	Introduction to Qualitative Inquiry	Spring 2007- Present
	Qualitative Inquiry	EDA 6467 Advanced

### **Chaired Dissertations and \*Student Milestones (last five years)**

1. Pappas, D. (2021). *Facilitators and Barriers to Sustainability of STEM Education in Out-of-School Time (OST): The Tale of Two Cities*. A dissertation published by Florida Atlantic University.

2. Bartram, L. (2020). *Leadership Characteristics of Guatemalan Public Pre-Primary School Leaders: A Case Study in an Area of North of Guatemala City*. A dissertation published by Florida Atlanta University.
3. Evans, C., (2020). *The Intersection of Queerly Leading: Lived Experiences of K-12 School Leaders*. A dissertation published by Florida Atlantic University. A dissertation published by Florida Atlanta University.  
**\*Awarded the 2020 Outstanding Dissertation of the Year for the Department of Educational Leadership and Research Methodology at FAU.** Nominated for the 2020/2021 Dissertation of the Year for the College of Education at FAU.  
**\*\*American Educational Research Association/UCEA Jackson Scholar**
4. Judd, L. (2020). *What's School Got to Do with It? Perceptions of the Educational Experiences of Youth Who have Experienced Interruptions to Their Public-School Education*. A dissertation published by Florida Atlantic University.
5. Vance-Noelk, D. (2019). *The Power of People: How Grassroots Movements Inspire Change in School Communities*. A dissertation published by Florida Atlantic University.
6. Rich, N. (2018). *The University Journey of STEM Transfer Students*. A dissertation published by Florida Atlantic University.
7. Wilkins, B. (2017). *Teacher Perspectives on the Marzano Teacher Evaluation Model*. A dissertation published by Florida Atlantic University.

**SERVICE**

**National**

*Organization/Office Held* *Term*

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**American Educational Research Association (AERA)** **1998 – Present**

<b>AERA's Research on the Superintendency</b>	<b>SIG1998 – Present</b>
SIG Chair	2014-2016
SIG Chair	2010-2012
SIG Chair	2004-2006

<b>NASSP Editorial Board</b>	<b>2005-2019</b>
Editorial Board Member for <i>The Bulletin</i> (Sage Publications)	

<b>JISE Advisory Board</b>	<b>2019 – Present</b>
Advisory Board Member for the <i>Journal of Interdisciplinary studies in Education</i> (JISE)	

**University Council of Educational Administration** **1998 – present**

***Director for the Joint Center for the Study of the Superintendency and District Governance*** 2009 – Present  
 Primary author for competitive center proposal (RFP) for one of 8 UCEA national research centers. Currently housed at FAU

***Center Activities beginning 2009***

- Negotiated the Center's acquisition and authorship of the 10-year AASA superintendent study. AASA's Longitudinal Ten-Year Study of Superintendents which began in 1930 and has been published every decade. The monograph resulting from the research is the most frequently cited publication in the field of the study of the superintendency.
- Assisted in the development AASA to coordinate follow-up surveys/studies and other research activities through the UCEA Center.

\* <http://www.ucea.org/initiatives/study-superintendency-district-governance/>

## University Level

**University Faculty Senate** **2012 – Present**  
Elected Senator for College of Education

**University Faculty Senate Steering Committee** **2015 – Present**  
Elected by Senate

**UFF-FAU (member)** **2012 – Present**  
Elected President 2018/19  
Elected Vice President 2013 – Present  
Grievance Officer

## College Level

**Faculty Assembly** **2008 – Present**  
President 2010/2011, 2014/2015, 2018-202

## Daniel Reyes-Guerra, Ph.D.

### A. Professional Preparation

*Ph.D., Aug. 2009* Florida Atlantic University, Educational Leadership

*Master of Science, 1995* Educational Administration, University of Alabama, Tuscaloosa

*Ed. Leadership Coursework* Universidad Dr. Manuel Luis Escamilla, San Salvador, El Salvador

*Bachelor of Arts, 1983* Cornell University, College of Arts and Sciences  
Double Major: History & Government

*H.S. Regents Diploma* Stuyvesant High School, New York, NY

### B. Appointments

<b>POSITION</b>	<b>DESCRIPTION</b>	<b>PERIOD</b>
School Leaders Program Coordinator	Florida Atlantic University School Leaders Doctoral, Specialist, and Master's Degree Program	8/2017 Present
Director and P.I.	USDOE-funded <i>Preparing for Readiness and Academic Improvement for pre-School Els</i> (PRAISE) Project	1/2023 - Present
Director and P.I.	Broward County Public Schools and Florida Atlantic University <i>Equity for Instructional Performance</i> PhD and Master's Project	6/2022 - Present
Director and P.I.	<i>University Principal Preparation Initiative</i> (FAU-UPPI), Wallace Foundation Project	8/2016 – 2/2023

	<i>Educational Leadership: Intern to Excellence (ELITE)</i> , St. Lucie Public Schools;	1/2016 - Present
Director, School Leaders District Partnerships	<i>Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL)</i> , Broward County Public Schools;	11/2014 - Present
	<i>Leadership for Excellence and Equity (EXEQ)</i> , The School District of Palm Beach County	9/2017 - Present
Associate Professor	Educational Leadership Florida Atlantic University	8/2016 - Present
Assistant Professor	Educational Leadership Florida Atlantic University	8/2009 - 8/2016
<b>POSITION</b>	<b>DESCRIPTION</b>	<b>PERIOD</b>
Project Director & P.I.	<i>Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL)</i> ; Race to the Top Jobembedded Principal Preparation Program Grant	12/2011 - 10/2014
Principal-in-Residence	Educational Leadership Florida Atlantic University	8/2002 - 8/2009
Secondary Principal	American School of Asuncion Asunción, Paraguay	7/1995 - 6/2002
High School Principal	Escuela Americana San Salvador, El Salvador	8/1992 - 6/1995
Depart. Chair/ Athletic Dir. / H. S. Soc. Stud. Teacher	American School of El Salvador San Salvador, El Salvador	8/1987 - 7/1992
Department Chair/ English & Social Studies Teacher	American School of Guatemala Guatemala City, Guatemala	8/1985 – 12/1986

### C. Selected Peer-Reviewed Publications

- Reyes-Guerra, D., Barakat, M., & Maslin-Ostrowski, P. (2022). Developing A More Diversified School Leadership Pipeline: Recruitment, Selection and Admission through an Innovative UniversityDistrict Partnership. *Leadership and Policy in Schools*, 21(1), 48-63.
- Reyes-Guerra, D., Maslin-Ostrowski, P., Barakat, M. Y., & Stefanovic, M. A. (2021). Confronting a compound crisis: The school principal's role during initial phase of the covid-19 pandemic. In *Frontiers in Education (Vol. 6, p. 87)*. Frontiers.
- Barakat, M., Reyes-Guerra, D., Stefanovic, M., & \*Shatar, L. (2021). An examination of the relationship between a redesigned school leadership preparation program and graduates' cultural competence. *Journal of Leadership and Policy in Schools, Special Issue*.
- Thornton, M. E., Barakat, M., Grooms, A. A., Locke, L. A., & Reyes-Guerra, D. (2020). Revolutionary Perspectives for Leadership Preparation: A Case of a Networked Improvement Community.

*Journal of Research on Leadership Education*, 1942775120945356.

Bogotch, I., Schoorman, D., & Reyes-Guerra, D. (2017). Forging the needed dialogue between educational leadership and curriculum inquiry: Placing social justice, democracy, and multicultural perspectives into practice. *In Bridging Educational Leadership, Curriculum Theory and Didaktik* (pp. 283-307). Springer, Cham.

