

NEW CENTER, INSTITUTE, OR CONSORTIUM PROPOSAL FORM

Name of Institution:

The Citadel (<http://www.citadel.edu>)

Name of Proposed Center/Institute:

Anita Zucker Institute for Entrepreneurial Educational Leadership

Proposed Date of Implementation:

August 30, 2022

Site: [Zucker Family School of Education | The Citadel](#)

Program Contact Information (name, title, telephone number, and email address):

Dr. Lee Westberry, Assistant Professor/Program Coordinator for Educational Leadership and
Director of Program Development and Enhancement ZFSOE
Phone: 843-953-5188 or 843-478-8175
Email: lwestber@citadel.edu

Institutional Approvals and Dates of Approval (include Provost/Chief Academic Officer, President and Board of Trustees approval):

Provost: 8/2/22

President: 8/3/22

Board of Visitors: 6/10/22

Background Information

State the nature and purpose of the proposed center/institute and its centrality to institutional mission.

As a lifetime member of The Citadel Society of 1842, Mrs. Zucker, along with her late husband, Mr. Jerry Zucker, has long supported The Citadel's commitment to principled leadership and its core values of honor, duty, and respect. In her gift to The Citadel, Mrs. Zucker endowed \$3,000,000 to provide support for the school of education, of which \$1,000,000 is earmarked to establish the Anita Zucker Institute for Entrepreneurial Educational Leadership.

This institute is committed to supporting workforce development efforts as well as school leaders' efforts to enhance teaching, learning, and leading in schools across the state of South Carolina. This work would incorporate STEM initiatives as well. At present, South Carolina does not have a center of excellence for educational leadership nor does it have a center for entrepreneurial leadership.

Entrepreneurial educational leadership is the basis of leadership for change and improvement in school organizations that focuses on the following:

1. Strategic and systemic thinking for change
2. Fostering a collaborative environment for faculty and students
3. Building capacity in school organizations
4. Building culture in school organizations
5. Building connections and programs with schools to the community and workforce needs

Three categories of development are at the center of the work and are based on the profile of a SC graduate:

1. World Class Knowledge that focuses on improving teaching and learning in order to provide an equitable educational experience for all students.
2. World Class Skills that focus on collaboration, communication, critical thinking through the cognitive alignment of instructional strategies, assessment practices, and the use of data.
3. Life and Career Characteristics that focus on work ethic, global perspectives and perseverance through workforce development programs that may include support for partnerships, career academies, and program development.

CHE describes a center of excellence as a resource center that develops and models practices, conducts research, disseminates information, and provides training in the center's area of expertise. The proposed Anita Zucker Institute for Entrepreneurial Leadership will do just that: develop educational programs that support workforce development by strengthening the ties between P-12 education and the workforce, develop and model best leadership practices, conduct timely research, share information, and provide training for sitting principals and district leaders, as well as those in the leadership pipeline.

Vision: The Anita Zucker Institute for Entrepreneurial Educational Leadership will be nationally recognized as an academic leader in providing support and opportunities for growth and development for today's and tomorrow's school leaders while highlighting The Citadel's core values of honor, duty, and respect.

Mission: Develop educational programs that support workforce development by strengthening educational leadership, teaching and learning, and the ties between P12 education and the workforce.

List the goals of the proposed center/institute.

The goals of The Anita Zucker Institute for Entrepreneurial Educational Leadership include the following:

1. Implement quality programs to attract and develop current and future school leaders that enhance workforce development initiatives.
2. Provide quality, research-based leadership development programs for current (new and experienced) school leaders as well as for those in the leadership pipeline that focus on the

profile of a SC graduate: world class knowledge, world class skills, and life and career characteristics to close the equity gap.

3. Advance the understanding of and advocacy for issues relevant to school leaders.
4. Recognize, celebrate, and share exemplary achievement and best practices.

In order to realize the stated mission, the Center will:

- a) facilitate interdisciplinary collaboration among faculty, students, and external constituents on the strengthening of educational programs;
- b) foster partnerships between school districts, the state, and the college to support the educational programs;
- c) provide students, faculty, and external constituents access to data, emerging technologies and research, and other resources related to entrepreneurial educational leadership and the development of the profile of a SC graduate;
- d) facilitate innovative and entrepreneurial solutions to real-world concerns related to educational leadership by developing the skills of its constituents and supporting workforce development programs.

Assessment of Need

Provide an assessment of the need for the proposed center/institute for the state, the region, and beyond, if applicable.

