

**Academic Affairs Annual Report  
Unit Information**

Date Submitted: April 30, 2004

Unit: School of Education (SOE)

Specify the period covered by this report: Activities July 2003-June 2004

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Academic Departments

Counseling and Educational Development (CED)

Curriculum and Instruction (CUI)

Educational Leadership and Cultural Foundations (ELC)

Educational Research Methodology (ERM)

Library and Information Studies (LIS)

Specialized Education Services (SES)

Affiliated Units

Center for Educational Research and Evaluation (CERE)

Center for Educational Studies and Development (CESD)

College Foundation of North Carolina (CFNC)

Collegium for the Advancement of Schools, Schooling and Education (CASSE)

Piedmont Triad Education Consortium (PTEC)

Reading Together USA (RTU)

Southeastern Regional Vision for Education (SERVE)

Student Advising and Recruitment Center & Teaching Fellows Program (SARC)

Teachers Academy (TEA)

Teaching Resources Center (TRC)

*Academic Affairs Report Outline*

**I. Activities in Support of the UNCG Plan**

**Cornerstone 1: Public & Private Support**

*Pursue and effectively use all sources of public and private support.*

**Required Facts and Figures for CS 1:**

CS1a. List total dollars raised from private, corporate, and foundation gifts.

SOE: \$649,493 (January 1, 2003 – December 31, 2003)  
includes \$200,000 credited for gift of bell tower to University

SOE/CERE: NSF/NCPIMS grant (\$360,000 in 2003-4; \$1.6M over five years)

CS1b. List individually major gift sources.

SOE: Individual Sources  
Larry & Lelia Wood  
Patsy & John Burwell  
Sara Self  
Patricia Glover  
Johanna & James Yopp  
Helen Thayer Bowling  
Ron & Barbara Shiffler  
Cora Paul Bomar  
Nancy Vacc  
Linda & Ron Jones

SOE: Foundation Sources  
Thomas Haggai & Associates Foundation  
Association of Retarded Citizens Greensboro

SOE/SES: Pat Cross Endowment generates approximately \$2500 per year. Funds are specifically earmarked for ADHD outreach/education projects.

**Other Important achievements for CS 1:**

List efforts to enhance potential for public and private support, formation of boards.

Provide other information on important achievements for CS 1 as pertinent.

SOE: more than 100 face-to-face visits with potential individual donors

SOE/CERE: Expanded grant writing efforts and enhanced evaluation services for education programs

- a. Evaluation of Character Education, NC Dept of Public Instruction
- b. Evaluation component of Research Centers Grant
- c. Evaluation component of Domestic Violence (UNCG interdisciplinary)

SOE/CERE: Positioned the CERE as having expertise in formative assessment for measuring physician competencies in genomic medicine as well as assessing public [patient] understanding of genomic medicine articulated as part of the Guilford County Genome project grant (proposed by the UNCG Institute for Health, Science, and Society, Duke University, and Mose Cone Hospital). This is an ear-marked grant with the Dept. of Defense slated to begin in August or September of 2004. UNCG's portion of the grant will be an estimated \$6-8M.

SOE/SES: Faculty members submitted four grant proposals totaling approximately \$3.2 million to the U.S. Department of Education. The funds requested are primarily for the support of undergraduate and graduate students to enroll in SES degree programs fulltime. Faculty also submitted 2 additional external grants and 2 continuation applications for federal grants.

**Cornerstone 2: Technology**

*Strengthen technology resources for effective use in academic programs and administrative services.*

**Required Facts and Figures for CS2:**

CS2a. List substantial projects to upgrade technological resources for administration

CS2b. Substantial projects to upgrade technological resources for academic programs and classrooms

SOE: established assistive technology classroom for teacher education

SOE/CED: replaced sound system in Vacc Counseling and Consulting Clinic

SOE/CERE: purchased psychometric analysis software for analyzing test and other assessment data

CS2c. Major Initiatives to change or improve technological systems:

SOE: Design plan for wireless technology in the SOE is in development.

**Important achievements for CS2: Insert unit code or name before EACH entry.**

Provide other information on important achievements for CS 2 as pertinent.

SOE/SES: Upgraded four on-line courses using “next generation” technology strategies through a contract with Spin Communications and support from Robert King.

**Cornerstone 3: Administration**

*Use effective policies and processes to deliver services to the University community.*

**Required Facts and Figures for CS 3:**

CS3a. List major initiatives to upgrade administrative systems and processes.