Reyes-Guerra, D., Pisapia, J., Mick, A. & Alfred, A. (2016). The cognitive preparation of school leaders for turnaround schools. *School Leadership & Management*. Routledge/Taylor & Francis

**D. Selected Other Publications or Products/Grants**

<b>Submitted to:</b>	<b>Title / Amount:</b>	<b>Status:</b>
National Professional Development – US Department of Education	<i>PRAISE: Preparing for Readiness and Academic Improvement for pre-School Els / \$1.8 Million</i>	Awarded, Fall 2022
School District of Osceola County, Florida	<i>Office Of Educational Leadership Learning Coaching/Mentoring System / \$241,300</i>	Awarded, Summer 2022
Broward County Public Schools	<i>Turnaround Leadership Institute \$88,563</i>	Awarded, Spring 2022
Broward County Public Schools	<i>Equity for Instructional Performance - Subcontract \$1 million</i>	Awarded, Spring 2022
Florida Department of Education	<i>William Cecil Golden Statute – Leadership Professional Development Framework Website \$120,400</i>	Awarded, 2022
Wallace Foundation	<i>University Partner Provider Equity-Centered Pipeline Initiative (ECPI) \$200,000</i>	Awarded, 2022

**E. Synergistic Activities (Major Awards and other Accomplishments of High Impact)**

*2014 FAU President’s Leadership Award Recipient.* The President’s Leadership Award Program is intended to recognize individual employees of Florida Atlantic University who have rendered services of an extraordinary nature to the University and/or the greater community. Nominations must be submitted by a second party; self-nominations are not accepted.

*2007 Division A Graduate Student scholarship.* The purpose of this scholarship was to recognize and promote scholarly excellence in aspiring researchers of educational administration/school leadership.

## **F. Collaborators and Other Affiliations**

- Treasurer and former Chair of AERA's Learning and Teaching in Educational Leadership Special Interest Group (LTEL-SIG).
- UCEA PD-NIC Member
- National Council of Professors of Educational Administration (NCPEA) State Affiliate Representative for Florida
- President, Past President, Treasurer and Policy Committee Chair, Florida Association of Professors of Educational Leadership (FAPEL), June 2016 – Present

## **G. Courses Taught**

- EDA 7931 - Foundations in Educational Leadership (Doctoral Level)
- EDA 7925 – Leadership Externship: Action Learning (Doctoral Level) - EDA 6062 – School Improvement (Doctoral Level)
- EDS 6100 – Leadership Theory and Assessment (Master's Level)
- EDF 6786 – Educational Governance (Master's Level)
- EDA 7931 – Lead 6: Seminar in Leadership (Doctoral Level)
- EDA 6942 – Principal Internship (Master's Level)
- EDA 6945 – Fall Internship (Master's Level)
- EDA 6946 – Spring Internship (Master's Level)
- EDA 6947 – Summer Internship (Master's Level)

## **H. Community Engagement or Outreach**

- ELRM Liaison to Broward County Public Schools; 2008 – Present
- ELRM Liaison to Miami-Dade Public Schools; 2008 – Present
- ELRM Representative, Broward County School District Steering Committee; 2008 - Present
- Member, Broward County Public Schools – Teaching and Leadership Center – Advisory Committee; 2008 - Present



**Cristobal Salinas Jr.**  
Educational Leadership and Research Methodology  
College of Education  
Florida Atlantic University  
Boca Raton, FL 33431  
Email: SalinasC@fau.edu

**A. Professional Preparation- (Degrees and Institution)**

**Doctor of Philosophy.** (Higher Education Administration). 2015

Iowa State University, Ames, Iowa

Dissertation: “English, *Español* and Academia: The Crossover Socialization of Multilingual Latino Male Faculty in Education.”

Certificate in Applied Research Methods in Human Sciences

**Master of Education.** (Student Affairs and Higher Education). 2012 Iowa State University, Ames, Iowa

**Bachelor of Arts.** (Spanish Education, English as a Second Language; Dance). 2010 University of Nebraska at Kearney, Kearney, Nebraska

**B. Appointments (Job History)**

August 2020 – Present

**Associate Professor**

Higher Education Leadership

Faculty Coordinator, Leadership Studies

Educational Leadership and Research Methodology

College of Education

Florida Atlantic University, Boca Raton, Florida

August 2015 – July 2020

**Assistant Professor**

Higher Education Leadership

Faculty Coordinator, Leadership Studies

Educational Leadership and Research Methodology

College of Education

Florida Atlantic University, Boca Raton, Florida

**C. Selected Peer-Reviewed Publications (5-7 of the most recent Peer-Reviewed publications)**

1. Coulson, K., **Salinas, C.**, & Vasquez-Colina, M. (2022). A document analysis of community college published scholarship about Native American students and Tribal Colleges and Universities.

*Community College Journal of Research and Practice.*

<https://doi.org/10.1080/10668926.2022.2064373>

2. Salcedo, B., Sérrano, B., **Salinas, C.**, & Cervantes, D. (2022). "I am a miracle, Yo soy un milagro, I am not supposed to be here": A conversation with Bamby Salcedo. *Journal Committed to Social Change on Race and Ethnicity*, 8(1), 86-105. <https://doi.org/10.15763/issn.2642-2387.2022.8.1.86-105>
3. Lozano, A., **Salinas, C.**, & Orozco, R. (2021). Constructing meaning of the term Latinx: A trioethnography through Pláticas. *International Journal of Qualitative Studies in Education*, 1-19. [Advance online] <https://doi.org/10.1080/09518398.2021.1930251>
4. Camacho, L., **Salinas, C.**, Vasquez, M., Rodriguez, S., & Izaguirre, J. (2021). A valued based leadership approach to (re)defining Latino manhood and masculinity. *International Journal of Leadership Studies*, 1-21. [Advance online] <https://doi.org/10.1080/13603124.2020.1862921>
5. Rodriguez, S., Blaney, J., Vasquez, S., & **Salinas, C.** (2021). Latino men and masculinities: A multiinstitutional study of community college transfer experiences. *Community College Review*, 49(3), 296323. <https://doi.org/10.1177/00915521211002898>
6. Swingle, E. & **Salinas, C.** (2020). Up, down and all around: The swirling-transfer collegiate athlete experience. *Journal of Athlete Development and Experiences*, 2(3), 162-181. <https://doi.org/10.25035/jade.02.03.02>
7. Sembiente, S., **Salinas, C.**, Ramirez, A., Silva, Y. & Vasquez, M. (2020). Experiences, reflections, and perspectives of faculty members with foreign English accents in higher Education. *Meridians: Feminism, race, transnationalism Journal*, 19(2), 295-320. <https://www.muse.jhu.edu/article/774535>

**D. Selected Other Publications or Products/Grants (5-7 other scholarly activities, e.g., Books, Major Presentations, Grants, etc.)**

1. Garcia, N. M., **Salinas, C.**, & Cisneros, J. (Eds.) (2021). *Studying Latinx/a/o students in higher education: A critical analysis of concepts, theory and methodologies*. Routledge.
2. Floyd, D. L., **Salinas, C.**, Swingle, E., Zeledón-Pérez, M. J., Barhoum, S., & Ramdin, G. (Eds.). (2021). *Graduate students' research about community colleges: A guide for publishing*. Routledge.
3. Gillon, K. E., Beatty, C., & **Salinas, C.** (2019). *Critical consideration of race, ethnicity, and culture in fraternity and sorority Life*. Jossey-Bass.
4. **Salinas, C.** & Boettcher, M. (Eds.). (2018). *Critical perspective on hazing in colleges and universities: A guide to disrupting the hazing culture*. Routledge.
5. Friedel, J. N., **Salinas, C.**, Thornton, Z. M. (Eds.). (2015). *Iowa's community colleges: A collective history of 50 years of accomplishment*. Iowa State University.

