

# College of Education and Psychology

## 2000-2001 Annual Report

June 29, 2001

**College Mission:** The College of Education and Psychology at NC State University, as a technologically advanced, diverse learning community, prepares educational and psychological professionals, advances knowledge through educational and psychological research, and renders service globally to constituents in these professional areas.

**College Vision:** The College of Education is committed to being a leader and innovator in research, application, and dissemination of effective strategies for teaching and learning through technology-enabled learning environments with the ultimate aim of preparing educators who foster high achievement for all students.

Submitted by  
Kathryn M. Moore, Dean

Interim Associate Deans  
Samuel S. Snyder, Research and External Affairs  
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Department Heads  
Carol E. Kasworm.....Adult and Community College Education  
Stanley B. Baker.....Educational Research and Leadership and Counselor Education  
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John E. Penick.....Mathematics, Science, and Technology Education  
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## Changes in Service Environment

- 1 **The teacher shortage is increasing in North Carolina.** However, the conditions that make teaching an attractive long-term career are not responding to the growing market. Money is simply not flowing to schools nor is it coming to colleges of education to recruit and prepare students for teaching careers. Demand for many College programs is strong; demand for our graduates is strong in education as well as in other industries and agencies, which are more lucrative.
- 2 **Distance and online education are the new, new things in higher education.** Not only are faculty across the College working in these new environments, but we also have one of the few programs to conduct research and prepare professionals in this burgeoning field. We are poised to do more as resources are identified.
- 3 **Rising standards, high stakes testing, and growing regulation make it a challenging environment in which to prepare licensed educators.** The cost of preparing students is compounded by the costs of complying with the changing regulations and expectations of a variety of external agencies. Our curricula are packed with content and our students are placed under growing expectations for high performance on formal tests, such as the Praxis, and on evaluations of work products, such as portfolio assessments.
- 4 **Innovations in teaching and learning are proceeding at an accelerating pace as various technologies are incorporated.** The faculty in several areas of the College, such as mathematics education, graphics communication, and middle grades social studies and language arts, are poised to forge ahead in research and development using these technologies. The proposed Center for Educational Innovation will be the prime venue for this work.

## Compact Plan: Progress Toward Implementation in 2000-2001

- I **Develop Educational Psychology Expertise in the College:** Detris Honora and Jason Osborne, two educational psychologists, will join the Educational Research and Leadership and Counselor Education Department in fall 2001, and the College will assume the responsibility for teaching PSY 304 Educational Psychology.
- II **Increasing pedagogical and research expertise in the critical areas of science and mathematics teacher preparation:** Ronald Tzur (associate professor) and Karen Flanagan, Leigh

Ann Haefner, and Eileen Parsons (all assistant professors) have been appointed in Mathematics, Science, and Technology Education. The database to permit the College to respond more completely to requests from NCATE, the AACTE Report, the IHE State Report, Title II Federal Report, Department of Public Instruction updates, reports to UNC-GA, and others is in place.

**III Working with the CMAST consortium to develop distance learning, extension and**

**summer programs/courses for inservice and preservice educators in rural areas:** The hiring of the CMAST coordinator has been put on hold pending news of the 2001-2002 budget. The Department of Mathematics, Science, and Technology Education received a grant to develop a unilateral program with Carteret Community College and other members of the CMAST consortium. This also includes the visit of CCC students to the NC State campus and the development and teaching of courses and workshop for inservice teachers in the CCC service area.

**IV Increase support for faculty research through internal, state, federal and foundation**

**funds:** The position of college Director of Research Development was created and Lydia Tolar was hired, effective February 8, 2001, and we have begun to reorganize the Accounting, Contracts, and Grants Office to dedicate two, full-time positions to preaward functions. The quantity of proposals, the extent of funding requested, and the number of faculty involved are increasing. There is also a noticeable optimism among the faculty regarding granting.

**V Develop excellence in Instructional Technology:** Jane Steelman and Alan Foley were

appointed as assistant professors in the instructional technology program in the Curriculum and Instruction department. These two positions will help to promote professional development in IT, research in the area of IT, the use of IT in the classroom, and growth of the IT graduate program.

**VI Enhance the Adult and Community College Education programs:** A search for the Joseph

D. Moore Chair in Community College Leadership ended with the appointment of Larry Tyree a nationally distinguished community college leader with over 25 years as a college president. This appointment has garnered national attention and heightened opportunity for the ACCE program to have national visibility and greater resources for its activities.

