

College of Education

2002-2003 Annual Report

June 27, 2003

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

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 environments with the ultimate aim of preparing educators who foster high achievement for all students.

Submitted by

Kathryn M. Moore, Dean

Samuel S. Snyder, Associate Dean

Department Heads

Carol E. Kasworm	Adult and Community College Education and Educational Research and Leadership and Counselor Education
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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. However, this will require more resources at the same time as the state faces declining revenue and increasing demands to raise salaries to attract people to these vacancies. Sister colleges of education in the university system are also increasing their activity, some of it coming into the Raleigh area to offer distance education degrees 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, but several undergraduate courses and degree programs are also being executed. Increasingly we are working with community colleges as well as local school districts to make educational access even more convenient to students. We also expect to be one of the few programs in the state to conduct research and prepare advanced degree-holders for leadership in this burgeoning 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 much federal funding to local education agencies with which the College is expected to play a partnering role. State government and accrediting agencies continue to demand more and more regulatory compliance from institutions of higher education such as our University and College. Regrettably the costs for producing well-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 across the board. 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 planned and 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 2005.

- 5. State economic downturn will likely affect the speed if not the direction of College activities. The state's severe budget crisis is likely to affect the velocity with which we can implement needed directions in faculty hiring and student recruitment. We will need to remain forward focused even in the face of these economic challenges.

Compact Plan: Progress Toward Implementation in 2002-2003

- I. Develop Educational Psychology Expertise in the College. Jessica DeCuir (Ph.D. University of Georgia) and John Nietfeld (Ph.D. University of Nebraska) will join the faculty in fall. At that time we will launch a planning effort to create a new Ph.D. program in Educational Psychology in the Department of Curriculum and Instruction, where the faculty in this area are now located. A curriculum prefix was created for the program (EDP) and three educational psychology courses have been reviewed and approved. Two more are in process.
- II. Increasing Pedagogical and Research Expertise in the Critical Areas of Science and Mathematics Teacher Preparation. Two new science education faculty members were hired this year. M. Gail Jones (Ph.D. NC State) and Leonard Annetta (Ph.D. University of Missouri -Saint Louis). Dr. Jones comes as a full professor bringing nearly \$1,000,000 in active grants. Other faculty members in mathematics or science education hired in previous years as part of this initiative combined this year to submit research proposals totaling \$4,797,846. The undergraduate curricula in both mathematics education and science education have been revised, reviewed, and approved.
- III. Working with the CMAST consortium to develop distance learning, extension and summer programs/courses for inservice and preservice educators in rural areas. Grant Holley continued with expanded responsibilities for the lateral entry teacher preparation programs, which now serve more than 320 students. With \$30,000 support from DELTA we continue to revise courses for video format and/or on-line format for use with the seven CMAST community colleges and two additional community colleges (Nash and Edgecombe).
- IV. Increase support for faculty research through internal, state, federal, and foundation funds. Beth Cassidy became Director of Research Development in November 2002, and Martina Krzywicki joined the office as Assistant Director in April 2003. We have achieved a 57% increase in the dollars requested by College faculty in FY 03 over FY 02 (\$22,529,543 vs. \$14,316,909); the increase in the number of proposals is 9% (56 vs. 61). We have also had an 8% increase in award dollars to CED faculty in FY 03 (\$2,049,562 vs. \$1,903,312). Approximately \$14 million in requested funding remains pending.
- V. Develop Excellence in Instructional Technology. Faculty members in the instructional technology program developed three new courses focusing on multimedia technology in K-12 classrooms and transformed two courses for delivery 100% online. They also submitted research proposals totaling \$1,973,000, of which \$495,000 has been awarded to date while the rest remain pending. Master's degrees in instructional technology awarded during this compact planning cycle have shown a positive trend (2, 5, and 8) as the program begins to grow. College LTRC staff delivered more than 20 hours of professional development workshops in technology infusion for faculty in the colleges of Education, Physical and Mathematical Sciences, and Humanities and Social Sciences.
- VI. Enhance the Adult and Community College Education programs. John S. Levin was appointed the Joseph D. Moore Distinguished Professor. Revisions of the Ed.D. in higher education and the start of planning for a higher education Ph.D. program, mark progress in regard to this initiative. The higher education group has also started a consortium with UNC -Chapel Hill, Duke University, and NC State targeted to enhance the student affairs professional preparation program. ACCE has initiated a new partnership through the work of Leila Gonzalez-Sullivan with the Hispanic Fellows program (through the National Hispanic Community College Council) building toward a partnership with the NC State Extension and Engagement office and the Shelton Initiative.
- VII. Plan and Build the William and Ida Friday Institute for Educational Innovation. Dr. Hiller Spires, Interim Director for the Friday Institute, is leading the twelve-member CED Faculty Advisory Committee in its effort to design research and outreach initiatives for the Institute, which include internal and external partnerships. To date three lead research projects have received funding: 1) A \$1,000,000 grant was awarded to the Friday Institute and the Science House by GlaxoSmithKline Foundation to fund research, development, and dissemination of scientific visualization tools; 2) a \$495,000 grant (renewable for an additional two years) was awarded by the NC Department of Public Instruction to evaluate the IMPACT project, involving technology infusion in 11 underserved K-12 schools across the state; 3) a \$309,657 grant (renewable for two more years) through UNC-OP NC Quest program to implement a school/university collaborative mentoring model to support lateral-entry and other beginning teachers. Additionally, a National Advisory Board for the Institute was named in February, chaired by Dr. Thomas Houlihan, Executive Director for the Council of Chief State School Officers and former education advisor to Governor Hunt. The Board held its first meeting in spring 2003 on Centennial Campus. Project Manager Dr. Andrew Overstreet has worked extensively with University and outside architects and designers, and schematics and elevation drawings are nearing completion. Construction