**E. Synergistic Activities (Major Awards and other Accomplishments of High Impact)**

2022 Outstanding Young Alumni Award, ISU Alumni Association, *Iowa State University*

- 2022 Book of the Year, *American Association of Hispanics in Higher Education*
- 2022 Emerging Scholar, *Diverse Issues in Higher Education*
- 2021 Barbara K. Townsend Emerging Scholar Award, *The Council for the Study of Community Colleges*
- 2021 Distinguished Mentor of the Year, College of Education, *Florida Atlantic University*
- 2019 Equity & Social Justice Scholar Award, *National Conference on Race and Ethnicity in American Higher Education*
- 2019 Scholar of the Year, *Florida Atlantic University*
- 2019 Faculty Vice President's Diamond Award, Division of Student Affairs, *Florida Atlantic University*
- 2018 Faculty/Staff Impact Award, Division of Student Affairs, *Florida Atlantic University*
- 2018 Faculty Fellow, *American Association of Hispanics in Higher Education*
- 2017 Distinguished Alumni Award, *Schuyler Central High School*
- 2017 Outstanding Social Justice Collaboration Award, *ACPA – College Student Educators International*
- 2017 Iowa State University Young Professional Award, College of Human Sciences & Iowa State Alumni Association, *Iowa State University*
- 2016 – 2017 Emerging Faculty Leader Academy, *Student Affairs Administrators in Higher Education – NASPA*

## **F. Collaborators and Other Affiliations**

Katherine Coulson, Florida Atlantic University  
 Maria Vasquez-Colina, Florida Atlantic University  
 Adele Lozano, University of Wisconsin – La Crosse  
 Roberto Orozco, University of Minneapolis  
 Bamby Salcedo, Trans Latin@ Coalition  
 Bri Serrano, Colorado State University  
 Diana Cervantes, University of Texas – Austin  
 Lazaro Camacho, University of Rhode Island  
 Marissa Vasquez, San Diego State University  
 Sara Rodriguez, Virginia Tech University  
 Juan Izaguirre, Florida Atlantic University  
 Ethan Swingle, University of Missouri  
 Sabrina Sembiente, Florida Atlantic University  
 Andres Ramirez, Florida Atlantic University  
 Cristobal Rodriguez, Arizona State university  
 Deborah L. Floyd, Florida Atlantic University  
 Gabby Gibson, Florida Atlantic University  
 Ron Malavé, Palm Beach State College  
 Omar Torrens, Florida Atlantic University  
 Keila Elliott, The Trust Foundation  
 Jacob Hidrowoh, Florida Atlantic University  
 Michelle Boettcher, Clemson University  
 Jan Plagman-Galvin, Iowa State University  
 Dolore Huerta, Dolores Huerta Foundation

R.C. Davis-Undiano, University of Oklahoma  
 Kathleen Wong(Lau), San Jose State University  
 Cameron Beatty, Florida Atlantic University  
 Jan Friedel, Iowa State University  
 Zoe Thornton, Iowa State University  
 Erin Doran, Iowa State University  
 Juan Guardia, University of Cincinnati  
 Valerie Guerrero, University of Utah  
 Fernando Valle, Texas State University  
 Dian Wright, Florida Atlantic University  
 Kathleen Gillon, University of Main  
 Bryan Hursh, Florida Atlantic University  
 Marcela Cuellar, University of California, Davis  
 Keven Allen, Florida Atlantic University  
 Allyson Myller, University of Lynn

### G. Courses Taught

Semester	Title	Description	No. Enrolled	Credit Hours
Fall 2015	Introduction to Higher Education	EDH 6051	16	3
Fall 2015	Theories of Leadership	LDR 4104	9	3
Spring 2016	Introduction to Higher Education	EDH 6051	19	3
Spring 2016	Theories of Leadership	LDR 4104	19	3
Spring 2016	Capstone Seminar on Leadership	LDR 4951	3	3
Spring 2016	Latinos in Higher Education	EDA 6905	1	3
Summer 2016	Theories of Leadership	LDR 4104	20	3
Summer 2016	Capstone Seminar on Leadership	LDR 4951	5	3
Summer 2016	Religion and Men of Color in Higher Ed	EDA 6905	1	3
Fall 2016	Introduction to Higher Education	EDH 6051	20	3
Fall 2016	Theories of Leadership	LDR 4104	20	3
Fall 2016	Capstone Seminar on Leadership	LDR 4951	6	3
Fall 2016	College Teaching in Higher Ed	EDA 6905	1	3
Spring 2017	Introduction to Higher Education	EDH 6051	20	3
Spring 2017	Capstone Seminar on Leadership	LDR 4951	16	3
Spring 2017	Religion & Leadership of Men of Color in Higher Ed	EDA 6905	1	3
Spring 2017	Mentorship & Leadership of Men of color in Higher Ed	EDA 6905	1	3

Summer 2017	Theories of Leadership	LDR 4104	19	3
<b>Semester</b>	<b>Title</b>	<b>Description</b>	<b>No. Enrolled</b>	<b>Credit Hours</b>
Summer 2017	Advanced Research (Literature Review)	EDA 7912	1	3
Summer 2017	Concept Paper Research	EDA 7905	1	3
Summer 2017	Student Affairs & Mental Health	EDA 6905	1	3
Summer 2017	Higher Education Funding & Equity	EDA 6905	1	3
Summer 2017	Support Services at Elite Colleges & Universities	EDA 6905	1	3
Fall 2017	Introduction to Higher Education	EDH 6051	19	3
Fall 2017	Higher Ed Doctoral Seminar	EDH 7935	14	3
Fall 2017	Theories of Leadership	LDR 4104	19	3
Fall 2017	Capstone Seminar on Leadership	LDR 4951	7	3
Fall 2017	Dissertation	EDA 7980	1	1-3
Spring 2018	Introduction to Higher Education	EDH 6051	18	3
Spring 2018	Leadership 2: Theories & Assessment	EDS 6100	19	3
Spring 2018	Capstone Seminar on Leadership	LDR 4951	11	3
Spring 2018	Advanced Research (Literature Review)	EDA 7912	1	3
Spring 2018	Concept Research Paper	EDA 7905	2	3
Spring 2018	LGBT People of Color Staff	EDA 7905	1	3
Spring 2018	Mentorship in Higher Education	EDA 6905	1	3
Spring 2018	Directed Conference CSCC	EDA 7905	1	3
Summer 2018	Theories of Leadership	LDR 4104	23	3
Summer 2018	Advanced Research (Literature Review)	EDA 7912	2	3
Summer 2018	Dissertation	EDA 7980	1	1-3
Summer 2018	Concept Research Paper	EDA 7905	2	3
Fall 2018	Leadership 2: Theories & Assessment	EDS 6100	19	3
Fall 2018	Higher Ed Doctoral Seminar	EDH 7935	10	3
Fall 2018	Capstone Seminar on Leadership	LDR 4951	7	3
Fall 2018	Dissertation	EDA 7980	3	1-3
Fall 2018	Advanced Research (Literature Review)	EDA 7912	1	3
Spring 2019	Capstone Seminar on Leadership	LDR 4951	9	3
Spring 2019	Introduction to Higher Education	EDH 6051	19	3

Spring 2019	Advanced Research (Literature Review)	EDA 7912	1	3
Spring 2019	Concept Research Paper	EDA 7905	1	3
Spring 2019	Dissertation	EDA 7980	4	1-3
Spring 2019	Directed Conference CSCC	EDA 7905	1	3

