

DAWSON R. HANCOCK

Abbreviated Vitae

EDUCATION

Ph.D. 1991 Fordham University Language and Literacy Education
M.A. 1986 University of North Carolina at Chapel Hill Social Psychology
M.Ed. 1985 University of North Carolina at Chapel Hill Adult and Higher Education
B.S. 1978 West Point Political Science (NSPA)

PROFESSIONAL EXPERIENCE

2019-present Professor of Educational Research, Cato College of Education, University of North Carolina at Charlotte

2013-2019 Professor of Educational Research and Associate Dean for Research and Graduate Studies, Cato College of Education, University of North Carolina at Charlotte

2008-2013 Professor of Educational Research and Chair, Department of Educational Leadership, University of North Carolina at Charlotte

2005-2008 Associate Professor of Educational Research and Chair, Department of Educational Leadership, University of North Carolina at Charlotte

1999-2005 Assistant Professor of Educational Research, Department of Educational Leadership, University of North Carolina at Charlotte

1995-1999 Assistant Dean and Director of Student Academic Services, College of Education, University of North Carolina at Charlotte

PROGRAM EVALUATION EXPERIENCE

2010-2016 Evaluator of Arts and Science Council's Wolf Trap initiative to enhance student outcomes through arts-infused lessons in selected pre-Kindergarten settings in Charlotte-Mecklenburg School District

2009-2010 Evaluator of Arts and Science Council's ArtStart initiative to enhance student outcomes through arts-infused lessons in selected elementary schools in Charlotte-Mecklenburg School District

2004-2009 Evaluator of ArtsTeach's ArtStart initiative to enhance student outcomes through arts-infused lessons in selected elementary schools in Charlotte-Mecklenburg School District

- 2004-2005 Evaluator of UNC Charlotte's 450 thousand dollar grant from the U.S. Department of Education to examine problem-based learning in environmental engineering classrooms
- 2003-2004 Evaluator of the West Mecklenburg Collaborating for Educational Reform Initiative's 1.1 million dollar grant from the Ford Foundation to attract and support high quality teachers and administrators in schools within the Collaborative
- 2003 Evaluator of the UNC Charlotte Diversity in Information Technology Institute's 140 thousand dollar grant from the AT&T Corporation to teach selected North Carolina teachers and counselors technology skills and recruitment skills to attract females and minorities into the information technology field
- 2002-2006 Evaluator of the Charlotte-Mecklenburg School District's 1.83 million dollar, four-year grant from the U.S. Department of Education to enhance character development in students within twenty-five of the district's schools

TEACHING

- RSCH 6101 Educational Research Methods (*master's level course*)
 RSCH 6109 Assessment and Evaluation Methods (*master's level course*)
 RSCH 7196 Program Evaluation Methods (*master's level course*)
 RSCH 7111 Qualitative Research Methods (*master's level course*)
 RSCH 8111 Qualitative Research Methods (*doctoral level course*)
 RSCH 8210 Applied Research Methods (*doctoral level course*)
 RSCH 8120 Advanced Statistics (*doctoral level course*)
 RSCH 8196 Program Evaluation Methods (*doctoral level course*)
 RSCH 8212 Survey Research Methods (*doctoral level course*)
 ADMN 8999 Dissertation Research (*doctoral level course*)

RESEARCH

Books

- Hancock, D. R., & Algozzine, B. (2017). *Doing case study research: A practical guide for beginning researchers* (3rd ed.). New York, NY: Teachers College Press.
- Campbell-Whatley, G. D., Dunaway, D. M., & Hancock, D. R. (Eds.). (2016). *A school leader's guide to implementing the Common Core: Inclusive practices for all students*. Routledge/Taylor & Francis Group: New York, NY.
- Lafortune, L., Doudin, P., Pons, F., & Hancock, D. R. (Eds.). (2012). *Le emozioni a scuola*. Trento, Italy: Erickson.
- Hancock, D. R., & Algozzine, B. (2011). *Doing case study research: A practical guide for*

beginning researchers (2nd ed.). New York, NY: Teachers College Press.

