

**NC STATE University**  
**College of Education**  
**2004-2005 Annual Report**  
**June 1, 2005**

**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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Department Heads

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### **Changes in Service Environment**

1. There is substantial continuing demand for educators in both K-12 and higher education. North Carolina will need approximately 80,000 teachers in this decade, and turnover among administrative personnel in both K-12 and community colleges will approach 40%. Clearly, our College will be expected to be 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.
2. Distance and online education continue to grow rapidly. Distance education is one key strategic response to the rising demand. The College is aggressively pursuing new courses and degree programs, primarily at the graduate level.
3. Rising standards, high stakes testing, and growing regulation at both the state and federal level create many new challenges for preparing licensed educators. Federal legislation, including No Child Left Behind and the New Freedom Initiative, create new challenges to reexamine our definition of "highly qualified teachers" and to ensure that our graduates are skilled in providing accessibility to resources in all educational settings. In addition, the continuing changes in regulations in the US Department of Education challenge us to find ways to continue research using various accepted methodologies, not just the narrowly defined studies funded through the Institute of Education Sciences. State government and accrediting agencies continue to demand more regulatory compliance from institutions of higher education. 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, and 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 Friday Institute will soon capitalize on these interests and become a focal point for research in the region.
5. State economic downturn will likely affect the speed if not the direction of College activities. The state's continuing budget crisis will affect the velocity with which we can implement needed faculty hiring and student recruitment. We must remain forward focused even in the face of these economic challenges.

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

- I. **NCATE/DPI Assessment.** We are searching for a College Director of Knowledge Management to oversee academic program assessment and coordinate the accreditation process with CACREP, NCATE, and the NC Department of Public Instruction. This individual will also assist in planning, implementing, and managing an information system for the College, coordinating data from several on-campus sources into a workable tool to be used by College personnel in various data gathering, reporting, and strategic planning tasks. The aim is to have the position filled before fall 2005. In the meantime, substantial activity by faculty and administrative staff is underway in preparation for the NCATE/DPI self-study to be conducted in 2005-2006 prior to the site visits in 2007.
  
- II. **The William and Ida Friday Institute for Educational Innovation.** Progress toward opening the Friday Institute is organized in three areas: research and programs, partnership development, and securing funding for operations and construction completion. Institute Director Hiller Spires continues to spearhead the work of faculty and FI partners to design research and programmatic initiatives. The addition of new funded research projects resulted in a 200% increase in funding for 2004-05. Two Senior Policy Fellows, Mike Ward and J.B. Buxton, were appointed to lead programs in areas of Educational Leadership and Middle Grades. The inaugural Policy and Action Series conference brought North Carolina superintendents together to discuss public policy issues associated with the Leandro ruling and No Child Left Behind legislation; the Middle Grades Roundtable assembled select NC educators to generate interest in a forthcoming Middle Grades Summit to be hosted by the Institute. Internal and external partnerships advanced throughout 2004-2005. The Institute secured an IBM SUR grant in partnership with NCSU Computer Science Department to up-fit the Multimedia Classroom and launch the VCL and blade technology project. Discussions are underway with SAS to develop a Tier One partnership focusing on next-generation best practices in K-20. Additional partnerships have been developed with Nortel, Cisco, VitalSource, BB&T Charitable Foundation, Zarca Interactive, Inc., UNC Center for School Leadership Development, NC Association of School Administrators, and the NC Department of Public Instruction. A \$2.5M operations budget was submitted for state appropriations and is pending final approval. Construction began in August 2004 and will be completed by August 2005.

**III. Students Advocating for Youth (SAY) Living and Learning Village.** SAY Village was created in 2003 to provide unique learning experiences for NC State students interested in youth advocacy. In 2004-05, 52 first-year and 23 continuing SAY students were involved in outreach efforts targeted toward underserved youth. For example, SAY students took Boys and Girls Club youth to the State Fair and to Exploris Museum and clocked more than 1000 other hours in field experiences ranging from tutoring youth at the Helping Hands Mission to assisting high school students with homework. The College of Education received a Kellogg Grant in the amount of \$50,000 to support a second year experience for SAY students. The grant, *Determined Area Youth*, will focus on helping middle and high school students develop self-advocacy skills.