SOE/ELC: Departmental effort to create a database on applicants, current students, and alumni.

CS3b. List substantial changes in policies and practices regarding faculty and EPA personnel. (hiring, promotion, evaluation, tenure, etc.)

SOE: Policies and procedures related to establishing clinical faculty positions were approved by the faculty.

CS3c. List substantial restructuring of academic units.

**Other Important Achievements for CS 3: Insert unit code or name before EACH entry.**

Provide other information on important achievements for CS 3 as pertinent.

**Cornerstone 4: Facilities**

*Build and maintain high-quality facilities that permit good academic and support programs to operate.*

**Required Facts and Figures:**

CS4a. Total dollars spent by unit on repair and renovation (do not include central funds):

SOE:

\$55,746 for wireless technology for School of Education

\$19,500 for relocation of project staff to Walker/Tate facility (cabling project)

\$2,495 to build telephone equipment room at Walker/Tate facility

CS4b. List major renovations to existing facilities, new facilities, planning of facilities:

SOE/SES: Relocated faculty and staff to centralized department office suite, 200B Ferguson.

CS4c. Describe how the facility changes enhance instruction, research and service (construction details will be supplied by another unit)

SOE: When the wireless design plan is ultimately implemented it will permit computing opportunities throughout the building.

SOE: The Walker/Tate location provides essential office space for support staff from several funded projects.

SOE/SES: Move to Ferguson 200B put most faculty members in contiguous space, allowing increase in interactions and sense of community in department. Move addressed department need for more and higher quality space and freed space for other programs and activities in Curry.

CS4d. List major purchases of equipment (not routine replacement or individual small items)

SOE/CASSE: The Collegium is in the process of purchasing laptop computers and projection systems which will enable its staff to more effectively utilize technology in leadership development training and other presentations. The investment in new technology will exceed \$12,000.

CS4e. List addition of facilities away from the main campus (focus on instructional, research, service opportunities)

SOE: Leased space at 948 Walker Avenue to accommodate the needs of externally funded projects.

**Other Important Achievements for CS4: Insert unit code or name before EACH entry.**

Provide other information on important achievements for CS 4 as pertinent.

SOE/TRC: In partnership with the Assessment Center at Guilford Technical Community College, the SOE paid for five site licenses of Plato's PRAXIS software at UNCG and five at GTCC.

**Strategic Direction 1**

*Teaching and Learning: Promote excellence in teaching and learning as the highest university priority.*

*Goal Clusters:*

<p><b>1.1 Maintain and enhance excellent academic programs to ensure that students acquire intellectual and academic skills.</b></p> <p>1.2 Offer outstanding opportunities for students and faculty to participate actively in learning through the development and evaluation of innovative programs.</p> <p>1.3 Support and reward faculty in their efforts to use best teaching practices to facilitate student learning and engagement.</p> <p>1.4 Expand use of technology to improve teaching and learning for students on campus and at a distance.</p> <p><b>1.5 Expand and enhance opportunities for experiential learning including internships, research assistantships, and service learning.</b></p> <p>1.6 Expand opportunities for international research, study, and education for students, faculty, and staff.</p> <p><b>1.7 Improve assessment of student learning to guide improvement in instructional practices, curriculum, and co-curricular experiences.</b></p> <p>1.8 Improve support services for teaching and learning.</p> <p><b>1.9 Recruit and retain a diverse and accomplished faculty and staff committed to the advancement of student learning.</b></p> <p>1.10 Seek a reasonable balance among courses taught by tenure/tenure-track faculty, non-tenure track faculty, and graduate teaching assistants.</p> <p><b>1.11 Establish new undergraduate and graduate degree programs that respond to emerging needs in education, government, industry, and broader society.</b></p> <p>(bolded clusters were designated by the Deans as focal points for the 2003-2004 academic year.)</p>
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**Required Facts and Figures for SD 1:**

SD1a. List all new degrees and majors implemented in 2003-2004:

SD1b. List all new degrees and majors in active planning stages:

SOE: Faculty approved the Alternative Licensure Program, an 18-credit sequence to be completed in one year. This licensure program is designed for students who have earned a baccalaureate or graduate degree but are not licensed. Licensure areas will include those with critical shortages (e.g., mathematics, science). Students will complete six credits during the summer, followed by 12 credits during the academic year while employed in schools. Much of the coursework will be online.

SOE/CUI: designed an add-on licensure in reading & a post-master's certificate in college teaching & learning, effective Fall 2004.