<b>Semester</b>	<b>Title</b>	<b>Description</b>	<b>No. Enrolled</b>	<b>Credit Hours</b>
Spring 2019	LGBTQ Students Research	EDA 6905	1	3
Spring 2019	Research & Teaching Leadership	EDA 6905	3	3
Summer 2019	Theories of Leadership	LDR 4104	19	3
Summer 2019	Dissertation	EDA 7980	5	1-3
Summer 2019	Advanced Research (Literature Review)	EDA 7912	2	3
Summer 2019	Concept Research Paper	EDA 7905	3	3
Summer 2019	Critical Race Methods	EDA 6905	1	3
Fall 2019	Intro to Qualitative Inquiry	EDA 6415	16	3
Fall 2019	Higher Ed Doctoral Seminar	EDH 7935	9	3
Fall 2019	Dissertation	EDA 7980	5	1-3
Fall 2019	Capstone Seminar on Leadership	LDR 4951	4	3
Fall 2019	College & Athletics Research	EDA 7905	1	3
Fall 2019	Latino College Access	EDA 7905	1	3
Fall 2019	Community College and Indigenous Students	EDA 7905	1	3
Spring 2020	Social Justice in Higher Education	EDH 6931	11	3
Spring 2020	Capstone Seminar on Leadership	LDR 4951	8	3
Spring 2020	Advance Research	EDA 7912	2	3
Spring 2020	Dissertation	EDA 7980	4	1-3
Summer 2020	Dissertation	EDA 7980	4	1-3
Summer 2020	Concept Research Paper	EDA 6905	1	3
Summer 2020	Afro-Latin Students	EDA 6905	1	3
Summer 2020	Capstone Seminar on Leadership	LDR 4951	1	3
Fall 2020	Intro to Qualitative Inquiry	EDA 6415	15	3
Fall 2020	Advance Research	EDA 7912	1	3
Fall 2020	Dissertation	EDA 7980	10	1-3
Fall 2020	Capstone Seminar on Leadership	LDR 4951	4	3
Spring 2021	Qualitative Writing Analysis	EDA 6905	1	3
Spring 2021	Black Student Resilience	EDA 7905	1	3
Spring 2021	Dissertation	EDA 7980	4	1-3

Spring 2021	Social Justice in Higher Education	EDH 6931	17	3
Spring 2021	Capstone Seminar on Leadership	LDR 4951	5	3
Summer 2021	Dissertation	EDA 7980	5	1-3
Summer 2021	Capstone Seminar on Leadership	EDF 4916	1	3
Summer 2021	Social Justice in Higher Education	EDH 6931	13	3
Summer 2021	Leadership 2: Theories & Assessment	EDS 6100	15	3
<b>Semester</b>	<b>Title</b>	<b>Description</b>	<b>No. Enrolled</b>	<b>Credit Hours</b>
Fall 2021	Intro to Higher Education	EDH 6051	12	3
Fall 2021	Community Engagement Researcher	EDA 6905	1	3
Fall 2021	Data Analysis Quality	EDA 6905	1	3
Fall 2021	Dissertation	EDA 7980	6	1-3
Spring 2022	Intro to Qualitative Inquiry	EDA 6415	15	3
Spring 2022	Intro to Higher Education	EDH 6051	15	3
Spring 2022	Capstone Seminar on Leadership	EDF 4951	3	3
Spring 2022	Strategic Leadership Higher Education	EDA 6905	1	3
Spring 2022	Hispanic-Serving Institutions Organization Research	EDA 7905	1	3
Spring 2022	Dissertation	EDA 7980	4	1-3
Summer 2022	Dissertation	EDA 7980	2	1-3
Summer 2022	Social Justice	EDH 6085	18	3
Summer 2022	Leadership 2: Theories & Assessment	EDS 6100	14	3

## H. Community Engagement or Outreach (Service to the Profession or Community)

### *Journal Committed to Social Change on Race and Ethnicity (JCSCORE)*

2019 – Present      Founder & Editor-in-Chief  
2015 – 2019      Founder & Managing Editor

### *Journal of Hispanic Higher Education*

2020 – Present      Editorial Board

### *Journal of Latinos in Education*

2020 – Present      Editorial Board

***Community College Journal of Research and Practice (CCJRP)***

2015 – Present Editorial Board Reviewer

2017 – Present Social Media Editor

2017 – 2018 Guest Editor – Council for the Study of Community Colleges Special Issue ([Vol. 42, Issues 7-8](#))

2018 – 2019 Guest Editor – Graduate Students' Research Special Issue ([Vol. 44., Issues 10-11](#))

**United States Department of Agriculture**

2016 Peer Panel for the Hispanic-Serving Institutions (HSI) Grant Programs

**American Educational Research Association (AERA)**

2022 – 2023 Division J: Postsecondary Education, Co-Chair

**Association for the Study of Higher Education (ASHE)**

2021 ASHE Site Selection Committee, Chair

2021 ASHE Dash Planning Committee

2020 Communications Director Search Committee

2019 ASHE Site Selection Committee

2018 – 2019 ASHE Film Festival, Co-Chair

2017 – 2018 Presidential Session Planning Committee

2016 – 2017 Conference Planning Committee, Co-Chair

2015 – Present Program Reviewer

**National Conference on Race & Ethnicity (NCORE)**

2020 – 2021 2021 NCORE Conference Planning Retreat

2019 – 2020 2020 NCORE Conference Planning Retreat

2018 – 2019 2019 NCORE Conference Planning Retreat

2017 – 2018 2018 NCORE Conference Planning Retreat

2013 – 2014 2014 NCORE Conference Planning Retreat

2013 – 2016 National Advisory Council Member

2016 – Present Program Reviewer

**Council for the Study of Community Colleges (CSCC)**

2019 – 2019 CSCC Finance Committee

2018 – 2019 CSCC Social Media Committee, Co-Chair

2018 – 2019 CSCC Site Selection Committee

2019 – 2020 2020 Conference Planning Committee

2017 – 2018 2018 Conference Planning Committee

2018 – 2019 CSCC Outstanding Dissertation of the Year

2016 – 2020 Program Reviewer

**American Association of Hispanics in Higher Education (AHHE)**

2021 – Present Name Change Task Committee

2020 – 2021 2021 Conference Planning Committee

2019 – 2020 2020 Conference Planning Committee



2019 – 2021            Program Reviewer

**Student Affairs Administrator in Higher Education – NASPA**

2017 – 2018            2018 Conference Planning Committee, Scholarly Research Papers

2016 – 2017            Program Reviewer

**College Student Educators International (ACPA)**

2014 – 2016            Program Reviewer

2014 – 2015            Scholar-in-Residency, Standing Committee of Men & Masculinities

**Project MALES Faculty and Research Affiliates, University of Texas - Austin**

2015 – Present        Faculty & Research Affiliate Advisory Board

***Journal of Critical Thought and Praxis (JCTP)***

2013 – 2015            Associate Editor

## **Robert Shockley, PhD**

### **Professional Preparation:**

Miami University  
Oxford, Ohio  
Bachelor of Science 1968  
Comprehensive Social Studies

Miami University  
Oxford, Ohio  
Masters of Education 1970  
Elementary Education

The Pennsylvania State University  
University Park, Pennsylvania  
PhD 1976  
Curriculum and Instruction

Marshall University  
Huntington, West Virginia  
Post Doctoral 1981  
Educational Administration

Certification: West Virginia and Connecticut  
Teacher- Elementary 1-8  
Teacher- Secondary 7-12 Social Studies  
Superintendent

### **Appointments:**

Chair and Professor  
Department of Educational Leadership and Research Methodology Florida  
Atlantic University  
2007 – Present

Interim Chair and Professor  
Department of Educational Leadership  
Florida Atlantic University  
2006-07

Professor  
Department of Educational Leadership  
Florida Atlantic University  
2003 – 2006

Founding Executive Director  
Florida Association for Colleges of Teacher Education (FACTE)

2004 - 2013

Senior Associate Dean and Professor  
Florida Atlantic University  
College of Education  
2002 - 2003