**IV. Elementary Education Program.** We are proceeding with our plan to begin an elementary education degree program at the bachelor's level with teacher licensure. We have hired a coordinator, held numerous faculty and community meetings, visited other sites, gathered materials about exemplary programs, analyzed space and staffing needs, and met with the Superintendent of Wake County Public Schools to discuss the possibility of opening an elementary school on Centennial Campus in partnership with the new elementary program. Our intent is to complete development of the curriculum and course actions in fall 2005 so that we can undertake the approval process that will continue through the university to UNC-OP. Our innovative curriculum will comply with all DPI requirements and NCATE standards and be tied to the college conceptual framework for developing professional educators. Moving beyond this request to establish the degree to the actual implementation of the program will require an infusion of resources from yet to be determined sources.

**Diversity: Initiatives and Progress.**

The College of Education was awarded a diversity initiative grant to support a three-part project, Diverse Leaders for North Carolina's Increasingly Diverse Schools: Diverse Leaders for Diverse Schools--a graduate level initiative; Leadership Initiative for Lateral Entry--a program targeting individuals working as teachers but who are not already licensed; and third, The Leadership Institute for Future Teachers (LIFT)--a residential, one-week camp for rising high school seniors interested in teaching. The College of Education Office of Student Services supports African American students in their progress towards degree completion. Nearly half (n=24) of the African American students had a semester grade point

average of 3.0 or greater for the spring semester, and 38% of African American students (n=18) had a cumulative grade point average of 3.0 or greater after the spring semester. In diversity programs serving external constituencies, the Center for Research in Mathematics and Science Education (CRMSE) conducted a summer "Girls on Track" camp, a program that fosters interest in science careers among middle school females. CRMSE also operates the 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.

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

The Counselor Education program received a positive review and continued accreditation following a successful site visit from a CACREP team (Council for Accreditation of Counseling and Related Educational Programs) during fall 2004. The Department of Adult and Community College Education received approval to offer the EdD in adult education through a cohort program based at the UNC-Charlotte Graduate Center. The Department of Curriculum and Instruction received approval to offer the initial licensure program and the master's concentration in Business and Marketing Education via distance education and initiated an educational psychology concentration within the C&I PhD program. In the Educational Research and Leadership program, a distance education EdD cohort program was developed (now awaiting UNC-OP approval). Middle grades faculty are continuing work on the Middle Grades Academy, a cross-disciplinary/cross-departmental undergraduate middle grades program now working with National Board Certified teachers in rural areas by means of desktop videoconferencing. In the Office of Alternative Licensure, C&I faculty, MSTE faculty, and clinical instructors expanded the NC State NC Teach program to nearly double its first-year size.

### **Research**

After having significantly increased research grants submitted and funded over the past two years, we maintained a similar high level of grant activity in 2004-05. Faculty in the College submitted 84 proposals requesting a total of \$31,729,670. To date, 19 grants have been awarded totaling \$1,828,645, with approximately \$21 million in requested funding still pending. Through these research efforts, College faculty members are addressing educational issues of state and national importance. Three significant areas of research can be highlighted: 1) the College continues to be a leader in developing, deploying, and evaluating educational technology; 2) faculty are addressing the achievement gap through projects

such as The Black-Black Educational Attainment Gap: Socio-Cultural and Academic Identity at a Crossroads, Nurturing Mathematics Dreamkeepers, and RAMP-UP; and 3) College faculty continue to provide leadership in science education, especially in nanoscience, through numerous projects.

### **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. In ACCE, the National Initiative for Leadership and Institutional Effectiveness, NILIE, provided 26 technical reports for community colleges across the nation. The College maintains 30 "Online Tools for Schools," including LabWrite, GIS in Education, and MEGA, Middle Educators Global Activities. MEGA connects approximately 700 educators from school systems across 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 22<sup>nd</sup> year, serves K-12 fellowship teachers in an intensive summer institute designed to help them improve as teachers of writing. The SUCCEED in Mentoring Program provides consultation and novice teacher mentor training to a dozen colleges or universities and to school systems in 10 counties.