documents will be developed during the summer with the bid process anticipated in late fall. Groundbreaking is planned for Spring 2004, with occupancy by Summer 2005.

- VIII. Create a Learning Technologies Resource Center (LTRC) in Poe Hall and strengthen program capacity in technology-enabled teaching and learning. Anne Akers was appointed Assistant Director of the LTRC in January. A renovation project to do the initial phase of work to create the LTRC on the fifth floor of Poe Hall was completed, and initial furnishings were installed. Through cooperation with the College Computing and Network Services group, 20 student work stations (Windows and Macintosh) have been installed in the LTRC Media Center on the 4th floor, and Poe 424 has been dedicated for use as a multimedia-authoring lab.

Diversity: Initiatives and Progress.

- 1. The College diversity proposal “The Teachers Our Children Deserve: Re-Conceptualizing Teacher Preparation for North Carolina’s Increasingly Diverse K-12 Schools” consisted of three themes. Theme III: The Leadership Institute for Future Teachers (LIFT) was held June 8-13, 2003, with a total of 22 participants from various counties around the state. LIFT is a one-week residential program for rising high school seniors from underrepresented groups who have expressed an interest in the teaching profession. Four Teaching Fellows served as student advisors.
- 2. The College of Education received an award at the 2003 Freshman Honors Convocation for having the highest percentage of first-year-students of color (83.3%) achieve a 3.0 or greater semester grade point average. This was the second time that the College received this award.
- 3. The College of Education Office of Student Services supports students of color in their progress towards degree completion. More than half of the students of color (n=29) had a total grade point average of 3.0 or greater for spring semester. There were 54 African American students registered as of census date for spring 2003.

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

Measure		1996-97	1997-98	1998-99	1999-00	2000-01
Faculty percent female	CED	37.5%	39.1%	39.7%	39.0%	38.5%
	NCSU	21.8%	22.6%	23.2%	22.7%	23.6%
Staff percent female	CED	79.2%	81.1%	84.0%	80.7%	81.3%
	NCSU	54.6%	54.4%	54.0%	54.0%	54.7%
Student percent female	CED		65.6%	66.9%	67.1%	65.5%
	NCSU		40.1%	40.9%	41.2%	41.5%
Faculty percent of color	CED	15.6%	17.2%	17.5%	16.9%	16.9%
	NCSU	7.4%	7.4%	7.8%	7.5%	7.5%
Staff percent of color	CED	22.9%	18.9%	18.0%	19.3%	20.8%
	NCSU	22.7%	22.6%	22.3%	22.6%	22.3%
Student percent of color	CED		21.4%	21.7%	24.7%	24.3%
	NCSU		19.4%	19.6%	20.2%	21.3%
T/TT Faculty % female	CED	32.7%	32.7%	34.0%	36.0%	39.2%
	NCSU	16.3%	16.4%	16.7%	17.1%	18.9%
T/TT Faculty % of color	CED	20.4%	21.2%	20.8%	20.0%	19.6%
	NCSU	7.6%	7.6%	8.0%	7.9%	8.0%

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.