Associate Dean and Professor  
Florida Atlantic University

College of Education  
1994 - 2002

Interim Director of the Genesis Project  
College of Education  
Florida Atlantic University  
1998- 1999

Interim Chair – Department of Educational Leadership  
College of Education  
Florida Atlantic University  
1997-98

Chair/ Associate Professor - Department of Teacher Education  
College of Education  
Florida Atlantic University  
1989- 1994

Chair/ Professor – Department of Teaching College of  
Education

University of Wisconsin-Platteville

1982-89

(Promoted to Full Professor Spring-1989; Selected Chair 1985; Tenure granted Spring  
1988)

*Director, Center of Education for the Young Adolescent*

*College of Education*

University of Wisconsin-Platteville  
1986-89

Assistant Superintendent of Schools for Learning and Program Development  
New Britain, Connecticut City Schools  
1981-82

Coordinator for Early and Middle Childhood Education  
West Virginia Department of Education  
1976-81

*Instructor / Graduate Assistant*

The Pennsylvania State University  
1973-76

Teacher  
Grades 5, 6 and 8  
Southwestern City Schools  
Columbus, Ohio  
1968-73

### **Selected Peer-Reviewed Publications:**

Shockley, R., Yan-li, S., DeDonno, M., Na, J., & Sriyanto, J. (2022). *An international perspective of teacher satisfaction: An analysis of three countries*. [manuscript submitted for publication].

Shockley, R., Watlington, E., Morris, J., & Bourkiza, M. (2022). *Predictors of teacher job satisfaction*. [manuscript submitted for publication].

Shockley, R., Watlington, E., & Felsher, R. (2013). Out on a limb: The efficacy of teacher induction in secondary schools. *NASSP Bulletin* 97(4), 350-377.  
doi:10.1177/0192636513510595

Shockley, R., Watlington, E., & Felsher, R. (2011). Lost at sea: Summary results of a metaanalysis of the efficacy of teacher induction with implications for administrative practice. *AASA Journal of Scholarship and Practice* 8(3), 12-25.

Watlington, E., Shockley, R., Guglielmino, P., & Felsher, R. (2010). The high cost of leaving: An analysis of the cost of teacher turnover. *Journal of Education Finance*, 36(1), 22-37.

Shockley, R., Guglielmino, P., Watlington, E. (2006). A National Crisis in Teacher Retention: What are the Costs? In *Teacher recruitment and retention* (pp.109-114) Amerst, MA: National Evaluation Systems, Inc.

### **Other Selected Publications:**

#### **Books**

Shockley, R., Sevier, L. (1992). Success with Discipline: Managing Behavior in The Middle Level Classroom, In *The Trails of Jenny Tippitt: Success with Discipline. A Training Guide*

*for A Video Supported Staff Development Series.* Columbus, OH: National Middle School Association.

### **Textbook Chapters**

Shockley, R., Guglielmino, P., Watlington, E. (2006). A National Crisis in Teacher Retention: What are the Costs? In *Teacher recruitment and retention* (pp.109-114) Amerst, MA: National Evaluation Systems, Inc.

Shockley, R.. (1991). Developing a Sense of Mission in Middle Schools. In J.Irvin (Ed.) *Transforming Middle Level Schools: Perspectives and Priorities*, Allyn and Bacon.

### **Synergistic Activities:**

Leadership Award – Presented by Dean of the College of Education for Outstanding Leadership and Service During CAEP Review and Preparation 2015

Leadership Award – Presented by the Florida Association of Colleges for Teacher Education in Recognition of Outstanding Service as the Founding Executive Director 2013

Leadership Award of Excellence – Presented by the College of Education Faculty for Leadership During NCATE Review and Preparation 2007

Leadership Award – Presented by the Dean of the College of Education for Leadership During the NCATE Review and Preparation 2007

President – Florida Association for Colleges of Teacher Education (FACTE) 2000 - 2002

President-Elect - Florida Association for Colleges of Teacher Education (FACTE) 1998 – 2000

Lifetime Membership - National Middle School Association - Awarded by National Middle School Association for Leadership in Middle Level Education 1992

President's Award - National Middle School Association 1989

President's Award - Wisconsin Association for Middle Level Education 1989

Award for Outstanding Leadership - Association of Wisconsin School Administrators 1987

Award of Excellence- State of Wisconsin Department of Public Instruction 1987

President's Award -National Middle School Association 1987

President- National Middle School Association 1986-87

Teacher Educator of the Year – University of Wisconsin- Platteville 1987

Leadership Award- Wisconsin Association for Middle Level Education 1986

Founding President- Wisconsin Association for Middle Level Education 1981-83

**Courses Recently Taught:**

EDA 7931: Leadership: Seminar in Executive Leadership

EDA 7980: Dissertation

EDA 7943: Field Project

**Community Engagement:**

**International**

Television Interview about FAU partnership with Egypt's Ministry of Education, *Breakfast and Bonjour*. Cairo Egypt. 2021.

Featured Speaker, *Building Professional Learning Communities*. BalancED. Cairo, Egypt. 2021.

Represented Florida Atlantic University in a news conference in Cairo, Egypt to celebrate a partnerships between Balance Ed, Micro-Soft amd Florida Atlantic University as an academic partner for the opening of Asten College, a private K-12 school in Cairo. 2018

Represented the Department of Educational Leadership and Research Methodology in accepting an award for Outstanding Leadership in Education from the Ministry of Education. Cairo, Egypt. 2018.

Initiated MOU between the Department of Educational Leadership and Research Methodology with BalancEd in Cairo Egypt to offer professional devleopment modules to over 15,000 teachers and school leaders through Egypt. 2017

Editorial Board, International Educational Leadership Journal (IEL). University of Malaya. 2018 – 21

Visiting Scholar, University of Malaya. Kuala Lumpur, Malaysia 2017 and 2018.

External Reviewer for Global Academy International School (GAIS). Doha, Qatar. 2017

Co-Host Florida Atlantic University visitation of 44 school principals from Guangzhou, China in partnership with South China Normal University 2015

Chair, Middle States Association of Colleges and Schools Accreditation visit to QSI International School of Chengdu. Chengdu, China 2014

Visiting Scholar, South China Normal University. Guangzhou, China 2014

Visiting Scholar, Chinese University of Hong Kong. Hong Kong, China 2014

Visiting Scholar, University of Malaya Institute for Educational Leadership. Kuala Lumpur, Malaysia 2014

Chair, Middle States Association of Colleges and Schools Accreditation visit to Colegio Ponceno. Ponce, Puerto Rico 2013

Member, Middle States Association of Colleges and Schools Accreditation visit to QSI International School of El Tigre. El Tigre, Venezuela 2013

Chair of Middle States Association of Colleges and Schools Accreditation visit to Freewill Baptist Christian School. American Virgin Islands 2011

Chair of Middle States Association of Colleges and Schools Accreditation visit to American International School of Tunis. Tunis, Tunisia 2009

Chair of Middle States Association of Colleges and Schools Interim Accreditation Visit to Cayman International School. Grand Cayman Islands 2008

Chair of Middle States Association of Colleges and Schools Accreditation Visit to Cedar International School. British Virgin Islands 2007

Chair of Middle States Association of Colleges and Schools Accreditation Visit to Phuket International School. Phuket, Thailand 2006

Chair of Middle States Association of Colleges and Schools Accreditation Visit to Shekou International School. Shekou, China 2006

Chair of Middle States Association of Colleges and Schools Accreditation Visit to Zhuhai International School. Zhuhai, China 2006

Chair of Middle States Association of Colleges and Schools Accreditation Visit to Kyiv International School. Kyiv, Ukraine 2006

Middle School Conference for American Schools in Colombia, "Assessing Your Middle Grades Programs" Medellin, Colombia September, 2005