Hancock, D. R., & Algozzine, B. (2006). *Doing case study research: A practical guide for beginning researchers*. New York, NY: Teachers College Press.

Pons, F., Hancock, D. R., Lafortune, L., & Doudin, P. (Eds.). (2005). *Emotions in learning*. Aalborg, Denmark: Aalborg University Press.

Lafortune, L., Doudin, P., Pons, F., & Hancock, D. R. (Eds.). (2004). *Intervenir sur les émotions à l'école*. Quebec, Canada: Presses de l'Université du Québec.

Book Chapters

Correa, V. I., Lo, Y., & Hancock, D. R. (2016). Young children and their families. In G. D. Campbell-Whatley, D. M. Dunaway, & D. R. Hancock (Eds.), *A school leader's guide to implementing the Common Core: Inclusive practices for all students* (pp. 52-70). Routledge/Taylor and Francis Group: New York, NY.

Wang, C., Hancock, D. R., & Campbell-Whatley, G. D. (2016). Data-driven formal and informal measures. In G. D. Campbell-Whatley, D. M. Dunaway, & D. R. Hancock (Eds.), *A school leader's guide to implementing the Common Core: Inclusive practices for all students* (pp. 37-51). Routledge/Taylor and Francis Group: New York, NY.

Müller, U., Hancock, D., & Wang, C. (2015). Schulleitung – Nein Danke?: Untersuchungen zur Motivation, Schulleiter zu werden oder zu bleiben. In Schulleitung und Schulentwicklung (Ed.), *Loseblattsammlung: 22* (pp. 1-23). Stuttgart: Raabe Verlag.

Hancock, D. R., & Müller, U. (2012). Identifying factors that influence the motivation of German and U.S. teachers to become school principals. In R.V. Nata (Ed.), *Progress in education: Volume 28* (pp. 143-157). New York: Nova Science Publishers.

Kassim, M., Hanafi, S., Aziz, A. & Hancock, D. R. (2009). Conformance evaluation of standards for the professional practice of internal auditing. In R. Nata (Ed.), *Progress in education: Volume 17* (pp. 187-212). New York: Nova Science Publishers.

Kassim, M.A., Hanafi, S. R., & Hancock, D. R. (2007). Test anxiety and its consequences on academic performance among university students. In R. Nata (Ed.), *Progress in education: Volume 15* (pp. 17-37). Huntington, NY: Nova Science Publishers.

Jones, J. P., & Hancock, D. R. (2005). Opening doors through enhanced decision-making skills: Preparing young adolescents for healthy futures. In F. Pons, D. R. Hancock, L. Lafortune, P. Doudin, (Eds.), *Emotions in learning* (pp. 119-138). Aalborg, Denmark: Aalborg University Press.

Hancock, D. R. (2004). Effects of cooperative learning on graduate students' motivation to learn. In L. E. Nunn (Ed.), *Readings in teaching and learning* (pp. 69-80). Littleton, CO:

CIBER Institute.

Hancock, D. R. (2003). Influencing students' achievement in eighth grade German and U.S. classrooms. In P. Mayring & C. von Rhoneck (Eds.), *Learning emotions: The influence of affective factors on classroom learning* (pp. 143-158). Frankfurt, Germany: Peter Lang Publishing.

Articles Published in Refereed Journals (Most recent from more than 90 articles)

Lowder, C., O'Brien, C., Hancock, D. R., & Hachen, J. (in progress). Examining the impact of *High School Success: A learning strategies intervention program on drop-out rates of at-risk ninth grade students*. *Journal of Research on Educational Effectiveness*.

Wang, C., Hancock, D. R., Shieh, J. J., & Hachen, J. (in progress). Student perceptions of formative assessments as related to student engagement and learning outcomes in the Chinese and U.S. contexts. *International Journal of Evaluation and Research in Education*.