**VII Plan and build the Centennial Campus Center for Educational Innovation:** The vision for the Center was revised to focus on research on teaching and learning in technology-enhanced environments. We advertised the new vision at the Emerging Issues Forum and by giving tours to selected individuals. Plans for fund raising for the building adjacent to the Middle School are the top priority now that a new college development officer is now in place.

**VIII Create a Learning Technologies Resource Center (LTR Center) in Poe Hall and strengthen program capacity in technology-enabled teaching and learning:** A team of faculty, administrators, and staff has developed a plan to reorganize and integrate all computing and instructional technology functions in the College. Implementation of the plan awaits budget decisions for 2001-2002. The proposed Model Teaching and Learning Studio was opened in Poe 417 and a facilities modification request has gone forward to begin preliminary renovations to the fifth floor of Poe Hall. In May we conducted a full week of workshops to enhance faculty use of technology in teaching.

**Diversity: Initiatives and Progress**

The College of Education diversity initiative, “The Teachers Our Children Deserve: Reconceptualizing Teacher Preparation for North Carolina’s Increasingly Diverse K-12 Schools” involves three components: 1) expanding learning experiences offered in the undergraduate course ECI 305 Principles of Teaching Diverse Populations, 2) increasing the diversity among the CED faculty by building a cadre of adjunct faculty of color, and 3) the Leadership Institute for Future Teachers (LIFT), a program designed to introduce students of color to the teaching profession. Seed money was awarded to the College via the provost’s initiative. We have initiated dialog to reconceptualize requirements for study of diversity in all teacher education curricula. Additionally, the first LIFT session will be held in the summer of 2002.

Diversity data from UPA showing the proportion of underrepresented groups among students and faculty and in the College of Education--

Measure		1996-97	1997-98	1998-99	1999-00	2000-01
Faculty percent female	CED	<b>37.5%</b>	<b>39.1%</b>	<b>39.7%</b>	<b>39.0%</b>	<b>38.5%</b>
	NCSU	21.8%	22.6%	23.2%	22.7%	23.6%
Student percent female	CED		<b>65.6%</b>	<b>66.9%</b>	<b>67.1%</b>	<b>65.5%</b>
	NCSU		40.1%	40.9%	41.2%	41.5%
Faculty percent of color	CED	<b>15.6%</b>	<b>17.2%</b>	<b>17.5%</b>	<b>16.9%</b>	<b>16.9%</b>

		7.4%	7.4%	7.8%	7.5%	7.5%
Student percent of color	CED	<b>21.4%</b>	<b>21.7%</b>	<b>24.7%</b>	<b>24.3%</b>	
	NCSU	19.4%	19.6%	20.2%	21.3%	
T/TT Faculty percent female	CED	<b>32.7%</b>	<b>32.7%</b>	<b>34.0%</b>	<b>36.0%</b>	<b>39.2%</b>
	NCSU	16.3%	16.4%	16.7%	17.1%	18.9%
T/TT Faculty percent of color	CED	<b>20.4%</b>	<b>21.2%</b>	<b>20.8%</b>	<b>20.0%</b>	<b>19.6%</b>
	NCSU	7.6%	7.6%	8.0%	7.9%	8.0%

The College of Education faculty and students are substantially more diverse than the University totals in regard to the representation of females and people of color.

**Instructional Program Advances**

The Educational Leadership faculty completed an extensive review of the curriculum culminating in several successful course actions. Faculty members in Curriculum and Instruction redesigned the master's degree program in business and marketing education to be submitted for approval as a distance learning degree, developed the first teacher education course in the country that focuses on GIS in education, and made significant progress in developing curriculum for the instructional technology graduate programs. Faculty in Mathematics, Science, and Technology Education revised significantly all of the masters degree programs, developed lateral entry programs for mathematics and science education, and began a review of all preservice teacher education programs. The Adult and Community College Faculty, with a DELTA grant, is developing a distance education master's program in training and development and creating a community college teaching certificate program.