SOE/CUI: designing an equity concentration for teacher education doctoral program that will be offered in collaboration with other units within the School of Education (ELC) and the University (Anthropology).

SOE/CUI: designing a joint major in elementary education and special education for our undergraduates. Graduates will be certified in each area and the program will be completed within four-years.

SOE/SES: Ph.D. Program in Specialized Education approved to begin in August 2004

SOE/SES: Implementing significant revisions to general curriculum at the undergraduate, post-baccalaureate, and graduate level for licensure in special education as mandated North Carolina Department of Public Instruction.

SD1c. Supply the number of new courses implemented in 2003-2004:

SOE: 25 (1.11)

SD1d. List all ongoing and regular opportunities for student internships:

SOE: Addictions Recovery Care Association; Aids Task Force of Winston-Salem; Alamance Community College; Alamance-Caswell MHDDSA; Alcohol & Drug Services of Guilford Inc.; Alcohol Education Center; Appalachian State University; Archdale Trinity Center Randolph County Mental Health; Bennett College; Cancer Services Inc.; Carolinas Medical Center; CenterPoint Human Services; CenterPoint Human Services of Stokes County; Central Piedmont Community College; Chemical Dependency Center; Cherokee Indian Hospital; Child, Youth and Family Services; Child: Family Services; Children's Cancer Patient Support Program; Christian Counseling Center; Communities in Schools of Durham, Inc.; Crossroads; Davidson County Community College; Duke Alcohol and Addictions Program; Durham Area MH/DD/SAS; Durham Community Guidance Clinic; Durham Technical Community College; Elon College; Elon Homes for Children; Exchange Scan; Family Abuse Services; Family Service of the Piedmont; Family Service, Inc. of Gastonia; Family Services of Davidson County; Forsyth Community College; Forsyth Memorial Hospital, Chaplaincy Services; Forsyth-Stokes Mental Health Center; Friends Homes at Guilford; Goodwill Industries of Northwest North Carolina; Greensboro College; Grief Counseling and Support Center of Hospice; Guilford Center for Behavioral Health & Disabilities; Guilford College; Guilford County Mental Health at High Point; Guilford County Mental Health Center; Guilford Native American Association; Guilford-Randolph Psychological Associates; Headache Wellness Center; High Point Behavioral Health; High Point Drug Action Council; High Point University; Hospice and Palliative Care of Greensboro-KidsPath; Hospice at Greensboro; Independent Living Rehabilitation Programs; Judith Barnett, Inc.; KidsPath Hospice of Greensboro; Louise Craig, M.D.; Meredith College; Missionary Family Counseling Services, Inc.; Moses Cone Behavioral Health Center; New River Behavioral Health Care – Wilkes; North Carolina A&T State University; North Carolina Division of Vocational Rehabilitation; North Carolina Fatherhood Initiative; Orange Person Chatham Mental Health Center; Pastoral Care Service, Moses Cone Memorial Hospital; Pastoral Care Service, Wesley Long Nursing Center--Adam's Farm; Personal Assistance Service; Pfeiffer College; Piedmont Behavioral Healthcare; Piedmont Community Services; Piedmont Institute for the Family; Queens College; Randolph County Family Crisis Center; Randolph County of Mental Health-Youth Services; Robeson County Mental Health Center; Rockingham Community College; Southeastern Community College; Southern Virginia Mental Health Institute; STEP ONE, Inc.; Surry County Community College; The Carolina's Neuromuscular/ALS-MDA Center; The Children's Home, Inc.; The Evergreens, Inc.; The Pisgah Institute; The Ringer Center; The University of North Carolina at Greensboro; The University of North Carolina at Wilmington; The Williams Clinic; The Women's Center; Three Springs of North Carolina; Transition Center for Life and Bereavement Care; Triad Behavioral Resources; Triad Health Project; Triad Psychological Associates; Triangle Family Services; Turning Point; United States Probation Office; University of North Carolina at Charlotte; Wake Forest University; Wake Technical Community College; Winston-Salem State University; Youth Focus; Youthcare Psychiatric Hospital; Chatham County Schools; Davidson County Schools; Guilford County Schools; Rockingham County Schools; Winston-Salem/Forsyth County Schools; Gateway; Project STAR (1.5)

SD1e. Supply the total number of students involved in internships:

SOE: 544

**Other Important Examples of fulfillment of Strategic Direction 1: Insert unit code or name before EACH entry.**

Include here items such as new concentrations, initiatives to support teaching and learning, special recruitment initiatives, new assessment activities, new international opportunities, etc. After each statement, reference in parentheses the pertinent Goal Cluster number(s) from the list above.