The Anita Zucker Institute for Entrepreneurial Educational Leadership will address the leadership challenges faced by school and district leaders and provide the needed support through education, outreach, and research. These programs will be centered on the profile of a graduate and how schools can enhance workforce development opportunities within their schools. The institute will be unique in South Carolina higher education, serving as a catalyst for information exchange between faculty, external experts, and school district personnel across the state.

School leaders are responsible for ensuring that every child is prepared for success, either college and/or career ready, upon graduation. As educational demands change with the advent of new standards, a shift to instructional leadership, accountability measures, teacher shortages, and the like, school leaders are facing new and different challenges that may have lasting impacts. Leaders need sustainable leadership development that is relevant to the schools and communities they serve and encompasses the changes schools are faced with today. Currently, the only support provided for school and district leaders outside of a district's own leadership development plans is provided through the South Carolina School Administrators Association (SCASA), a lobbying organization in the state. Though the curriculum and development opportunities for principals and assistant principals provided by SCASA may be beneficial, they come at a cost. Non-SCASA members pay up to \$500 per course per person, and not all districts can afford that cost. Therefore, The Anita Zucker Institute for Entrepreneurial Educational Leadership will provide the necessary support in a variety of methods to include workshops, group and individual school-based projects, and communities of practice – all of which will be provided at no cost or at a nominal cost to districts.

With the goals in mind, the institute will provide the following:

1. Leadership Academies, which are year-long professional development series focused on building leadership capacity at the building and district levels.

2. An Entrepreneurial Leadership conference in which best practices in educational leadership are highlighted, shared, and celebrated.
3. Professional Development opportunities through micro-credentialing in timely areas such as equity and access.
4. Leadership Pipeline workshops for assistant principals.
5. Opportunities for collaborative research that is relevant to today's schools.

We expect the Center to increase enrollment in the ZFSOE Educational Leadership programs, as the Center will serve as a catalyst not only between the educational leadership faculty and school district personnel, but also a catalyst between experts in the field and ZFSOE faculty, which will further enhance the programs offered at The Citadel. In addition to educational leadership programs, the Center will develop interdisciplinary approaches with varied programs to include school counseling, literacy, teacher education, and STEM. For example, the STEM Center and the new center may collaborate on leadership support of school-based STEM initiatives. Educational leaders need to know how to develop and support these programs, and the interdisciplinary approach will highlight other programs on our campus and the expertise that exists. In doing so, information on these programs will be shared across the state. The focus is to support K-12 educational leadership training and support.

Understanding the need for leadership development and continued learning is integral to the foundation of the Center. A recent survey on administrative vacancies was provided to the Tri County area to include Berkeley, Charleston, Dorchester 2, Dorchester 4, and Georgetown counties. Based on the feedback from the districts, the following administrative vacancies at the school and district level are expected over the next 5+ years.

District	Administrative Vacancies
Dorchester 4	9
Dorchester 2	59
Berkeley County	52
Charleston County	95
Georgetown	55

School principals face many challenges today that did not exist 20 years ago. The intense focus on instructional supervision (Comighud, Futralan, & Cordevilla, 2020; McGhee & Stark, 2021; Westberry, 2020), the addition of social media and its impact (Abbas, Aman, Nurunnabi, & Bano, 2019; Ansari & Khan, 2020), the transition from management to leadership (Connolly & Fertig, 2019; Daniels, Hondegham, & Dochy, 2019) , and school finance and equity issues (Baker, 2021; Dhaliwal & Bruno, 2021) are just a few factors to consider.

Additional factors include teacher shortages (Farley & Chamberlain, 2021; Fredericova, 2021), increased school violence (Bell, 2021; Thornton, 2021), technology and virtual elements of school (Dogan, Dawson, & Ritzhaupt, 2021; Kingsbury, 2021), and the more recent Covid 19 Pandemic and its impact on schooling (Huck & Zhang, 2021; Westberry, Hornor, & Murray, 2021). How principals fare in this high demanding environment can largely depend on the support provided and the continued professional learning received.

Superintendents and personnel directors across the nation have been faced with the growing problem of hiring high quality school leaders to replace the exodus of principals who have left due to retirement,

working conditions, funding, COVID, etc. (DeMatthews, et al., 2021; DeMatthews, et al., 2022; Lemoine, McCormack, & Richardson, 2018). With the growing demands of the principalship and accountability measures, districts are struggling to not only hire quality principals but also to retain their principals as well (Beckett, 2018; Heffernan, 2021). The crisis of school leadership is real and does have a measured impact on student achievement (Gordon & Hart, 2022; Grissom, Egalite, & Lindsay, 2021).

