

# College of Education

## 2003-2004 Annual Report

June 25, 2004

**College Mission:** The College of Education is a voice of innovation for learning across the life span. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community.

### Submitted by

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## Changes in Service Environment

- 1. The demand for educators in both K-12 and higher education continues to increase.** North Carolina anticipates the need for approximately 80,000 teachers in this decade. In addition, retirements and turnover in administrative personnel in both K-12 and community colleges approach 40% at both levels. The state is devising a number of strategies for addressing these issues. Clearly, our College will be expected to be more responsive. Since 2000, we have doubled the number of entering freshmen and quadrupled the number of licensure only and lateral entry students. However, new resources are needed even as the state deals with a slow economic turn-around along with increasing demands to raise salaries for current staff and also to attract people to fill vacancies. Sister colleges of education in the university system are also expanding their degree programs, some with offerings in the Raleigh area via distance education, especially in graduate programs. Hence, the College faces a complex environment within which to steer a responsive yet strategic course.
- 2. Distance and online education are growing exponentially.** Distance education is one key strategic response to the rising demand. The College is aggressively pursuing several new courses and entire degree programs, primarily at the graduate level. We are working with local school districts to make educational access even more convenient for both licensure and degree seekers. We also expect to be one of the few programs in the state to conduct research and prepare advanced degree-holders for leadership in the burgeoning DE field.
- 3. Rising standards, high stakes testing, and growing regulation at both the state and increasingly at the federal level create many new challenges for preparing licensed educators.** All parties are agreed that the single most important element in ensuring high quality education to all students is a highly qualified teacher in every classroom. The No Child Left Behind legislation of the federal government shifts some federal funding to local education agencies (LEAs) with which the College is expected to play a partnering role. State government and accrediting agencies continue to demand more regulatory compliance from institutions of higher education (IHEs) such as our University and College. Regrettably the costs for producing new and better-prepared educators are not matched by new resources.
- 4. Innovations in the use of various digital technologies for teaching and learning are continuing.** Advancing technological applications are becoming increasingly important to educational quality at all levels. The College is actively pursuing strategic partnerships with technology and software companies in order to maintain a leading role in innovation. The William and Ida Friday Institute for Educational Innovation that is being built on the Centennial Campus of NC State will capitalize on these interests and become a focal point for research in the region. Private individuals as well as leading corporations are making generous financial and in-kind donations to assist the College in achieving this goal, with the facility scheduled to open in late 2005.
- 5. State economic downturn will likely affect the speed if not the direction of College activities.** The state's continuing budget crisis is will slow down needed faculty hiring and student recruitment. Research revenues in the College have doubled since last year, to provide resources for the advances in knowledge

we also need. Private funding for student scholarships is also being sought. We must remain forward focused even in the face of these economic challenges.

### **Compact Plan: Progress Toward Implementation of 2004-07 Initiatives**

**I. Plan and Build the William and Ida Friday Institute for Educational Innovation.** Groundbreaking for the Friday Institute was held on Thursday, April 15, 2004, with more than 300 persons attending, including Chancellor Marye Anne Fox, U.S. Rep. David Price, UNC President Molly Broad, NC School Superintendent Mike Ward, Wake County Public Schools Superintendent Bill McNeal, North Carolina legislators, corporate leaders, NCSU dignitaries, faculty and staff members. The Friday Institute National Advisory Board, under the leadership of Dr. Tom Houlihan, former education advisor to former Gov. Jim Hunt, has been instrumental in identifying potential donors and grant sources and has worked to further define the mission and goals of the Institute. Institute Director Hiller Spires continues to spearhead the faculty work and outside partnerships to design programmatic and research initiatives for the facility. Project Manager Dr. Andy Overstreet has worked with architects and designers to facilitate design changes to increase square footage inside the building by moving the mechanical room to the roof. Designs were finalized and approved by University and state officials, and bids were advertised in May. Bids were opened in mid-June, and the contract is to be awarded shortly; construction should begin in the fall.