Müller, U., Lude, A., & Hancock, D. R. (2020). Leading schools through sustainability: Fields of action and management strategies for principals. *Sustainability*, DOI: 10.3390/su12073031.

Hancock, D. R., Müller, U., Stricker, T., Wang, C., Lee, S., & Hachen, J. (2019). Causes of stress and strategies for managing stress among German and U.S. principals. *Research in Comparative and International Education*, 14(2), 201-214.

Hancock, D. R., Müller, U., Wang, C., & Hachen, J. (2019). Factors influencing school principals' motivation to become principals in the U.S.A and Germany. *International Journal of Educational Research*, 95, 90-96.

Wang, C., Hancock, D. R., Lim, J. H., Müller, U., Tulowitzki, P., & Stricker, T. (2019). Perspectives of South Korean school principals on job satisfaction in comparison to German and U.S. Principals. *Leadership and Policy in Schools*, DOI: 10.1080/15700763.2019.1696372.

Hancock, D. R., & Wright, S. W. (2017). Enhancing early childhood development through arts integration in economically disadvantaged learning environments. *The Urban Review*, 1-17. DOI: 10.1007/s11256-017-0440-y.

Müller, U., Hancock, D. R., Wang, C., & Stricker, T. (2017). *Schulleiter/in werden – die Entscheidung erleichtern*. In: Schule leiten, 7/2017, p. 52-53, Friedrich: Felber.

Wang, C., Hancock, D. R., & Müller, U. (2017). Factorial and item-level invariance of a principal perspectives survey: German and U.S. principals. *Journal of Applied Measurement*, 18(2), 215-227.

- Müller, U., Hancock, D. R., Wang, C., & Stricker, T. (2016). *Warum fällt es so schwer, sich für ein Schulleitungsamt zu entscheiden? Ergebnisse vergleichender Untersuchungen mit Lehrkräften und Schulleitern in den USA und in Deutschland, Teil 1*. In: *Beruf: Schulleitung*, 4/2016, S. 27-30, Berlin: Allgemeiner Schulleitungsverband.
- Hancock, D. R., Müller, U., & Wang, C. (2016). Motivating teachers to become school principals in the U.S.A. and Germany. *Journal of Global Research in Education and Social Science*, 7(2), 83-93.
- Hancock, D. R., Müller, U., & Wang, C. (2015). Potential barriers to becoming a school principal: Perspectives of German and U.S. principals. *Educational Research*, 6(30), 74-84.
- Hancock, D. R., & Müller, U. (2014). Disincentives to remaining a school principal: Perspectives of German and U.S. principals. *New Waves: Educational Research and Development*, 17(1), 66-79.
- Bird, J. J., Dunaway, D. M., Hancock, D. R., & Wang, C. (2013). The Superintendent's leadership role in school improvement: Relationships between authenticity and best practices. *Leadership and Policy in Schools*, 12(1), 37-59.
- Dunaway, D. M., Bird, J. J., Wang, C., & Hancock, D. R. (2013). Superintendents' perception of the school improvement planning process in the southeastern USA. *Educational Management Administration & Leadership*, 1-14. doi: 10.1177/17411432135021
- McGee, J. R., & Hancock, D. R. (2013). Arts-integration to enhance outcomes related to student learning. *Gender, Education, Music, and Society (GEMS)*, 6(4), 4-10.
- Hancock, D. R., Hary, C., & Müller, U. (2012). An investigation of factors impacting the motivation of German and U.S. teachers to become school principals. *Research in Comparative and International Education*, 7(2), 352-363.
- Lattimore, J. B., D'Amico, M., & Hancock, D. R. (2012). Strategic responses to accountability demands: A case study of three community colleges. *Community College Journal of Research and Practice*, 36, 928-940.
- Morris, T., & Hancock, D. R. (2013). The Institute of Medicine core competencies: A foundation for program evaluation. *Nursing Education Perspectives*, 34(1), 29-33.
- Marklin-Reynolds, J., & Hancock, D. R. (2010). Problem-based learning in a higher education environmental biotechnology course. *Innovations in Education and Teaching International*, 47(2), 175-186.
- Hancock, D. R., & Müller, U. (2009). Different systems – similar challenges? Factors impacting the motivation of German and U.S. teachers to become school leaders. *International Journal of Educational Research*, 48, 299-306.