### **Faculty**

Several College faculty members received significant recognition, locally, regionally, nationally, and internationally. Sarah Berenson won an Alexander Quarles Holladay Medal, James Haynie was named an Alumni Distinguished Undergraduate professor, Lisa Grable received an Alumni Outstanding Extension and Outreach Award, Leila Gonzalez-Sullivan was named the first W. Dallas Herring Extension Professor, Ted Branoff and Eric Wiebe received the Editor's Award for the most outstanding paper published in the *Engineering Design Graphics Journal* (vol. 67), John Levin won the Sheffield Award for most outstanding article published in the *Canadian Journal of Higher Education*, John Penick received Honorary Member designation from the National Association of Biology Teachers, Richard Peterson won the Monroe-Lockette Humanitarian Award from the International Technology Education Association, Ed Gerler was invited to join the Scientific Review Committee for the *International Review on Violence in*

*Schools and Juvenile Delinquency*, and Audrey Jaeger was named an Emerging Scholar by the American College Personnel Association,

### **Students**

Our incoming first year students continue to demonstrate their scholastic achievement and commitment to academic excellence. More than 50% of the 2004 College of Education cohort graduated in the top 10% of their high school senior classes and performed well above the national SAT average with an 1182 combined score. Both average high school rank and combined SAT average of the 2004 cohort increased over last year's profile. In addition to academic excellence, our students continue to be involved in student organizations and hold various leadership positions across the campus. Three College students are Park Scholars and 23 participated 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.

### **Fund-Raising**

In 2004-2005 the College Development Office had a fund-raising goal of \$1,000,000. As of March 31, 2005, \$1,001,516 had been raised. The College's overall goal for the University Campaign is \$15 million. We have achieved 70% of this goal to date, having raised \$10,474,030. The College priority for the University Campaign has been raising \$10.1 million needed to build The William and Ida Friday Institute for Educational Innovation on Centennial Campus. To date, overall gifts totaling \$8,811,388 have been committed to the Institute, which includes \$6,694,346 from individuals and \$2,117,042 in foundation and corporate commitments. A highlight of this year's fundraising was a successful College faculty and staff campaign that resulted in 80% of the faculty and staff participating and raised \$75,000. Other highlights in the College fundraising program this year include a \$25,000 gift to establish the Margaret and Tanya Gayle Scholarship.

### **Administration**

**Changes:** Gerald Ponder was appointed Associate Dean for Academic Affairs, effective July 1, 2005. Laura Soto was appointed Director of Teaching Fellows, and Jenelle Mick was hired as the Teaching Fellows Program Assistant. Jennifer Mangrum was hired to spearhead the Elementary Education Initiative for the College. Meredith Pittman was hired as the Executive Assistant for the Friday Institute. In a major reorganization of the Dean's Office staff, Dale Beyer was hired as the College Student Services

Manager, Scott Ashby joined Office of Teacher Education and Student Services, Natalie Worth was hired as the College's Personnel Officer, Margaret Penny was hired as the Executive Assistant to the Dean, and Sue Bullard joined the academic side of the Dean's office as Administrative Assistant for the associate deans.

**Achievements:**

Construction on the William and Ida Friday Institute for Educational Innovation began in August 2004 and is ahead of schedule for a fall 2005 opening. The first event in the new facility, the NCSU Board of Trustees meeting, is scheduled for September 16, 2005. The Friday Institute hosted "No Child Left Behind and Leandro: Mandate and Means." Attended by nearly 100 professional educators and others from across the state, this was the inaugural event in the Institute's Policy and Action series. The two-day conference provided analysis of these two public policy initiatives and collaborative planning sessions supplemented by presentations and discussion with key policy experts on NCLB and Leandro, including leaders from the U.S. Department of Education, U.S. House of Representatives, NC State Board of Education, and NC State Department of Public Instruction. Attendees also had the unique opportunity to generate recommendations for policy and programmatic changes that will be published this summer by the Friday Institute and forwarded directly to national and state policy-makers and education leaders. Our faculty continues to win prominent national and international leadership positions: for example, John Penick served as retired president of the National Association of Science Teachers, Sylvia Nasser-McMillan is on the Board of Directors of the National Board for Certified Counselors, and John Levin was elected as national president of the Council for the Study of Community Colleges.

**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-enriched environments. The developing mission 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 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 begin these new 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. 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. Support the College in expanding its programs and faculty in line with the configurations of other moderately-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 at least one other new program that is present in virtually all other colleges, namely elementary education.

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.