**II. Develop a College Office of Distributed Learning Services.** The College seeks to increase dramatically its distance and online offerings, and to make this effort a key part of our mission and scholarly interest. Our future is one that will be fully engaged in teaching and learning through various forms of distributed learning, and our research and professional contributions will be aimed at capturing national visibility in this arena. The College is one of only three units at NC State offering full degree programs online. In 2003-04 faculty in the College offered 98 course sections via DE, generating more than 2000 semester credit hours. We offer a doctoral program in Asheville, an online master's degree in training and development, and an online master's/licensure concentration in business and marketing education. Our school leadership master's program works with cohorts in four off campus county or city venues serving about 150 principal candidates. College of Education faculty in Science, Social Studies and English are launching an NC-Teach program for high school lateral entry teachers in summer 2004. In partnership with DELTA an expert consultant has been hired and is now working with us to review current work and help us prepare for future growth in delivering distributed learning.

**III. Interrelated Programs for Multicultural Youth Advocacy: SAY Living Learning Village (SAY) and Partnership with 4-H Youth Development Program for Master's Degree (below in IV.).** Many research universities such as NC State have designed innovative programs to personalize the college experience, especially for first-year students from diverse populations. This initiative addresses cultural diversity among undergraduates by supporting the Students Advocating for Youth (SAY) Education Village, a partnership with University Housing. The SAY Education Living and Learning Village is a

residential community committed to providing future multicultural advocates and educators with the resources, skills and support needed to become successful youth advocates and critical thinkers. SAY Village was implemented during the fall of 2003 as a pilot Living and Learning community in Lee Hall to help students gain knowledge and skills in negotiating for equity in education and in community life. A total of 70 first year students were in SAY where they had opportunities to participate in enriching field experiences and community volunteerism. SAY Village has been expanded to a second floor for 2004-2005, providing a second year experience for continuing students as well as programming for a new cohort of approximately 60 students.

#### **IV. Enhance selected programs with substantial potential for growth and strategic impact.**

There are a number of opportunities in the College where we believe that investment in additional faculty lines is likely to yield substantial returns: increased enrollment, enhanced use of technology, greater prestige and national visibility, and greater numbers of professionals prepared for careers in areas of high need:

- create a Ph.D. program in Adult and Higher Education (with collateral support for the master's degree in student affairs administration)
- add faculty in the school leadership program to meet growing demand
- create Youth Development Leadership track within the Curriculum and Instruction master's program, in cooperation with the Department of 4-H Youth Development

**Progress:** The Adult and Community College Education faculty have developed proposals to convert the existing Ed.D. degrees in higher education administration and adult education to Ph.D. programs. These proposals are now before the Administrative Board of the Graduate School. Additionally, the department head is in negotiation to make a targeted appointment in the student affairs administration area. Two new faculty members in educational leadership were hired in 2003-04 to fill existing vacancies. Planning for future expansion is underway, awaiting additional funding. The Youth Development Leadership prefix (YDL) has been approved, as have several new courses in the developing master's curriculum.

#### **Diversity: Initiatives and Progress.**

1. The College submitted a request for continuation of funds to support the Leadership Institute for Future Teachers (LIFT) which was originally submitted as a part of the diversity proposal "The Teachers Our Children Deserve: Re-conceptualizing Teacher Preparation for North Carolina's Increasingly Diverse K-12 Schools". In summer 2003 the LIFT camp was a resounding success. We are waiting to hear about funds for the 2005 summer camp.
2. The College partnered with the African American Cultural Center in presenting a workshop entitled "Brown vs. Board of Education: Opening Public Education for All Americans, A Diversity Workshop". Students from local high schools were invited to engage in educational activities that allowed them to learn about the Brown v Board decision, meet Cheryl Brown Henderson and Terrance Roberts, explore ways to encourage understanding and celebrate diversity, and tour the African American Cultural Center.

3. The College received a total of three commemorative Brown vs. Board pens in recognition of support given throughout of the year in support of the African American Cultural Center academic programming. The Friday Institute, Dean's Office, and Students Advocating for Youth (SAY) were all honored.
4. The College Office of Student Services supports African American students in their progress towards degree completion. Nearly half (n=25) of the African American students had a semester grade point average of 3.0 and greater for the spring semester. More than 30% of African American students (n=18) had a total grade point average of 3.0 and greater after the spring semester. There were 55 African American students registered as of census date for spring 2004.