Chair of Middle States Association of Colleges and Schools Accreditation Visit to Cayman International School. Grand Cayman Islands 2005

Member of SACS Accreditation Visit to Karl C. Parrish American International School. Barranquilla, Colombia 2005

Chair of Middle States Association of Colleges and Schools Accreditation Visit to American College of Sofia. Sofia, Bulgaria 2004

Member of SACS Accreditation Visit to American International School of La Lima. La Lima, Honduras 2003

Chair of Middle States Accreditation Visit to American International School of Luxenberg. Luxenberg 2003

Chair of SACS Accreditation Visit to Escola Maria Imaculada School. Sao Paulo, Brazil 2003

Chair of Middle States Accreditation Visit to American International School of Nice. Nice, France 2002

Co-Chair of SACS Accreditation Visit to International School of Georgetown. Georgetown, Guyana 2001

Co-Chair of SACS Accreditation Visit to American International School of Port-of-Spain. Trinidad, West Indies 2001

Chair of Middle States Accreditation Visit to American International School of Lusaka. Lusaka, Zambia April, 2000

Consultation Visit to American International School of London. Office of Overseas Schools, United States Department of State April, 2000

Consultant. Workshop for International Schools School Board Members, Sponsored by the Inter-Regional Center for Curriculum and Materials Development (IRC). Miami, FL 2000

Consultant. Conference for the Association of American Schools of Central America, Colombia, Caribbean and Mexico. Santo Domingo 2000

Tri-Association Annual Conference for American International Schools from Mexico, Caribbean, Central America and South America – Santo Domingo, Dominican Republic “The Middle School of the Future” and “Classroom Management and Discipline in the Middle School” October, 2000

## **National Level**



Consultant to Spalding College, University of Louisville and Jefferson County School District (Louisville) in Equity Centered Educational Leadership. 2022 – present.

Serve on AACTE Select Committee on Recruitment and Retention of Black and Hispanic Males in Teacher Education, 2017-18.

Co-Principal Investigator, Wallace Foundation Grant. \$5 Million. Florida Atlantic University. 2016-2022.

Founding Executive Director – Florida Association of Colleges of Teacher Education 2004-2013

Invited Consultant to Wingspread Conference on Teacher Retention Sponsored by the National Commission on Teaching and America's Future. – Racine, WI 2006

Co-Chair of Middle States Association of Colleges and Schools Accreditation Visit to Washington International School – Washington D.C. 2008

Serve on the Advisory Council of State Representatives (Representing Florida) on AACTE Sponsored Committee – 2004 - 2013

Chair of Middle States Association School Accreditation Visit to Roslyn High School, Long Island, NY 2004

## **State Level**

Commissioner's Task Force on Educational Leadership (SELECT). 2018 – present.

Testimony – Hearings of Florida House Education Appropriations Committee on Topic of Teacher Retention Research 2006

Requested to Testify – Hearings of House Appropriations Committee on Topic of Teacher Retention Research 2005

Consultant and Speaker – Florida Department of Education Workshop on Program Assessment – Tampa, FL 2004

Speaker – Commissioner's Task Force on Holocaust Education 2004

Chair of Strategic Planning Committee for the Florida Association for Colleges of Teacher Education (FACTE) 2003 - 2004

Florida Title II, Section 207 National Report Card Reporting Committee – Florida Department of Education 2000 – 2001

Commissioner's Task Force on Holocaust Education 2002 - Current

### **Local Community**

Consultant to Lynn University – College of Education. 2005 - 2006

Consultant to Florida Memorial College – Teacher Education Accreditation (NCATE)  
2004

Dwyer Teacher Awards Selection Committee, Palm Beach County Economic Council  
1994 - 2004

Keynote Speaker, Delray Beach Chamber of Commerce Welcome Breakfast for New  
Teachers in Palm Beach County 2000 and 2002

## Curriculum Vitae

María D. Vásquez

### A. Professional Preparation

- 2005 **Doctor of Philosophy**,  
Educational Leadership and Organizational Development, University of Louisville, Louisville, KY
- 2001 **Master of Education**,  
Occupational Training and Development, University of Louisville, Louisville, KY
- 1995 **Licenciatura** [Master], *Traducción* [Translation], Universidad Femenina del Sagrado Corazón (UNIFE), Lima, Perú
- 1990 **Bachiller** [Bachelor], *Traducción & Interpretación*, [Translation and Interpretation], UNIFE, Perú

### B. Appointments

- 2017 – Present Associate Professor, Florida Atlantic University, Boca Raton, FL
- 2011- 2017 Assistant Professor, Florida Atlantic University, Boca Raton, FL
- 2007-2010 Instructor  
Florida Atlantic University, Boca Raton, FL
- 2005-2006 Adjunct Faculty Instructor  
Florida Atlantic University, Boca Raton, FL
- 2005-2007 Research Project Evaluator  
Florida Atlantic University, Boca Raton, FL
- 2000-2004 Graduate Research/Teaching Assistant  
University of Louisville, Louisville, KY

### C. Selected Peer-Reviewed Publications

Vásquez-Colina, M. & Morris, J.D. (in press). The case of the mommy network: Getting to know about educational assessment. *Educational Forum*. (30 pages).

Coulson-Johnston, K., Salinas, Jr. C. & Vásquez-Colina, M. (2022). A document analysis of community college published scholarship about Native American students and Tribal colleges and universities, *Community College Journal of Research and Practice*, 46:7, 511-524, DOI: [10.1080/10668926.2022.2064373](https://doi.org/10.1080/10668926.2022.2064373)

**Vásquez-Colina, M.**, Shatar, L., & Meredith, T. L. (2022). A Mixed-Method Research Study of Dual Enrolled Students' Experiences in a Research Course: Research Capital Development? *Journal of Advanced Academics*, 33(1), 104–128. <https://doi.org/10.1177/1932202X211056551>

Gonzalez-DeHass, A.R, Willems, P.P., & **Vásquez-Colina, M.D.** (2021). Case study instruction experiences in educational psychology and pre-service teachers' achievement goals for learning. *Teaching of Psychology*, 48(3), 228-235. <https://doi.org/10.1177/0098628320977267>

Gonzalez-DeHass, Furner, J. M., **Vásquez-Colina, M. D.**, & Morris, J. D. (2021). Achievement goals as predictors of female pre-service elementary school teachers' self-efficacy for learning math in a methods course. *Journal of Early Childhood Teacher Education*, 1–20. <https://doi.org/10.1080/10901027.2021.1955052>

**Vásquez-Colina, M.D.**, Cali, L., Danilowicz, B., Beaton-Garcia, S., Butler, S.K., Martinez, J., Moreland, J., & Kevorkian, M. (2020). An Inquiry to Discover Hispanic Serving Institution Experiences on Serving Hispanic Students. *Florida Journal of Educational Research*, 58(7).

Semiante, S.F. Salinas, C.Jr., Ramirez, J.A., **Vasquez-Colina, M.** & Silva, Y.(2020). Different when I Opened My Mouth: Experiences, Reflections, and Perspectives of Faculty Members with Foreign English Accents in Higher Education. *Meridians: feminism, race, transnationalism* 19(2), 295-320. <https://www.muse.jhu.edu/article/774535>.

**Vásquez-Colina, M.** (2019). Teachers know, but we do too: The case of Mayan parents' assessment knowledge, *Journal of Latinos and Education*, DOI:10.1080/15348431.2019.1691557. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/15348431.2019.1691557>.

### **Book chapter**

**Vásquez-Colina, M.D.** (2020). Predicting Success Through Inquiry: A Story of a Latina Professor. In M. Barakat & M. Rodriguez (Eds.), *Immigrant Faculty in the Academy: Narratives of Identity, Resilience, and Action* (15 pages). Routledge.