As stated earlier, the only program in the state to provide continued professional learning and support for school leaders is through SCASA. However, other states do have centers provided through institutions of higher education or through nonprofits to provide the needed help. See Table 1 below for examples of leadership centers.

Table 1 Examples of state’s leadership centers in the country

State	Name	Focus	Link
Massachusetts	Center for Leadership Development	Building leadership capabilities to drive organizational performance.	https://www.umb.edu/leaders
Connecticut	Center for Entrepreneurship and Innovation	Supporting school leaders’ efforts to enhance teaching, learning and leading schools.	https://ccei/uconn.edu/about-ccei/organization/
Texas	Center for Leadership Excellence	Provide professional development needs of practicing administrators as well as district leaders	https://tasanet.org/partnership/texas-leadership-center

Other centers in the state (see Table 2 below) are focused on topics such as mobile learning, literacy, collaborative learning, mathematics, technology and the like. The missing piece is the focus on school leadership.

Table 2 Centers of excellence in SC

School	Center of Excellence Focus
Clemson	Rural Special Education
USC Beaufort	Collaborative Learning
Anderson University	Mobile Learning
Clemson	Inquiry in Mathematics and Science
Francis Marion University	Preparing Teachers of Children in Poverty

The Citadel	STEM Education Math Literacy
USC Columbia	Assessment of Student Learning

The Anita Zucker Institute for Entrepreneurial Educational Leadership will build capacity around three initial themes based on 1) address emerging gaps in principal knowledge, 2) build statewide leadership capacity, and 3) hold conversations with leaders in the Lowcountry, the state, and the field of educational leadership.

The Center will engage with an Advisory Board at least bi-annually. Members will be nominated by the Executive Committee (see organizational chart) and will include outside experts in educational leadership and development. Advisory Board members will also include educators, policymakers, and members of the community and industry whose skills and background would inform the Center on activities and direction, as well as provide networking opportunities for Fellows of the Center (see faculty section). In that way, the Center will be strategic and co-develop research projects that are both relevant and beneficial to the evolving educational leadership concerns of the SC.

In summary, the Center will make connections with faculty and students across The Citadel and with the state to provide positive solutions to address educational leadership challenges faced today. Recently, The Citadel’s Educational Leadership program was ranked #1 in the SC; as such, The Citadel is the ideal IHE for the center based on expertise and reputation.

Will the proposed center/institute impact existing programs or services at the institution? If yes, explain.

- Yes
 No

The proposed center will promote greater interdisciplinary collaboration among departments and schools. The center will make research, curriculum, and student accomplishments in educational entrepreneurial leadership visible and valued. For example, the Center will include Fellows comprised of faculty, students, staff, and district partners who have an invested interest in educational leadership. The Center will give fellows an organizing structure to appreciate methodologies and findings and engage in collaborative research, which will lead to interdisciplinary publications and funding proposals. The center will have no negative impact on any current academic programs at the Citadel but will utilize space. As the center grows, more space may be needed.

Describe any similar centers/institutes in South Carolina.

There are no centers/institutes in South Carolina that focus on educational leadership. As stated earlier, the only existing program in SC that addresses leadership and learning is through the South SCASA.

Faculty

Provide a brief explanation of any changes in faculty, staff and/or administrative assignment that may be required as a result of the proposed center/institute.

The only new hire will be a part-time graduate assistant to support the work of the center as well as some administrative temporary help. Hours will be determined based on need. For example, the anticipation is that the assistant will work 10-12 hours per week the first year. The anticipation is that as the center's work grows, so will the hours of the assistant. Dr. Lee Westberry, Assistant Professor of the ZFSOE will serve as the Director of the Anita Zucker Institute for Entrepreneurial Educational Leadership. She will be provided a stipend to lead the work of the center. Fellows will consist of current Citadel faculty, staff, and students, as well as district and community partners.

Resources

Identify any new library, instructional equipment and facilities needed to support the proposed center/institute. For facilities, identify any new facilities or modifications to existing facilities needed to support the proposed center/institute.

Library Resources: None

Equipment: None

Facilities: The center will be housed in facilities already allocated to the ZFSOE.