SOE/CUI: One faculty member, Sam Miller, now serves as Chair of the International Study Committee for the National Reading Conference. The purpose of this committee is to increase presentations at the annual conference and to increase awareness and understanding of literacy research from other countries. (1.6)

SOE/CUI: Offered a position to Dr. Claudia Finkbeiner whose expertise is with ESL and EFL. She also directs several international projects with her home university, University of Kassel in Germany, and institutions within the United States. If she accepts the position we hope to establish joint teacher education programs with the University of Kassel. (1.6)

SOE/CUI: Developed new outcomes measures for our upcoming accreditation visits. These measures focus on student learning and will be used in our elementary, middle, and secondary teacher education programs. (1.7)

SOE/CUI: Hired first Hispanic faculty member. Rachel Salas will join us in the fall as an Assistant Professor. Her specialty areas include teacher education and literacy. (1.9)

SOE/ELC: Coordinated a Technology Institute in Summer, 2003, for students (many of whom are local public school educators) and a Leadership and Technology course in Winter, 2003 (1.4)

SOE/ELC: Developed and offered one new online/distance education course to add to the department's menu of online options (1.4)

SOE/ELC: One new faculty member has worked extensively this year to develop research, teaching, and service opportunities in experiential education, most of which will begin in the 2004-2005 academic year (1.5)

SOE/ELC: Received approval to offer one section of ELC 381, undergraduate course on social foundations of education, as a service learning course; offered the course during Fall and Spring terms (1.5)

SOE/ELC: International studies: One faculty member organized a Peace Education Workshop in Haifa, Israel, Summer 2003; and also made a professional presentation on "Body Movements: Pedagogy, Politics and Social Change" in Mexico City, November, 2003. (1.6)

SOE/ERM: Refining comprehensive examinations for graduate students. A bank of examination questions is being built to align with the list of knowledge and skills that is provided to our students. A set of carefully developed multiple choice questions was added to our bank and used for the first time this year. (1.7)

SOE/LIS: Began licensure program for Instructional Technologist-Computers (077), a joint program with CUI. Julie Reinhart is developing a curriculum for the 18079 endorsement for Instructional Technology-Facilitation. (1.2)

SOE/SARC: Created a new Assistant Director/Transfer Advisor position whose major responsibilities are to (1) serve as a liaison/advisor to area community college students interested in teacher education; (2) act as an advisor/mentor to incoming transfer students majoring in elementary and middle grades education; and (3) act as a recruiter for the School of Education by coordinating recruiting functions, with an emphasis on the transfer population. The position allows the School of Education to strengthen relationships with six area community colleges (Alamance, Davidson, Guilford, Randolph, Rockingham, and Surry) by assisting and supporting prospective students, which in turn will lead to an increase in student retention, a smoother and seamless transition, and better overall advising for transfer students. (1.8)

SOE/SES: Assigned a visiting lecturer to work .25 FTE on creating the department's assessment/evaluation system needed for NCATE and other accreditation processes. (1.7)

**Strategic Direction 2**

*Creation and Application of Knowledge: Strengthen research, scholarship, and creative activity.*

*Goal Clusters:*

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|------|--|
| 2.1  | Identify and develop research opportunities for undergraduate and graduate students to work with faculty.  |
| 2.2  | Improve the international, national and regional standing of graduate programs.  |
| 2.3  | <b>Target and promote areas of interdisciplinary research emphasis.</b>  |
| 2.4  | Strengthen the role of Centers and Institutes in enhancing opportunities for excellence in research scholarship, and creative activity for faculty and students.                             |
| 2.5  | <b>Provide a supportive environment for faculty and student research, scholarship, and creative activity by increasing external and internal support.</b>                                    |
| 2.6  | <b>Continue and enhance major initiatives to build basic and applied research strengths in the life, health, and physical sciences, and information technology.</b>                          |
| 2.7  | Increase support for basic and applied research excellence in the University's areas of traditional strength, including the arts, humanities, education, and social and behavioral sciences. |
| 2.8  | Use technology to expand and enhance research.   |
| 2.9  | <b>Recruit and retain faculty with the potential for and demonstrated excellence in research, scholarship, and creative activity.</b>  |
| 2.10 | Increase interactions among academic and research programs.  |
- (bolded clusters were designated by the Deans as focal points for the 2003-2004 academic year.)