### **D. Selected Other Publications or Products/Grants**

Barakat, M., **Vásquez-Colina, M.**, Lopez, M., & Guzman, A., M. (November, 2021). *The Lived Experiences of Latina Leaders in a Hispanic Serving Institution*. Paper Presented at the 35<sup>th</sup> Annual Convention of the University Council for Educational Administration (UCEA), Columbus, OH.

Lopez, M., **Vásquez-Colina, M.**, Barakat, M. & Guzman, A., M. (November, 2021). *Hispanic/Latina/o/x Students' school perceived experiences at a Hispanic Serving Institution*. Paper Presented at the 65<sup>th</sup> Annual Meeting of the Florida Educational Research Association, Tampa, FL.

**Vásquez-Colina, M.**, Pappas, D. & Barakat, M. (November, 2021). A Mixed Methods Study of Immigrant's Educational Experiences: Aspirations and Challenges. Paper Presented at the 65<sup>th</sup> Annual Meeting of the Florida Educational Research Association, Tampa, FL.

## **External Grant- Funded**

2019 National Council on Measurement in Education (NCME) – Mission Fund Grant Program, \$2,240.00

Project Title: Getting to know more about Assessment Literacy: Opportunities and Challenges

## **E. Synergistic Activities**

**Vasquez-Colina, M.** (2022, June 24). *Una Sinópsis de Métodos Mixtos en las Ciencias de la Salud* [An Overview of Mixed Methods Research in Health Sciences] [Invited Seminar]. I Congreso Internacional de Investigación en Ciencias de la Salud, Universidad Católica de Santa María, Arequipa, Peru.

Bolt, D., French B., Gierl, M. & **Vásquez-Colina, M.** (2022, March 18). Advising and Training Philosophies for PhD Students in Educational Measurement Panel Discussion. In Rios, J. (Facilitator), *Educators of Measurement SIGIMIE Webinar* [Webinar]. National Council on Measurement in Education.

**Vasquez-Colina, M.** (2021, September 29-20). *The Role of Translation in Scientific Research* [Keynote address]. 2021 International Scientific Conference of Translation and Interpretation of the Universidad Femenina del Sagrado Corazón, Lima, Peru.

**2021 Scholar of the Year**, Associate Professor Level, College of Education, Florida Atlantic University

## **F. Collaborators and Other Affiliations NA**

## **G. Courses Taught**

### **Undergraduate course**

EDF 3430 Measurement and Evaluation in Education

### **Graduate courses**

EDF 6481 Educational Research

STA 6113 Educational Statistics

EDF 6432 Measurement

## **H. Community Engagement or Outreach**

2021-Present President Elect & Program Chair– Florida Educational Research Association (FERA)

2017 – 2020 Standards and Use Committee of the National Council of Measurement in Education (NCME)

2017-2019 Chair of the American Educational Research Association (AERA)  
Professors of Educational Research Special Interest Group (PER SIG 81)

**Jarrett B. Warshaw, PhD**

Educational Leadership and Research Methodology  
College of Education  
Florida Atlantic University  
777 Glades Rd., ED47-250  
Boca Raton, FL 33431  
E-mail: [warshawj@fau.edu](mailto:warshawj@fau.edu)

**EDUCATION**

Ph.D., Higher Education, University of Georgia, Athens, GA, 2016

M.S.Ed., College Student Personnel, Bucknell University, Lewisburg, PA, 2011

B.A., English (Honors), *summa cum laude*, Skidmore College, Saratoga Springs, NY, 2005

**CURRENT ACADEMIC APPOINTMENT**

*Associate Professor, Department of Educational Leadership and Research Methodology, Florida Atlantic University, Boca Raton, FL, Aug. 2022 – Present*

**PROFESSIONAL EXPERIENCE**

*Assistant to Associate Professor (with tenure), Dept. of Educational Leadership and Research Methodology, Florida Atlantic University, Boca Raton, FL, Aug. 2016 – Aug. 2022*

*Research Associate, Office of Strategy and Policy, The University of Texas at Austin, Austin, TX, December 2015 – July 2016*

*Consultant/Researcher, Council of Independent Colleges, Washington, D.C., August 2014 – December 2015*

*Presidential Fellow, University of Georgia, Athens, GA, August 2011 – May 2016*

*Assistant Director of Admissions, Bucknell University, Lewisburg, PA, July 2006 – March 2011*

*Admissions Interviewer, Skidmore College, Saratoga Springs, NY, Aug. 2005 – June 2006*

**PUBLICATIONS (SELECTED)**

## Refereed Journal Articles

**Warshaw, J.B.**, DeMonbrun, M., & McNaughtan, J. (In Press). Suppressing racial diversity for prestige? The conflicting imperatives of public master's institutions. *Journal of Diversity in Higher Education*. <https://doi.org/10.1037/dhe0000394>

**Warshaw, J.B.**, McNaughtan, J., & DeMonbrun, M. (2021). Between two fields: US public master's institutions—Striving for prestige or equity? *Higher Education Policy*, 34, 344-369.

**Warshaw, J.B.**, & Ciarimboli, E.B. (2020). Structural or cultural pathways to innovative change? Faculty and shared governance in the liberal arts college. *Teachers College Record*, 122(8), 1-46.

**Warshaw, J.B.**, & Upton, S. (2020). Hybrid logics in the resource strategies of US public research universities. *Journal of Further and Higher Education*, 44(9), 1289-1303.

Elliott, K.C., **Warshaw, J.B.**, & deGregory, C.A. (2019). Historically Black Community Colleges: A descriptive profile and call for context-based future research. *Community College Journal of Research & Practice*, 43(10-11), 770-784.

Taylor, B.J., Barringer, S.N., & **Warshaw, J.B.** (2018). Affiliated non-profit organizations: Strategic action and research universities. *Journal of Higher Education*, 89(4), 422-452.

Upton, S., & **Warshaw, J.B.** (2017). Evidence of hybrid institutional logics in the U.S. public research university. *Journal of Higher Education Policy and Management*, 39(1), 89-103.

**Warshaw, J.B.**, Toutkoushian, R.K., & Choi, H. (2017). Does the reputation of a faculty member's graduate programme and institution matter for labour market outcomes? *Journal of Education and Work*, 30(8), 793-812.

## Manuscripts Under Review

**Warshaw, J.B.**, & Ciarimboli, E.B. (Revise & Resubmit). Shaping innovative change at women's liberal arts colleges: Concentrated, distributed, or hybrid leadership? *International Journal of Leadership in Education*.

**Warshaw, J.B.**, DeMonbrun, M., McNaughtan, J. (Revise & Resubmit). Reaching for excellence through equity or prestige? Private master's comprehensive institutions and low-income students. *Tertiary Education and Management*.

## Monograph

McClure, K.R., **Warshaw, J.B.**, DeMonbrun, M. (Eds.). (2020). Regional public universities: Addressing misconceptions and analyzing contributions. *New directions for higher education 2020*(190). Hoboken, NJ: Wiley Periodicals, Inc.