Funding Scenario A						
Category	1YR	2YR	3YR	4YR	5YR	Total
Endowment	65020	78229	88832	98087	102832	433000
Non-endowed Funds	10000	10000	10000	10000	10000	50000
Local Funding	25000	50000	50000	50000	50000	225000
Federal Funding	0	0	50000	100000	125000	275000
Other Funding	0	0	0	0	0	0
School District Fees	0	0	0	0	0	0
Total	100020	138229	198832	258087	287832	983000

Entrepreneurial Leadership Center/Institute Budget Proposal

Category	1YR	2YR	3YR	4YR	5YR	Total
Faculty Salary Adjustment	15000	15450	15914	16391	16883	79637
PI Fringe	6258	6446	6639	6838	7043	33225
Course Release	5880	6056	6238	6425	6618	31218
Student Temporary Staff	2500	2575	2652	2732	2814	13273
Temp Fringe	38	39	40	41	42	199
Graduate Assistants (GA)	4320	5400	7200	7416	7638	31974
GA Fringe	65	81	108	111	115	480
Administrative Support (AS)	5000	5150	5305	5464	5628	26546
AS Fringe	2186	2252	2319	2389	2460	11606
Faculty Fellows	5000	10000	15000	20000	25000	75000
Faculty Fringe	2086	4172	6258	8344	10430	31290
Consulting/Contract	4000	10000	15000	19000	23000	71000
Program Evaluation	7086	7086	7086	7086	7086	35430
Conference/Forum	25000	29000	35000	40000	50000	179000
Equipment/Supplies	2000	2500	20000	25000	35000	84500
Total	86418	106206	144758	167237	199757	704377

Net Total:	13602	32023	54074	90850	88075	278623
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Budge Justification

Provide a brief explanation for all costs and sources of financing identified in the Financial Support table.

For revenue, the following will provide support for the institute:

1. Endowment from the Anita Zucker gift that has matured. The amount equates to \$65,000 for the first year. \$1,000,000 of this gift was designated to establish the institute for entrepreneurial educational leadership.
2. Non-endowed funds of \$10,000 per year for the first two years will also come from the gift and will secure leaders in educational leadership for the annual conference as well as cover center operational costs.
3. Local funding will be secured from the Low Country Graduate Center Opportunity Funds as well as other local funds.
4. Additional funds will be sought through state and federal grants, and the amount secured will increase over time.
5. Fees to districts will be secured through nominal fees for conference attendance. A fee of \$100 will be charged to begin to attend the 2-day conference. As the conference grows, the revenues will increase. If needed, nominal fees will be charged to attend the series PD and workshops.

Expenses for the center will reside in the following;

1. The director's salary differential will be paid as a stipend to the director. Benefits will also be included.
2. The course reduction cost will provide for the adjunct professor costs for the 2/2 load of the director.
3. Temporary help costs will include possible temporary or graduate assistant help as well as other secretarial help. As the center grows, so will the work.
4. Fellows will be paid to provide professional development, workshops and the like. Fellows will come from not only educational leadership faculty at The Citadel, but also from other departments such as counseling, literacy, and business. Several potential synergies exist on campus as well as off campus. Fellows will also include faculty from neighboring schools such as the College of Charleston and MUSC.
5. Facilities, equipment, and supplies will include professional development materials, books, food for participants, computer costs, etc. As the center's work grows, so will the costs.
6. Program evaluation is budgeted to ensure successful programming and to gauge the impact of the center's work. A yearly report will be provided.
7. Conference expenses include site costs, tables, food, and eventually space rental. As the conference grows, so will the costs.

Evaluation and Assessment

Provide an outline of how the proposed center/institute will be evaluated and explain how assessment data will be used.

Assessment will be integrated into the Citadel's annual assessment process. First, The Anita Zucker Institute for Entrepreneurial Educational Leadership will submit an annual report to the Executive Committee, TCF, and Advisory Committee (see descriptions below). The following key performance