- Hancock, D. R. (2009). Effects of performance assessment on the achievement and motivation of graduate students. *Active Learning in Higher Education*, 8(3), 219-231.
- Kassim, M.A., Hanafi, S. R., Aziz, A., & Hancock, D. R. (2009). An assessment of an instrument with which to conduct internal audits. *International Journal of Psychology Research*, 4(3/4), 209-250.
- Hanafi, S. R., Kassim, M.A., Ibrahim, K., & Hancock, D. R. (2009). Business reporting on internet: Development of a disclosure quality index. *International Journal of Business and Economics*, 8(1), 55-79.
- Morris, T., & Hancock, D. R. (2008). Program exit examinations in nursing education: Using a value added assessment as a measure of the impact of a new curriculum. *Educational Research Quarterly*, 32(2), 19-29.
- Ritter, J., & Hancock, D. R. (2007). Exploring the relationship between certification sources, experience levels, and classroom management orientations of classroom teachers. *Teaching and Teacher Education*, 23(7), 1206-1216.
- Hanafi, S. R., Kassim, M.A., & Hancock, D. R. (2007). Measuring the nature and quality of Internet financial reporting. *International Journal of Business and Economics*, 6(1), 42-54.
- Hancock, D. R. (2007). Exploring the effects of group testing on graduate students' motivation and achievement. *Assessment and Evaluation in Higher Education*, 32(2), 215-227.
- Nicholson, K., Hancock, D. R., & Dahlberg, T. (2007). Preparing teachers and counselors to help females and minorities embrace the information technology field. *Journal of Technology and Teacher Education*, 15(1), 123-143.
- Hancock, D. R., Black, T., & Bird, J. J. (2006). A study of factors that influence teachers to become school administrators. *Journal of Educational Research and Policy Studies*, 6(1), 91-105.
- Robertson, M., Hancock, D. R., & Allen, L. A. (2006). Why novice teachers leave: A principal explores the expectations and realities of first-year teaching. *Principal Leadership*, 6(8), 33-36.
- Hancock, D. R., Jones, J. P., & Nichols, W. D. (2005). Effects of students' aptitude and teachers' instructional methods on students' adjustment and academic achievement. *Journal for the Advancement of Educational Research*, 1(1), 33-47.
- Mattox, K., Hancock, D. R., & Queen, J. A. (2005). The effect of block scheduling on middle school students' mathematics achievement. *NASSP Bulletin*, 89(642), 3-13.
- Anderson, K. M., Hancock, D. R., & Jaus, V. P. (2004). The Charlotte Collaborative Project:

An initiative to improve teaching and learning by helping teachers earn National Board Certification. *Teacher Education and Practice*, 17(1), 89-108.

Hancock, D. R. (2004). Cooperative learning and peer orientation effects on motivation and achievement. *The Journal of Educational Research*, 97(3), 159-166.

Flowers, C. P., & Hancock, D. R. (2003). An interview protocol and scoring rubric for evaluating teacher performance. *Assessment in Education: Principles, Policy & Practice*, 10(2), 161-168.

Hancock, D. R., Flowers, C. P. (2003). The World Wide Web's effect on social desirability responding: An investigation of the motivation of survey-takers. *International Journal on E-Learning*, 2(3), 5-12.

Nichols, W. D., Jones, J. P., & Hancock, D. R. (2003). Teachers' influence on goal orientation: Exploring the relationship between eighth graders' goal orientation, their emotional development, their perceptions of learning, and their teachers' instructional strategies. *Reading Psychology*, 24(1), 57-85.