Instructional Program Advances and Program Review

The College has now met all NCATE standards. We hosted an NCATE/NCDPI accreditation visit in spring 2002. The NCATE report, issued in April, found that the Teacher Preparation Unit met five of the six standards. Standard II,

Assessment, was found to be unmet. Our rejoinder to address this determination was successful. Assessment is a major focus going forward in any case. The NCDPI report was, overall, very supportive of the College programs but included several areas of concern. These have since been addressed in a rejoinder. We continue to await final determination from NCDPI. The Department of Adult and Community College Education revised the Ed.D. in higher education to become a new stand-alone curriculum. A new educational psychology program is forming in the Department of Curriculum and Instruction, which is also working with the Department of Youth Professional Development in the College of Agriculture and Life Sciences to develop a Non-formal Youth Development Leadership master's concentration. Undergraduate programs throughout the College have undergone revision this year.

Research

In contributing to the increased numbers of proposals, amounts requested, and amounts awarded as reviewed in Initiative IV. above, College faculty have addressed a wide range of pressing educational issues through their research initiatives in FY 02-03. Three significant trends can be highlighted: 1) faculty are addressing the serious teacher shortage in NC through projects such as "SUCCEED," an innovative mentoring research initiative, funded by UNC-OP and designed to support lateral entry and beginning teacher development and retention; 2) faculty are providing leadership in the area of instructional technology with projects such as "Collaboration through Agile Software Development Practices" which is funded by NSF and aims to improve the preparation for and success of minorities, the disabled, and women in IT careers; and 3) in recognizing that today's complex issues increasingly require multidisciplinary collaboration, faculty are pursuing more opportunities in collaboration with research partners within the university, nationally, and internationally. Fifty-nine percent of College proposals submitted to external funding agencies this year are the product of such collaborative efforts. Partners within the university include Science House, Natural Resources, Engineering, Design, and 4-H. External partners include public school systems, the NC Department of Public Instruction, other universities across the nation, the National Board for Professional Teacher Standards, SAS, educational research groups, and non-profits. We also are currently pursuing research opportunities with international partners such as the University of Edinburgh in Scotland.

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. For example, College faculty provided service to the North Carolina Center for School Violence, the Raleigh Vet Center, the USDA Rural Initiative, the North Carolina Department of Public Instruction, the North Carolina Geographic Alliance, and numerous secondary schools and community colleges around the state. The National Initiative for Leadership and Institutional Effectiveness, NILIE, provided 34 technical reports for 21 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://ced.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 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 Mathematics and Science Education Network center at NC State also operates a pre-college program serving 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. Of this year's program graduates 97% will go on to college. The Model Clinical Teaching Program provides consultation and 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.

The College currently operates three extension degree efforts: the Asheville Ed.D. cohort program, the Training and Development DE master's cohort program, and three cohorts of the Masters of School Administration program. A major new initiative is the provision of professional development offerings for community college leaders, including the National Hispanic Fellows Program as part of the National Community College Hispanic Council and directed by Dr. Leila Gonzalez-Sullivan.

Faculty

Adult and Community College Education: Don Locke was named Graduate Distinguished Alumni Professor by the NC State Alumni Association; Valerie-Lee Chapman received the 2002 Adult Education Research Conference Graduate

Research Award; Carol Kasworm was inducted into the International Adult and Continuing Education Hall of Fame and served as a Visiting Scholar, Danish School of Education; John Levin was named Senior Scholar by the Council for the Study of Community Colleges, AACC.

Curriculum and Instruction: Candy Beal was a 2002 Inductee in Sigma Iota Rho International Studies Honor Society; Cathy Crossland won a UNESCO International Centre for Engineering Education (UICEE) Diamond (first place) Award for Distinguished Contribution for her paper at the 6th UICEE Annual Conference on Engineering Education in Cairns, Queensland, Australia; Patricia Marshall was named to the Harvard Graduate School of Education Honor Roll of Teachers; Terry O'Brien was named Marketing Leader of the Year by North Carolina DECA; Susan Osborne was elected Vice President, Division for Learning Disabilities of the International Council for Exceptional Children; Ruie Pritchard was named to the Focus Council on Reading/Literacy for the American Association of Colleges of Teacher Education and was served on the International Concerns Standing Committee, National Council of Teachers of English.

Mathematics, Science, and Technology Education: Lee Stiff served as retiring president of the National Council of Teachers of Mathematics; John Penick served as president and past-president of the Association for the Education of Teachers of Science, became president of the National Science Teachers Association, and was elected Treasurer of the Council of Scientific Society Presidents; Ted Branoff served as Chair of the Engineering Design Graphics Division of the American Society for Engineering Education; Jim Haynie served as president of the North Carolina Council of Technology Teacher Educators; Karen Hollebrands served as co-editor of the Technology Tips column of The Mathematics Teacher; Eileen Parsons held an AERA Fellowship; Alice Scales served as Vice President of the Engineering Design Graphics Group of the Southeastern Region of ASEE and as Director, Graphics Division, American Society for Engineering Education; Robert Wenig served on the Board of Directors of the national Epsilon Pi Tau technology education honorary; five of our staff in the Graphic Communications Program were named Faculty of Distinction by AutoDesk (there are 27 members of this elite group).

