



*The College of*

# WILLIAM & MARY

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Dr. Pamela Hammond, Provost  
Hampton University  
Hampton, VA 23668

Dear Dr. Hammond:

It gives me great pleasure to write this letter of support for Shannon Chance for her application for promotion to full professor at Hampton University. I have known Shannon for six years since my arrival at the College of William and Mary. Shannon was in several of my classes and I served on her dissertation committee. As you know, Shannon pursued her Ph.D. while working full-time as an associate professor at Hampton University. Her time management skills were superb and the quality of her work was always at the top of her class. She really raised the bar for others in the class given her level of preparation and intellect. As an instructor, I found the mere presence of Shannon in a classroom helped to increase the level of discussion. I actually had a student tell me after our policy class that he prepared more for the class because he didn't want to look foolish in front of Shannon or be at the receiving end of her pointed arguments for an assertion she was making. I find that I love to engage her in conversation since it helps to inform my own thinking and helps me bring to the forefront any assumptions I may have held on a topic.

Shannon is among the most gifted doctoral students I have worked with in my career. I have directed over 25 dissertations and served on 20 dissertation committees, which gives me a good basis of comparison. What I have found special about Shannon is her inquisitiveness and dedication to the learning process. Rather than approaching her doctoral work as merely a check-list of courses and requirements, Shannon engaged in the material to draw connections through synthesis and application. She is able to blend her expertise in architecture and her knowledge of higher education in a unique manner. She truly exhibited higher order critical thinking skills in her class work and writing. Additionally, she wrote the best comprehensive exam I've seen in my time at William and Mary.

The research that was the focus of Shannon's dissertation focused on blending her experience in architecture and her knowledge of higher education. She investigated college and university building construction projects that are seeking Leadership in Energy and Environmental Design (LEED®) designation. The LEED Green Building Rating system awards points for building construction based on construction and planning process built on environmentally sound practices. Shannon sought to determine how the awarding of points to acquire LEED status is comprised, thus allowing for an analysis of decision-making processes by university planners in the process. Understanding more

about the leadership elements in the process can inform practice for higher education leaders, but also help those in the LEEDs operations to know how their intended rating system operates in reality. Her work is ground breaking in the field. The system managers at LEEDs have expressed interest in the research outcomes. Moreover, the heightened efforts of sustainability on campus press leaders for more results, at the same time acknowledging the fiscal costs.

Most recently, Shannon completed a year as a Fulbright scholar at the Dublin Institute of Technology (DIT). Here, she investigated the role of problem-based learning in courses in DIT's engineering program. Knowing more about how this active learning approach impacts student development and learning through using a hands-on active learning strategy for teaching and learning impacts student learning is critical. What marks this research as important for the field are three distinct outcomes. First, documenting and assessing the student learning process becomes increasingly necessary as the public demands accountability from institutions of higher education. ABET, the accreditation body for engineering in the United States, includes active learning and project-based assessment in its review criteria. Second, Ireland's participation in the Bologna Process necessitates documenting comparable learning outcomes for courses among different colleges and in different countries. Finally, the recent inclusion of architecture in the school of College of Engineering and the Built Environment at DIT provides a forum to take advantage of Shannon's areas of expertise. Her work in sustainability and her experience in teaching architecture courses provided her with a unique set of skills to bring to this burgeoning program at DIT. She has already presented on the research project and has several publications to her credit tied to this research. Shannon's collaborative spirit has created many by-product research products from this work as well.

I fully anticipate Shannon to be one of those students who makes a mark on the field. By association, our program will benefit from having her as an alumna representing us in the profession. In summer 2011, Shannon taught a course for us on Environmental Sustainability in Higher Education that students have raved about (see article highlighting this class at <http://education.wm.edu/giving/inthenews/eppl-sustain.php>). Shannon's dedication to good teaching practices, her work in the international realm, and her solid research skills all contribute to her the classroom side of faculty work. She has led student trips abroad and aided in expanding the horizons of the minority students who make up the bulk of Hampton University's enrollment. Her work abroad as a student and faculty member and her work at an Historically Black College/University position her to appreciate a multicultural approach to organizational leadership and to recognize the variety of strengths a diverse population brings to any setting. Shannon is able to get the best out of students and to instill in them a love of learning.

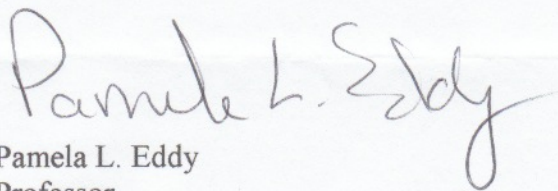
An indication of Shannon's professionalism and her work as a researcher was her willingness to travel to Ireland in March 2011 to investigate partnering possibilities. She spent a week in Dublin and met with several individuals at DIT. This type of advance preparation and dedication are indicative of the energy she brings to her faculty work. During this visit, she was also able to attend student presentations on design and served as an outside commentary for the students, giving them feedback on their work and posing questions to advance their projects. Shannon's initiative to make a trip to Ireland in advance of any type of research award highlights her dedication to the learning enterprise.

It is rare that we see students of Shannon's caliber cross our paths. Most recently I asked Shannon to write the concluding chapter for a volume of *New Directions for Higher Education* that focused on the learning across the educational enterprise—including student learning, faculty as learners, and how organizations learn. She needed to complete this project under a tight timeline as it required her

to read all the chapters in the volume prior to writing her conclusion. She worked within this timeframe and submitted a chapter that not only tied the topics of the volume together, but advanced how we should be thinking about learning as a group process. Her research in Ireland provided her with good fodder for showcasing not only how we are looking at learning within a US system of higher education, but how the ideas in the volume can inform learning around the world.

It without reservation that I support Shannon's application to full professor. As an external reviewer of faculty dossiers, I am quite familiar with the rubrics by which to judge past performance and future promise. Shannon is a productive scholar, an inspiring teacher, and a consummate professional with the service she provides to Hampton University and to the field. Please let me know if you would like additional information regarding my endorsement of Shannon's dossier or if you have any questions regarding the information I have presented in this support letter.

Sincerely,

A handwritten signature in cursive script that reads "Pamela L. Eddy". The signature is written in dark ink and is positioned to the right of the typed name.

Pamela L. Eddy  
Professor