## Chapters in Books & Monographs

- Warshaw, J.B.**, & McNaughtan, J. (2022). Outsourcing presidential selection in higher education: Exploring the use of executive search firms. In M. Cooney & Q. Martin III (Eds.), *The evolving college presidency: Emerging trends, issues, and challenges* (pp. 223-242). Hershey, PA: IGI Global.
- Warshaw, J.B.**, & Hearn, J.C. (2022). The evolving character of the US public research university: Critical organizational shifts in neoliberal context. In J. Côté & S. Pickard (Eds.), *Routledge handbook of the sociology of higher education* (2<sup>nd</sup> ed.) (pp. 44-60). New York, NY: Routledge.
- Warshaw, J.B.** (2021). Sources of science and power: Emerging organizational forms and professions in the entrepreneurial university. In U. Hytti (Ed.), *A research agenda for the entrepreneurial university* (pp. 169-187). Cheltenham, UK: Edward Elgar Publishing.
- Warshaw, J.B.**, DeMonbrun, M., & McNaughtan, J. (2020). A field of striving or equity? Regional public universities and college access. In K.R. McClure, J.B. Warshaw, & M. DeMonbrun (Eds.), *Regional public universities: Addressing misconceptions and analyzing contributions: New directions for higher education, 2020*(190), 25-39.
- Warshaw, J.B.** (2020). University as knowledge-based enterprise: Organizational design and technology transfer. In J. Rooksby (Ed.), *Research handbook on intellectual property and technology transfer* (pp. 92-130). Northampton, MA: Edward Elgar Publishing.
- Warshaw, J.B.** (2019). Leadership in US public research universities: Design-based strategies and academic organization. In J. Jameson (Ed.), *International perspectives on leadership in higher education: Critical thinking for global challenges* (pp. 69-90). New York, NY: Routledge.
- Warshaw, J.B.**, & Upton, S. (2018). Capturing hybrid institutional logics in higher education: Qualitative document analysis as methodological approach. In J. Huisman & M. Tight (Eds.), *Theory and method in higher education research: Vol. 4* (pp. 67-84). Bingley, UK: Emerald.

## Empirical Reports

- Hearn, J.C., & **Warshaw, J.B.** (2022). Pandemic responses and impacts in access-oriented private nonprofit colleges. New York, NY: TIAA Institute.



Hearn, J.C., & **Warshaw, J.B.** (2022). *The pandemic and access-oriented private nonprofit colleges*. New York, NY: TIAA Institute.

## **GRANT-FUNDED RESEARCH (SELECTED ACTIVITY)**

^ indicates PI

° indicates research consultant

### **External Grants – Funded**

^Hearn, J.C., & °**Warshaw, J.B.** (2020). *Impacts of the pandemic on access-oriented private colleges*. TIAA Institute, RFP for TIAA Institute Grants Program, November 2020-November 2021. Amount requested: \$67,000. Amount awarded: \$64,900.30.

^**Warshaw, J.B.**, & ^Ciarimboli, E.B. (2016). *Beyond boundaries: The faculty role in academic innovation in small private colleges*. jCENTER for Innovative Higher Education, University of Minnesota, RFP for Innovation in Small Private Colleges, Fall 2016. Amount requested: \$2,500. Amount awarded: \$2,500.

### **External Grants – Under Review**

^Hearn, J.C., & °**Warshaw, J.B.** (2022). *Turning it around: Strategic transformations in threatened private colleges*. TIAA Institute, RFP for TIAA Institute Grants Program, January 2023-December 2023. Amount requested: \$54,235.26. Amount awarded:

### **Internal Grants – Funded**

^Hearn, J.C., & °**Warshaw, J.B.** (2022). *Neither death nor glory: Strategic change and organizational outcomes in access-oriented private nonprofit colleges*. Seed Funding Proposal, Institute of Higher Education, University of Georgia. Summer 2022. Amount requested: \$11,000. Amount awarded: \$11,000.

^Hearn, J.C., & °**Warshaw, J.B.** (2020). *Ensuring equity and efficiency in institutional adaptation to a pandemic*. Seed Funding Proposal, Institute of Higher Education, University of Georgia. Summer 2020. Amount requested: \$11,000. Amount awarded: \$15,000.

## **HONORS AND AWARDS (RECENT)**

2022                      Scholar of the Year Award – Assistant Professor Rank, College of Education, Florida Atlantic University

2022                      Distinguished Teacher of the Year Award – Finalist, College of Education, Florida Atlantic University (Student nominated)

2018 Semifinalist, National Academy of Education/Spencer Foundation Postdoctoral Fellowship

## **COLLABORATORS**

Sondra N. Barringer, Ph.D., Assistant Professor, Southern Methodist University

Erin C. Ciarimboli, PhD, Director of Undergraduate Advising, University of Connecticut

Matt DeMonbrun, Ph.D., Associate Director, Office of Strategy & Operations, Southern Methodist University

Kayla C. Elliot, Ph.D., Director of Higher Education Policy, The Education Trust

James C. Hearn, PhD, Interim Director and Professor, Louise McBee Institute of Higher Education, University of Georgia

Richard Henne-Ochoa, Ph.D., Director, American Indian Research Studies Institute, Indiana University

Austin Lacy, Ph.D., Senior Research Education Analyst, RTI

Kevin R. McClure, Ph.D., Associate Professor, University of North Carolina – Wilmington

Jon McNaughtan, Ph.D., Associate Professor, Texas Tech University

Joseph L. Murray, Ph.D., Associate Professor, Bucknell University

Kem Saichaie, Ph.D., Director of Learning, Teaching, and Assessment, Center for Educational Effectiveness, University of California – Davis

Barrett J. Taylor, Ph.D., Associate Professor, University of North Texas

Rob Toutkoushian, Ph.D., Professor, Louise McBee Institute of Higher Education, University of Georgia

Stevie Upton, Ph.D., Independent Consultant, Bristol, UK

## **TEACHING**

### **Graduate Courses Taught at Florida Atlantic University**

EDA 7931	Leadership VI: Seminar in Leadership
EDH 6065	History and Philosophy of Higher Education in the U.S.
EDH 6635	Organization and Administration of Higher Education

EDH 7505 Higher Education Business and Finance  
EDA 6905 Directed Independent Study  
EDA 7943/4 Field Project I and II  
EDA 7912 Advanced Research: Literature Review  
EDA 7980 Dissertation

## **SERVICE TO PROFESSION**

### **Editorial Board**

2020-2023 *Journal Committed to Social Change on Race and Ethnicity*

### **Referee Activities**

2022 *Undergraduate Research*  
2022 *NASSP Bulletin*  
2022 *Studies in Higher Education*  
2022 Chapter in M. Cooney & Q. Martin III (Eds.), *The evolving college presidency: Emerging trends, issues, and challenges*. Hershey, PA: IGI Global  
2021 *International Journal of Leadership in Education*  
2021 *Journal of Higher Education Policy & Management*  
2020 *Journal Committed to Social Change on Race and Ethnicity*  
2020 *Science & Public Policy*  
2020 *Journal of Further and Higher Education*  
2020 *Scandinavian Journal of Management*  
2019, 2012 *Economic Development Quarterly*  
2019 *Education Policy Analysis Archives*  
2019 *Journal of Applied Research in the Community College*  
2019 Chapter in Hytti, U. (Ed.). (2021). *A Research Agenda for the Entrepreneurial University*. Cheltenham, UK: Edward Elgar Publishing.  
2017 *Eurasian Business Review*  
2017 *Journal of Technology Transfer*  
2015 Chapter in Bromberg, D.E. (Ed.). (2015). *Creative government-business alliances: A public solutions handbook*. New York: Routledge.

### **American Educational Research Association (AERA)**

2016-Present Review Panelist/Proposal Reviewer  
2017 Discussant for research paper session  
2014 Graduate student peer mentor

### **Association for the Study of Higher Education (ASHE)**

2019-2022 Dissertation of the Year Award Committee (Appointed)  
2019, 2013 Chair for research paper session  
2016 Faculty Panelist (Invited), Conversations with Newly Minted Ph.D.'s  
2013-Present Proposal reviewer  
2012-2015 Graduate student peer mentor/volunteer

**Florida Educational Research Association (FERA)**

2022-Present          Proposal reviewer (invited)

**Society for the Study of Emerging Adulthood (SSEA)**

2015-2017          Emerging Scholar Co-Chair, Student Affairs/College Student Development Topic  
Network

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