Students

Our first-year students continue to demonstrate high scholastic achievement and commitment to academic excellence. Eighty-eight percent of the 2001 cohort continued to their second year and 52% of the 2002 College of Education cohort graduated in the top 10% of their high school senior class and averaged well above the national SAT average with an 1144 combined score. Our undergraduate students continue to be involved in student organizations and hold various leadership positions across the campus. Sixty-three College of Education students participated in the campus Leadership Development Series, five in the Honors 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, four ACCE students were finalists for the national Virtual Case Study Competition sponsored by StudentAffairs.com for master's level students in student personnel administration. Other graduate students honors include the NASPA Region 3 New Professional of the Year award; runner-up for the outstanding dissertation award in Division A of the American Education Research Association; three recipients of the American Educational Research Association, Division B Graduate Student Seminar Awards; and recipient of the first Melinda and Bill Gates Minority Scholarship.

Fund-Raising

In 2002-2003, the College Development Office had a fundraising goal of \$800,000. As of June 26, 2003, \$1,321,347 or 165% of this goal has been raised. The College's overall goal for the University Campaign is \$12 million. To date, we have achieved 58% of this goal, raising \$6,919,758 as of March 31, 2003. The College continues to have success in raising the \$9.2 million needed for the construction of the William and Ida Friday Institute for Educational Innovation. To date, overall gifts totaling \$6,731,883 have been committed to the Institute, which includes \$5,505,396 from individuals and \$1,226,487 in corporate commitments, representing partnerships with Progress Energy, Wachovia, Boney Architects, Nortel Networks, and BB&T. 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, 2003, one-third of the match, \$378,700, has been achieved.

Administration

Changes: The College conducted a national search for an Associate Dean for Academic Affairs, but we were unsuccessful. We have appointed Dr. Ruie Pritchard as interim Associate Dean and will restart the search in the fall.

Dr. Barbara Parramore was persuaded to come out of retirement to serve as Special Assistant to the Dean to assist in several of the pressing assignments in the Associate Dean's areas of responsibility. Other staff took up additional duties also. Beth Cassidy was appointed Director of Research Development, Martina Krzywicki was appointed Assistant Director of Research Development, Anne Akers was appointed Assistant Director of the Learning Technologies Resource Center, Dr. Grant Holley was appointed Coordinator of Lateral Entry programs, Dr. Andy Overstreet was appointed Project Manager for the Friday Institute, Jo-Ann Robinson was appointed Director of the Teaching Fellows Program, and Dr. Carol Kasworm served as managing Department Head for Educational Research and Leadership and Counselor Education, as well as maintaining her normal responsibilities as Head of Adult and Community College Education.

Achievements:

- 1. The College celebrated the official naming of the William and Ida Friday Institute for Educational Innovation on February 19. This was preceded in January by an in-College event to introduce the Institute and its plan for five working Collaboratories: mathematics and science education, technology, middle grades, leadership for organizational effectiveness, and cultural connections. Donations for the facility and the programs of the Institute are being aggressively pursued. The design phase of the building is in full swing. In May, the National Advisory Board of the Institute met under the chairmanship of Dr. Tom Houlihan. Groundbreaking is scheduled for early in 2004.
- 2. Our faculty continues to win prominent national leadership positions; for example, Dr. John Penick will serve as president of the National Association of Science Teachers; Dr. Don Locke was named Alumni Distinguished Graduate Professor.
- 3. We hosted the Hispanic Leadership Workshop of the Community Colleges, a national effort to encourage Hispanics to pursue senior leadership positions.

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 fund-raising for the Centennial Campus building moves into more public phases the College will gain greater visibility and interest. In line with this greater visibility and in light of the greater fiscal challenges, we make the following recommendations:

- 1. Honor to the extent possible the approved 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 begin these new initiatives.
- 2. Reward faculty research productivity along with teaching excellence. The College is launching a new era of faculty work. We have hired some fine new faculty and energized existing ones, but without improvements in faculty compensation, these people may find other job offers too enticing; hard working faculty will grow discouraged. We continue to be at risk with regard to minority faculty.
- 3. Support the College in its efforts to build the Centennial Campus building. The 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, many potential donors will begin to think of ways to direct their funds to other projects at NC State as a good place to invest their capital for educational purposes.

We share the University's vision to become an exemplary land-grant university for the 21st 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. 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, and we are vigorously pursuing those activities most likely to garner individual, corporate and governmental support.

URL: <http://ced.ncsu.edu/index.html>

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