Hancock, D. R. (2002). An investigation of the quality of teacher education. *Teacher Education and Practice*, 15(3), 85-94.

PRESENTATIONS (Most recent from more than 200 presentations)

Hancock, D. R., Müller, U., Wang, C., & Hachen, J. (2020, February). Recruiting and retaining principals in the U.S.A. and Germany. Paper presented at the 2020 Annual Meeting of the North Carolina Association for Research in Education, Greensboro, North Carolina.

Hancock, D. R., Lim, J. H., Müller, U., Stricker, T., Tulowitzki, P., & Wang, C. (2019, June). Factors influencing the recruitment, development, and retention of school principals in Germany, China, South Korea, and the U.S.A. Paper presented at the 25th Annual German-American Research Symposium, Ludwigsburg, Germany.

Hachen, J., Hancock, D. R., Müller, U., Stricker, T., Wang, C., & Lee, S. (2019, March). Causes of stress and strategies for managing stress among German and U.S. principals. Paper presented at the 2019 Annual Meeting of the North Carolina Association for Research in Education, Charlotte, North Carolina.

Hancock, D. R. (2018, November). Enhancing early childhood development through arts integration in economically disadvantaged learning environments. Paper presented at the 2018 International Conference on Urban Education, Nassau, Bahamas.

Hancock, D. R., & Coggins, S.M. (2016, November). Using the arts to improve pre-Kindergarten and Kindergarten outcomes in urban contexts. Paper presented at the 2016 International Conference on Urban Education, San Juan, Puerto Rico.

- Hancock, D. R., Müller, U., & Wang, C. (2016, April). Factors conducive to becoming a school principal: Perspectives of German and U.S.A. principals. Paper presented at the 2016 Annual Meeting of the American Educational Research Association, Washington, D.C.
- Hancock, D. R., Müller, U., & Wang, C. (2016, February). Factors conducive to becoming a school principal: Perspectives of German and U.S.A. principals. Paper presented at the 2016 Annual Meeting of the North Carolina Association for Research in Education, Charlotte, North Carolina.
- Hancock, D. R., & Müller, U. (2015, April). Perspectives of German and U.S. principals regarding disincentives to remaining a school principal. Paper presented at the 2015 Annual Meeting of the American Educational Research Association, Chicago, Illinois.
- Brown, S., & Hancock, D. R. (2014, November). Arts integration to enhance outcomes related student learning in an urban context. Paper presented at the 2014 International Conference on Urban Education, Montego Bay, Jamaica.
- Hancock, D. R., Martin, C., & Flowers, C. P. (2014, October). Effects of performance assessment on the achievement and motivation of graduate students. Paper presented at the 23rd Annual Conference of the Consortium for Research on Educational Assessment and Teaching Effectiveness, Williamsburg, Virginia.
- Hancock, D. R., Martin, C., & Morris, T. (2014, October). An evaluation of an arts-integration program to enhance outcomes related to student learning. Paper presented at the 23rd Annual Conference of the Consortium for Research on Educational Assessment and Teaching Effectiveness, Williamsburg, Virginia.
- Hancock, D. R., Müller, U., Hayes, D., & Ellis-Lewis, J. (2014, February). Disincentives to remaining a school principal: Perspectives of German and U.S. principals. Paper presented at the 2014 Annual Meeting of the North Carolina Association for Research in Education, Greensboro, North Carolina.
- Dunaway, D. M., Wang, C., Hancock, D. R., & Bird, J. J. (2014, January). Superintendents' perceptions of the school improvement planning process in the southeastern United States. Paper presented at the 2014 Hawaii International Conference on Education, Honolulu, Hawaii.
- Hancock, D. R., & Müller, U. (2013, November). School leadership in Germany and the U.S.A. Paper presented at the 2013 Annual Meeting of the Association for the Advancement of Educational Research, Stuart, Florida.
- Müller, U., & Hancock, D. R. (2013, September). Comparing the motivation of German and U.S. teachers to become school leaders. Paper presented at the 2013 International School Leadership Symposium, Zug, Switzerland.
- Hancock, D. R., & Müller, U. (2013, August). Factors impacting the motivation of German and