In diversity programs serving external constituencies, the Center for Research in Mathematics and Science Education conducted a summer "Girls on Track" camp through a partnership with Meredith College. The program fosters interest in science careers among middle school females. The Mathematics and Science Education Center also operates the Pre-College Program that serves more than 300 middle- and high-school students from traditionally underrepresented populations with activities designed to encourage pursuit of a college education and careers in science, math, engineering, and technology. RAMP-UP: Recognizing Accelerated Math Potential in Under-Represented People, a project in partnership with the College of Engineering, is designed to promote inquiry-based mathematics education for children from underrepresented groups in grades K–12.

Finally, the College of Education faculty and students are more diverse than the University totals in regard to the representation of females and people of color. Of the 16 newly hired faculty and EPA professionals for 2003-2004, 6 are members of underrepresented groups.

### **Instructional Program Advances and Program Review**

The College is now fully re-accredited, having met all NCATE and NC Department of Public Instruction standards. The Department of Adult and Community College Education developed an official University Certificate program in Community College Teaching. The Counselor Education program completed the self-study report in preparation for a CACREP (Council for Accreditation of Counseling and Related Educational Programs) site visit during Fall 2004 and initiated a new School-Community Collaboration Model for the three Masters degree tracks: School Counseling, Community Agency Counseling, and College Counseling. The Department of Curriculum and Instruction developed an educational psychology concentration within the C&I PhD program. In the Educational Research and Leadership program, the EdD and MSA curricula were revised in accordance with the latest nationwide standards for administrative licensure and certification. The curricula in Technology Education, Mathematics Education, and Science Education have all been revised. Middle grades faculty are continuing work on the Middle Grades Academy, a cross-disciplinary/cross-departmental undergraduate middle grades program. In the Office of Alternative Licensure, C&I faculty, MSTE faculty, and clinical instructors began offering an NC Teach program, as well as courses for lateral entry teachers in the Wake County Public School System.

## Research

The Research Development Office began the fiscal year 2004 fully staffed, having hired a new Assistant Director, Martina Krzywicki, in April of 2003. During this year, we continued the recent trend of increasing significantly the research grants submitted and funded. We achieved a 56% increase in dollars requested by College faculty in FY 04 over FY 03 (\$35,986,097 vs. \$22,950,869); the increase in the number of proposals submitted is 15% (68 vs. 59). To date, we have also had a 57% increase in dollars awarded to CED faculty in FY 04 (\$6,264,032 vs. \$3,973,518). Approximately \$22 million in requested funding remains pending.

In contributing to the increased numbers of proposals, amounts requested, and amounts awarded, College faculty have addressed a wide range of pressing educational issues through their research initiatives in 2003-04. Three significant trends can be highlighted: 1) the College is establishing itself as a leader in the field of nanotechnology education through several projects which are tackling this difficult yet important task; 2) faculty are providing leadership in the area of instructional technology with projects such as IMPACT and LANCET, which are designed to assess whether significant investments of funds for technology infusion in selected high-need schools result in improved technology skills and increased student achievement; and 3) College faculty are addressing the achievement gap through projects such as the NSF funded "Nurturing Mathematics Dreamkeepers." This 5-year, \$3.6 million project will investigate how K-2 teachers learn and use cutting-edge approaches to mathematics teaching and the impact of those approaches on African American student achievement. In addition to these trends, the College has also seen an increase in faculty participation in large, collaborative research/training proposals: 9 proposals in FY 04 as compared to 2 in FY 03.