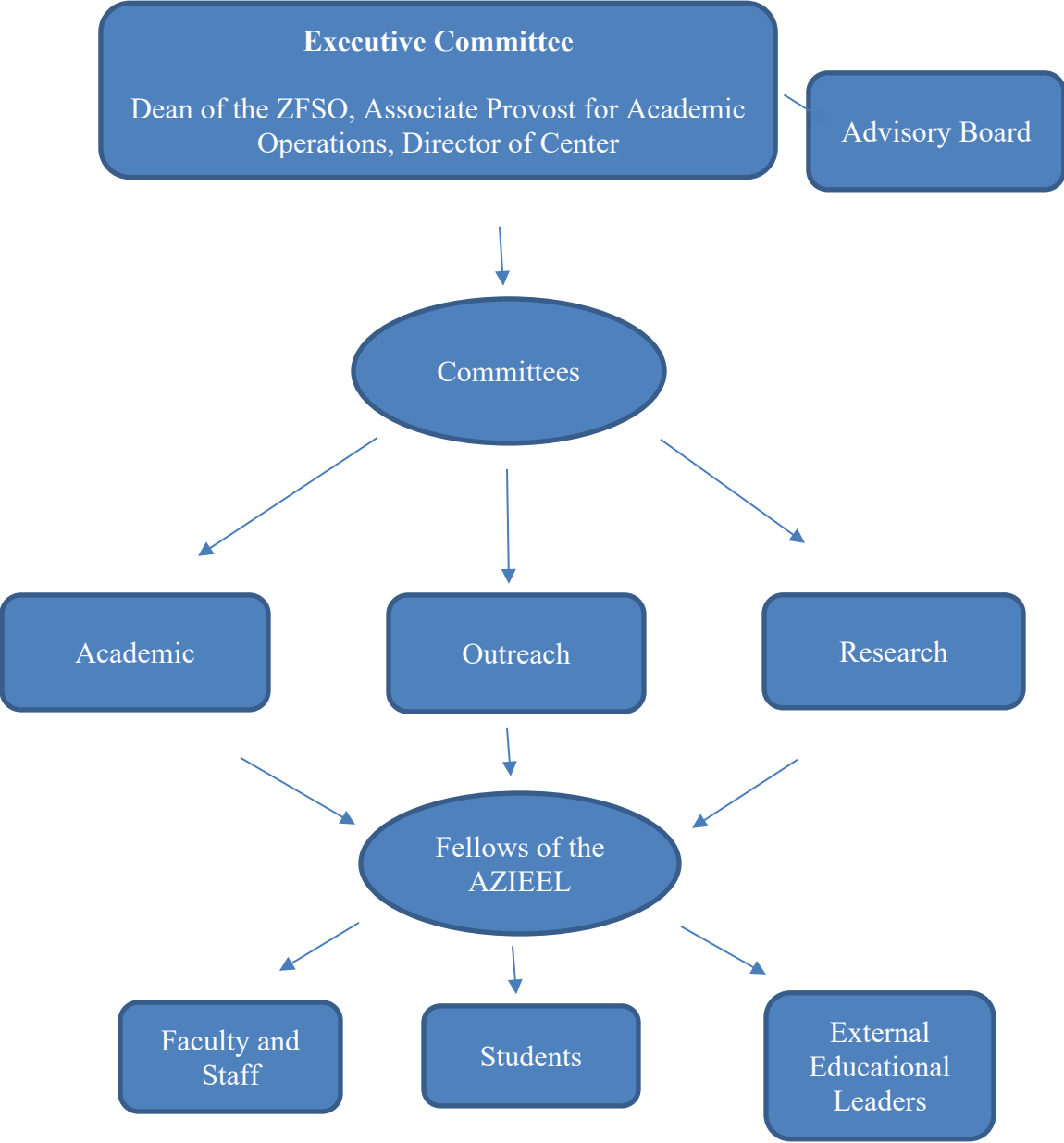
indicators (KPI) are drawn from the college's strategic plan: *Our Mighty Citadel 2026: Advancing Our Legacy of Leadership*

- Increase the number of students enrolled in graduate programs by 5% each year. This will include current courses and new courses and programs (graduate, graduate certificate) proposed by the Center. The Academic Steering Committee will monitor this KPI.
- Incrementally grow external funding for the center each year. The Industry Steering Committee will monitor this KPI.
- Provide opportunities to publish scholarly publications, technical-reports, undergraduate research projects, graduate research projects, or conference proceedings each year. The Research Steering Committee will monitor this KPI.
- Have at least two meetings with community partners (K-12 schools, community colleges, community centers, elected officials, non-profits, etc.) to discuss workforce development efforts. The Outreach Steering Committee will monitor this KPI.

Assessment data will be used to redirect resources (hires, equipment, facilities) in the areas of academics, outreach, research, and industry on an annual basis. Professional development and continued learning opportunities will also employ satisfaction surveys as well as direct assessments pre/post principal learning.

In addition to the Advisory Board, the Center will have an internal Executive Committee consisting of the Center Director, Associate Provost for Academic Affairs & Dean of General Studies, Dean of the Zucker Family School of School of Education, Coordinator of the Department of Higher Education Leadership, and Coordinator of the Department of School Counseling, and Coordinator of the Department of Literacy. The Executive Committee has responsibility for the evaluation and oversight of Center activities as they pertain to fulfillment of Center purposes.

Organizational Chart
The Anita Zucker Institute for Entrepreneurial Educational Leadership



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