- U.S. teachers to become school principals. Paper presented at the 15th Biennial European Association for Research and Learning and Instruction, Munich, Germany.
- Hancock, D. R., & Müller, U. (2013, May). Our recent efforts to identify factors that attract and retain school principals in the profession. Paper presented at the 19th Annual German-American Research Symposium, Ludwigsburg, Germany.
- Hancock, D. R., & Müller, U. (2013, April). New research on the motivation of German and U.S. teachers to become school principals. Paper presented at the 2013 Annual Meeting of the American Educational Research Association, San Francisco, California.
- Hancock, D. R., & Müller, U. (2012, April). Research on the motivation of German and U.S. teachers to become school principals. Poster session at the 2012 Annual Meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
- Hancock, D. R., Hary, C., & Müller, U. (2012, February). An investigation of factors impacting the motivation of German and U.S. teachers to become school principals. Paper presented at the 2012 Annual Meeting of the North Carolina Association for Research in Education, Winston-Salem, North Carolina.
- Bird, J. J., Dunaway, D. M., & Hancock, D. H. (2012, February). The superintendent's leadership role in school improvement: Relationships between authenticity and best practices. Paper presented at the 2012 Annual Meeting of the North Carolina Association for Research in Education, Winston-Salem, North Carolina.
- Dunaway, D. M., Bird, J. J., Wang, C., & Hancock, D. R. (2012, January). Superintendents' perceptions of the school improvement planning process in the southeastern United States. Paper presented at the 2012 Hawaii International Conference on Education, Honolulu, Hawaii.
- Hancock, D. R., & Müller, U. (2011, October). Identifying factors that influence the motivation of German and U.S. teachers to become school principals. Paper presented at the 12th International Conference on Education Research, Seoul, South Korea.
- Müller, U., & Hancock, D. R. (2011, September). Do I really want to be a principal? Factors impacting the motivation of German and U.S. teachers to become school leaders. Paper presented at the 2011 International Seminar and School Leadership Symposium, Zug, Switzerland.
- Hancock, D. R., & Müller, U. (2011, June). School leadership in Germany and the US: Lessons learned from a five-year research collaboration. Paper presented at the 17th Annual German-American Research Symposium, Ludwigsburg, Germany.
- McGee, J., & Hancock, D. R. (2011, February). Arts integration to enhance outcomes related to

student learning. Paper presented at the 2011 Annual Meeting of the North Carolina Association for Research in Education, Winston-Salem, North Carolina.

Hancock, D. R. (2010, November). Arts integration to enhance outcomes related to student learning. Paper presented at the 2010 Annual Meeting of the American Evaluation Association, San Antonio, Texas.

Müller, U. & Hancock, D.R. (2010, June). Motivation to become or not to become school leaders. Paper presented at the 16th Annual German-American Research Symposium, Charlotte, North Carolina.

Hancock, D. R., & Müller, U. (2010, April). Factors impacting the motivation of German and U.S. teachers to become school leaders. Paper presented at the 2010 Annual Meeting of the American Educational Research Association, Denver, Colorado.

Hancock, D. R., & McGee, J. (2010, April). Arts integration to enhance outcomes related to student learning. Paper presented at the 2010 Annual Meeting of the American Educational Research Association, Denver, Colorado.

Hancock, D. R., & Müller, U. (2010, February). Different systems – Similar challenges? Factors impacting the motivation of German and U.S. teachers to become school leaders. Paper presented at the 2010 Annual Meeting of the North Carolina Association for Research in Education, Winston-Salem, North Carolina.

Rickelman, B., Bieg, S., Hancock, D. R., & Mittag, W. (2009, June). Cross-cultural study of the relationships between teachers' and students' motivation. Paper presented at the 15th Annual German-American Research Symposium, Ludwigsburg, Germany.