## Extension

College of Education faculty engaged in a variety of extension activities including serving as consultants for schools, on professional association councils or committees, or on advisory boards, boards of directors, and scholarship committees for schools and school districts in the state; presenting workshops, and making presentations in schools around the State. In addition the faculty developed a variety of instructional materials including CD ROMs and websites. The National Initiative for Leadership and Institutional Effectiveness, NILIE, provided 35 technical reports for community colleges across the nation. The College maintains 23 "Online Tools for Schools" including Science Junction, Literacy Junction, *MidTech* Magazine, and MEGA, Middle Educators Global Activities [<http://cep.ncsu.edu/onlinetools/index.html>]. MEGA connects approximately 400 educators from 125 schools and 36 school systems in North Carolina to NC State faculty and students through an active email network. The Capital Area Writing Project, a National Writing Project site in its 21<sup>st</sup> year, serves K-12 fellowship teachers in an intensive summer institute designed to help them improve as teachers of writing. The Model Clinical Teaching Program provides consultation and novice teacher mentor training to a dozen colleges or universities and to school systems in 10 counties and publishes *Connections*, a newsletter distributed to more than 500 locations throughout the state. This year the project released for sale "SUCCEED at Mentoring," a packaged set of materials on compact disks as our first tech transfer product.

## Faculty

**Adult and Community College Education:** Don Locke was included in *Leaders and legacies: Contributions to the profession of counseling*; Audrey Jaeger received the American College Personnel Association Commission on Housing and Residence Life Research Award for 2003 and was selected an ACPA Emerging Scholar for 2004-2006; John Levin became the President-elect of the Council for the Study of Community Colleges, American Association of Community Colleges, Spring, 2004.

**Curriculum and Instruction:** Candy Beal was named an Alumni Distinguished Undergraduate Professor; Susan Osborne became President Elect for the Division for Learning Disabilities, an 8,000 member professional organization; Carol Pope was a 2004 CASE U.S. Professors of the Year Award Nominee from NC State; and a paper by Ruie Pritchard was named Best Published Research Article in Staff Development 2003 by the National Staff Development Council.

**Educational Research and Leadership and Counselor Education:** Sylvia Nassar-McMillan received the American Counseling Association, Best Practices-Faculty Research Award, 2003 for her work "Counseling Considerations among Arab Americans."

**Mathematics, Science, and Technology Education:** Sarah Berenson was selected to represent the UNC System in the Carnegie Corporation of New York's national scholars competition. John Penick served as past-president of the Association for the Education of Teachers of Science, president of the National Science Teachers Association, and as Treasurer of the Council of Scientific Society Presidents; Aaron Clark served as president of the Southeastern Technology Education Conference, Secretary/Treasurer of the Engineering Design Graphics Division of the Southeastern American Society of Engineering Education; Walter Kelly is Chair-elect of the Regional Society of Manufacturing Engineers; Karen Norwood is the president elect of the Benjamin Banecker Society; John Park received the College Board of Governors Award for Excellence in Teaching; Jack Wheatley was named Outstanding Science Educator in North Carolina.

## Students

Our incoming first year students continue to demonstrate high scholastic achievement and commitment to academic excellence. Forty-nine percent of the 2003 College of Education cohort graduated in the top 10% of their high school senior class and averaged well above the national SAT norms with an 1148 combined score. Our students continue to be involved in student organizations and hold various leadership positions across the campus. One hundred and two College of Education students participated in the campus Leadership Development Series, five in the Honor's Program, and twenty-four in the College Ambassador Program. Our Teaching Fellows Program continues to engage students in opportunities that enhance their leadership skills and their ability to foster relationships that promote optimal learning experiences. Among the graduate students, an ACCE student was named the 2003 President's Scholarship winner by the American Business Women's Association, a student in the Educational Policy and Research program received a National Council

for Community and Educational Partnerships/Kellogg Foundation Research Fellowship, and a Counselor Education student received the 2003-04 Courtland Lee Multicultural Excellence Award from the American Counseling Association.