**Research**

Research expenditures in the College of Education and Psychology for 2000-2001 totaled approximately \$2,900,000. Proposal production since the appointment of the new director of research development has increased several fold compared to the same period last year. The table below summarizes some products related to the College research enterprise:

Activity	Year		
	1998-99	1999-00	2000-01
Books	21	27	18
Book Chapters	37	44	41
Refereed Articles	147	102	125
Presentations	333	310	329
Editors and Editorial Boards	85	76	60

## **Extension**

College faculty conducted more than 80 projects providing nearly \$300,000 of in-kind professional services to schools in North Carolina. The Training and Development program (ACCE) hosted the International Academy of Human Resource Development, attracting over 400 participants to the Research Triangle. Faculty in ERLCE provided service to the North Carolina Center for School Violence, the Raleigh Vet Center, and the North Carolina Department of Public Instruction. The College maintains 15 "Online Tools for Schools" including Science Junction, Literacy Junction, *MidTech* Magazine, and MEGA, Middle Educators Global Activities [<http://cep.ncsu.edu/onlinetools/index.html>]. Career Key, an on-line career information and advising system developed by Dr. Larry Jones of ERLCE, was featured in *USA Today* and receives thousands of hits weekly from the US and abroad. The Center for Research in Mathematics and Science Education conducted several "Girls on Track" camps (a program to foster interest in science careers among middle school females) serving more than 40 teachers and nearly 200 young women. The Model Clinical Teaching Program provides consultation and training to a dozen colleges or universities and to school systems in 10 counties.

## **Faculty**

**Adult and Community College Education:** Duane Akroyd received the 2001 Harold Silverman-Radiation Therapist Distinguished Author Award, George Baker received the Paul A. Elsner Excellence in Leadership award through the International Chair Academy and the Order of the Long Leaf Pine in recognition of his service to the state, Don Locke served as the President of the National Association for Counselor Education and Supervision, Don Martin was appointed a Senior Research Associate, Army Research Institute and US Army Special Operations Command, Barbara Sparks was appointed Research Associate, Low Income Women and Post-Secondary Education Research Network (LIPSERN), The CUNY Graduate School, Howard Samuels State Management and Policy Center, New York, and George Vaughan received the 2001 CSCC Distinguished Service Award from the Council for the Study of Community Colleges.

**Curriculum and Instruction:** Carol Pope received the James N. Britton Award for Inquiry in recognition for an article she published in *English Education*; Candy Beal, Alan Reiman, and Anna Wilson were

inducted into the NCSU Academy of Outstanding Teachers; Candy Beal was inducted into the Academy of Outstanding Faculty Engaged in Extension; and Alan Reiman was appointed a Faculty Fellow in the Center for Student Leadership, Ethics, and Public Service.

**Mathematics, Science, and Technology Education:** Lee Stiff served as president of the National Council of Teachers of Mathematics; John Penick was elected president of the Association for the Education of Teachers of Science; Susan Butler and Sally Berenson were inducted into The Academy of Outstanding Faculty Engaged in Extension; Ted Branoff, Aaron Clark, Brian Matthews, Alice Scales, Eric Wiebe, and graduate student Rodney Lee Carroll were named to the Faculty of Distinction of AutoDesk (this elite group includes only 27 members); Aaron Clark received the Bronze Award from the AutoDesk Corporation (along with \$125,000 of software) for his distinguished contributions to the field of computer aided design; Bill Waters received the Orthogonal Medal for contributions to the field of technical graphic communications and also serves as the Vice President of the NC Council of Teachers of Mathematics; Jack Wheatley is the current president of the NC Science Leadership Association and Karen Dawkins is the president-elect.

**Educational Research and Leadership and Counselor education:** Paul Bitting served as president of the South Atlantic Philosophy of Education Society and Herb Exum served as president of the North Carolina Association for Multicultural Counseling and Development.

**Psychology:** Amy Halberstadt was inducted into the Academy of Outstanding Teachers and Bert Westbrook was named an Alumni Distinguished Undergraduate professor. Tom Hess served as program chair and chair of the membership committee for an American Psychological Association division. Mark Wilson was elected president of NCIO, the North Carolina Industrial/Organizational Psychology organization.

### **Students**

Students in the College of Education and Psychology compare well with those across the University. The incoming students in 2000-2001, for example, averaged 577 SAT-V, 596 SAT-M, and 3.99 HSGPA, as compared to 578, 607, and 3.94 for all entering first year students. Similarly, the GPA among College undergraduates is 2.94, compared to 2.86 for the University overall. This year 29 students were inducted into Phi Kappa Phi and 10 became members of Phi Beta Kappa. Brandon

Buskey, a Park Scholar, received a Truman Scholarship. Undergraduates in Psychology, in cooperation with those at Meredith College, conduct the Carolinas Psychology Conference. With more than 200 attendees from five states, this gathering is among the largest in the country run by undergraduates and emphasizing the presentation of their own research projects. Graduate students in ACCE conducted a statewide conference on diversity issues in May. A group of 30, first-year teaching fellows provided more than 6,000 hours of tutoring to local schools. A rising senior in business and marketing education served as the NC student representative to the National Educational Association conference.