Gorman, P., Raymond, J., Schoeneberger, J., Algozzine, B., & Hancock, D. R. (2008, October). Building urban university and district research partnerships. Panel discussion at the 52nd Annual Fall Conference of the Council of the Great City Schools, Houston Texas.

Müller, U., Hancock, D. R., & Bird, J. (2008, May). The motivation to become a school leaders: Different systems - same problems? A German-American comparative. Paper presented at the 14th Annual German-American Research Symposium, Charlotte, North Carolina.

Hancock, D. R. (2008, March). Performance assessment's impact on graduate students' achievement and motivation. Paper presented at the 2008 Annual Meeting of the American Educational Research Association, New York, New York.

Hancock, D. R., & Bird, J. J. (2008, March). Motivators and inhibitors to becoming a school leader. Paper presented at the 2008 Annual Meeting of the American Educational Research Association, New York, New York.

Hancock, D. R. (2008, February). Effects of performance assessment on the achievement and motivation of graduate students. Paper presented at the 2008 Annual Meeting of the North Carolina Association for Research in Education, New Bern, North Carolina.

Hancock, D. R., & Müller, U. (2007, November). Comparing factors that influence U.S. and German teachers to become school administrators. Paper presented at the 2007 Annual Convention of the University Council for Educational Administration, Alexandria, Virginia.

Hancock, D. R. (2007, June). A study of factors that influence teachers to become school administrators in the United States. Paper presented at the 13th Annual German-American Research Symposium, Ludwigsburg, Germany.

Hancock, D. R. (2007, April). Evaluating graduate students' achievement and motivation. Paper presented at the 2007 Annual Meeting of the American Educational Research Association, Chicago, Illinois.

Hancock, D. R. (2006, November). A study of factors that influence teachers to become school administrators. Paper presented at the 2006 Annual Meeting of the Association for the Advancement of Educational Research, Stuart, Florida.

Nichols, W. D., Hancock, D. R., & Rickelman, B. (2006, June). Improving middle school teachers' application of learning strategies. Paper presented at the 12th Annual German-American Research Symposium, Charlotte, North Carolina.

FUNDED GRANTS

Royster, D., Pugalee, D., & Hancock, D. (2009). *Building Teacher Leadership for Quality Mathematics Instruction*. Funding Source and Level: UNC General Administration, \$299,981.

Hancock, D. R. (2008). *CMS-EDLD Assistantship*. Funding Source and Level: Charlotte-Mecklenburg Schools: \$9,000.

White, W., Hancock, D. R., Pugalee, D., & Rudes, B. (2006). *Every student learns at school*. Funding Source and Level: UNC General Administration, \$300,000.

Hancock, D. R. (2002). *Character development in Charlotte-Mecklenburg schools*. Funding Source and Level: U.S. Department of Education, \$70,405.

Flowers, C. P., Testerman, J., Hancock, D. R., & Algozzine, B. (1999). *Development of the career teacher evaluation system*. Funding Source and Level: North Carolina Department of Public Instruction, \$70,000.

SERVICE

Leadership Positions

Associate Dean for Research and Graduate Studies, College of Education, University of North Carolina at Charlotte (2013-2019)

Chair, Department of Educational Leadership, College of Education, University of North Carolina at Charlotte (2005-2013)

Vice-President for Measurement and Assessment, Association for the Advancement of Educational Research (2005-2010)

President, North Carolina Association for Research in Education (2001-2002)

Board of Directors, North Carolina Association for Research in Education (1996-2001)

Editorial Service

Editorial Review Board, *Journal of Technology and Teacher Education* (2002-2005)

Guest Editor, *NASSP Bulletin* (2005)

Guest Editor, *Journal for the Advancement of Educational Research* (2005)

Guest Editor, *Educational Technology Research and Development* (2004)

Guest Editor, *Teacher Education and Practice* (2004)

MEMBERSHIPS

American Educational Research Association

Association for the Advancement of Educational Research

North Carolina Association for Research in Education