### **Fund-Raising**

In 2003-2004, the College Development Office had a fundraising goal of \$850,000. To date, \$1,297,924 has been raised during the current fiscal year, surpassing the \$850,000 annual goal by 52.7%. The College's overall goal for the University Campaign is \$15 million. To date, we have achieved 63% of this goal, having raised \$9,495,089 as of March 31, 2004. The College continues to emphasize raising the \$10 million needed for the construction of The William and Ida Friday Institute for Educational Innovation on Centennial Campus. To date, overall gifts totaling \$7,576,873 have been committed to the Institute, which includes \$6,513,861 from individuals and \$1,063,012 in corporate commitments. In early 2003, the College received a challenge gift of \$1 million toward the completion of the fundraising for the Friday Institute. As of May 31, 2004, \$718,000 has been raised toward the match. Two College of Education alumni have made a planned gift to establish graduate fellowships in honor of two professors emeritus. A 1959 NC State Civil Engineering graduate has established the Lillian Ruth Rupard Memorial Scholarship in the College, in memory of his wife.

### **Administration**

**Changes:** The College has reappointed Dr. Ruie Pritchard for a second year as interim Associate Dean; Dr. Barbara Parramore continues to serve as Special Assistant to the Dean to assist in several of the pressing assignments in the Associate Dean's areas of responsibility. Ginger McGlamery was appointed as Assistant Director of Fiscal Operations and Research Management with principal responsibilities in post-award management of sponsored projects; Braska Williams was appointed as Director of the MSEN Pre-College Program; Carolyn Veale was appointed as Assistant Coordinator of Student Services and SAY Village.

### **Achievements:**

1. The College celebrated the ground breaking for the William and Ida Friday Institute for Educational Innovation on April 15. Bids on construction were opened in June and construction will commence in August-September 2004. In November 2003, the National Advisory Board of the Institute met in conjunction with the Shelton Leadership Conference. Dr. Tom Houlihan, Chair of the Board, was a keynote speaker at the Shelton Conference.
2. Our faculty continues to win prominent national leadership positions; for example, Dr. John Penick served as president of the National Association of Science Teachers; Dean Kay Moore received the Leadership Award of the Association for the Study of Higher Education.
3. We hosted the Hispanic Leadership Workshop of the Community Colleges, a national effort to encourage Hispanics to pursue senior leadership positions.
4. We developed and published **Connections**, a College alumni newsletter in Fall and Spring, revised the College web site, and developed the Friday institute web site.



**Recommendations and concerns for the future:**

The College of Education continues its efforts to become a nationally recognized, research-intensive professional college with distinction in teaching and learning in technology-enabled environments. The developing vision for the proposed Friday Institute for Educational Innovation is a centerpiece for the College vision and a means for North Carolina to realize a more promising educational future for her people. As fundraising for the Institute moves into the final phase the College will gain greater visibility and interest. In line with this greater visibility and in light of the continuing fiscal challenges, we make the following recommendations:

1. Honor to the extent possible the Compact Plan initiatives and other funding requests to strengthen and advance the work of the College. It will be a great tragedy for years to come if the College, which is poised to launch a new era of research productivity and leadership, is unable to carry out these initiatives.
2. Help us recognize and reward faculty productivity in research along with teaching excellence. The College is configuring faculty work in line with the expectations of a Research Extensive University. We have hired some fine new faculty and energized existing ones, but without improvements in faculty compensation and recognition, these people may find other job offers too enticing, and hard working faculty will grow discouraged. We continue to be at risk with regard to minority faculty in particular.
3. Continue to support the College in our efforts to build and operate the Friday Institute on Centennial Campus. Help to secure operating money to provide a foundation on which to build a nationally recognized research and outreach program in the Friday Institute. This building is one of the first of its kind on the campus—an academic building supported largely by private funds. The University should find helpful and supportive means to encourage such developments—because state funds cannot be expected to fund every capital need in the future. With strong internal support and recognition, many potential donors will begin to see ways to direct their funds to NC State as a good place to invest their capital for educational purposes.
4. Allow the College to expand its programs and faculty in line with the configurations of similarly sized colleges of education in peer universities. For example, we have added a strong young cadre of educational psychologists to good effect. We need to add other programs that are present in virtually all comparable colleges.

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. 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. We are addressing the state's teacher shortage aggressively, but it is accompanied by shortages of administrators, counselors, and community college personnel, and faculty in these degree programs are responding as well. We seek to play a vital role in meeting these challenges, and we are vigorously pursuing those activities most likely to garner individual, corporate, and governmental support.