### **Fund-Raising**

Gifts received for the College of Education for 2000-2001, according to the University Development Office totaled \$240,221, most of which were targeted to specific scholarships, programs, or departments. With a new development officer in place for the College and a renewed commitment to the Centennial Center for Educational Innovation, a major fund-raising effort is anticipated for 2001-2002 and beyond.

### **Administration**

**Changes:** Kathryn M. Moore was appointed dean of the College, Jack H. Wheatley was appointed interim associate dean for academic affairs, and Samuel S. Snyder was named interim associate dean for research and external affairs. Bill Johnston was hired as associate professor in ERLCE. Kenneth Brinson (ERLCE), Hollylynne Drier (MSTE), Anthony Rolle (ERLCE), and Barbara Sparks (ACCE) were appointed as assistant professors. Lydia Tolar was appointed college director of research development. Carol Pope (C&I) was promoted to professor, Siu-Man Ting (ERLCE) and Glenda Carter (MSTE) were promoted to associate professor with tenure, and Theodore Branoff, Susan Butler, and Aaron Clark (all MSTE) were reappointed as assistant professors. Stanley Baker stepped down as head in ERLCE and Terrance O'Brien stepped down as interim head in Curriculum and Instruction, both to return to full-time teaching. George Baker (ACCE, Moore Distinguished Professor) and Raymond Taylor (ERLCE) retired. John Pijanowski (ERLCE) and Susan L. Westbrook (MSTE) resigned to accept other positions.

**Achievements:** The central achievement in 2000-2001 was a revision of the College compact plan to coordinate an all-college focus on teaching and learning in technology-rich environments, a related reconceptualization of the Centennial Campus Center for Educational Innovation, and a reworking of



existing services to create the Learning Technologies Resource Center in Poe Hall. Other important achievements include appointing the college director of research development, expanding the preaward section of the research office, and negotiating the alignment of the Psychology Department with the College of Humanities and Social Sciences. This latter activity will result in changing our name to College of Education as of July 1, 2001. The College is preparing for a combined NCATE/North Carolina Department of Public Instruction accreditation review in Spring 2002. The Centennial Campus Middle School, a cooperative project between Wake County Public Schools and the College of Education and Psychology, began operations in July, 2000.

### **Recommendations and concerns for the future**

As the College of Education works to become a research intensive professional college with national aspirations, the new vision for the Centennial Campus Center for Educational Innovation is a centerpiece for the College vision as a whole and a means for people inside and outside the University to see what a 21<sup>st</sup> century college of education can be. The whole of the compact plan is designed synchronistically: The new faculty positions, the research development officer, the focus on technology coupled with the new Center for Educational Innovation and Poe Hall renovations all strengthen the research capacity of the College which is essential for the Center to succeed. Simultaneously, the presence of the center heightens the visibility of the College and will likely attract more interest and support, particularly for the anticipated growth in graduate student enrollment.

In line with this vision we make the following recommendations:

- Reward the College more adequately for its enrollment gains in undergraduate, graduate and distance education programs. The College faces increasing costs of instruction to prepare teachers for technology-enabled environments. Improve the incentives and support for distance education programs, including lateral entry teacher preparation programs.
- Support and enhance faculty research activity. For the first time this year, new hires in the College received a modicum of start up funds. We need additional money to seed other faculty, particularly those who show strong potential.
- Support the College in its quest to build the Center for Educational Innovation and to create a presence on the Centennial Campus for educational enterprises that compliment the Center.

The College is committed to doing its share to contribute to the central thrusts of the University through improved and invigorated teaching, research and outreach programs. Moreover, we are desirous of doing our part to address the rising teacher shortage in the state that is accompanied by shortages of administrators, counselors, and community college personnel. We seek to play a vital role in meeting these challenges, but we are unable to do so with resources for faculty and operating monies for programs that shrink rather than grow year after year.

We share the University's vision to become an exemplary land-grant university for the 21<sup>st</sup> century, and we believe such a vision calls upon this college to fulfill its goal of being a research-intensive professional school with national stature.