**Required Facts and Figures for SD 2: Insert unit code or name before EACH entry.**

SD2a. Number of Books and Other Creative Publications published:

SOE: 18 (2.2)

SD2b. Number of Refereed Articles and Book Chapters (combined):

SOE: 69 (2.2)

SD2c. Number of Public Performances and Professional Presentations:

SOE: 382 (2.2)

SD2d. List of new faculty hired with exceptional national/international reputations in research, scholarship, and creative activity (and the area of their specialty):

SOE/CED: Jose' Villalba and Kelly Wester, two new assistant professors on their way to national reputations in areas of counseling Latinos, research integrity, self-injurious behavior (2.9)

SOE/CUI: Gerald Duffy, William E. Moran Distinguished Professorship in Reading and Literacy.

SOE/SES: William D. Bursuck, preventive strategies for reading, instructional practices for students with mild/moderate disabilities, inclusive practices. Annette B. Asfaw, deaf education

SD2e. List of UNCG-hosted symposiums, festivals, major exhibits, etc. (major events only):

SOE: Research Symposium focusing on faculty and student research activities

SOE: Professional Development Symposium focusing on program design

SOE/CED: New Faculty-New Skills workshop series (2.5)

SOE/CESD: Children's Festival and Health Celebration (2.2)

SOE/CESD: Piedmont Young Writers' Conference (2.2)

SOE/ELC: Guest Lecture, Dr. Shuaib Meacham (University of Delaware), on "Thematic Foundations of Hip-Hop Literacy: Plantations, Projects, and Prisons – From Frederick Douglas to Fifty Cent"

SOE/LIS: Children's Literature Conference co-sponsored with the Greensboro Public Library

SD2f. Number of graduate assistantships offered in unit (all funding sources):

SOE: 133

**Other Important Examples of fulfillment of Strategic Direction 2:**

Include here items such as notable scholarly achievements, initiatives to increase activities in research, scholarship, and creative activity, regional/national/international partnerships in research, scholarship, and creative activity.

SOE: established Interdisciplinary Center for eLearning (ICE) to strengthen faculty capacity to pursue scholarship and research in the intersection of technology, teaching, and learning (2.8)

SOE/CASSE: Through a grant from the North Carolina Department of Public Instruction, the Collegium provided leadership training for over 800 child nutrition managers (school-site managers) through the Child Nutrition Program Managers Leadership Program. At the same time, it provided leadership training through multi-day academies for approximately 35 child nutrition directors and supervisors and two child nutrition consultants from NCDPI through the Educational Leadership Academy for Child Nutrition Directors and Supervisors Grant. (2.4)

SOE/CERE: 4 new grant proposals; awards pending (2.3)

SOE/CERE: The NCPIMS grant is a major, multi-campus initiative to improve Science and Mathematics instruction in eastern North Carolina. Seventeen NC school districts, researchers at five NC university campuses, and the Office of the President of the UNC System are involved in this project. The CERE is responsible for developing assessments and carrying out the evaluation on this project.

SOE/CERE: The CERE continues to operate and support the international management office for Psychometric Society, including editorial and publication support for the journal, *Psychometrika*. This is a contract arrangement with the Psychometric Society.

SOE/CERE: CERE staff helped draft the educational and assessment components of a proposal for a five-year, \$18M ear-marked grant with the Defense Department. This grant, jointly proposed with Duke University and Moses Cone Hospital, will educate the public in Guilford County and assess physician competencies related to genomic medicine.

SOE/CERE: Reading Together Evaluation Study (\$15,000 subcontract)

SOE/CFNC: The CFNC Resource Center has continued to work with the chair of CED, and a doctoral student on a joint research project to study high school students' college planning needs. The CFNC Resource Center has provided funding to make this possible, and the article is nearing completion. The chair of CED has also provided consultation to the director of the Center on new strategies for serving students and counselors. (2.10)

SOE/CUI: The Center for School Accountability, Staff Development, and Teacher Quality coordinated two research proposals. A program evaluation of the NCQuest proposal with Guilford County Schools was approved and a Teacher Quality Grant with Professors Miller and Duffy was submitted (2.4)

SOE/CUI: Jewell Cooper is a co-principal investigator with Stephanie Kurtts (SES) on a grant proposal to develop a program for classroom assistants who want to become certified special education teachers (2.10)

SOE/CUI: Gerald Duffy is assisting undergraduates with a research project at one of our Professional Development Schools. We are using this experience to entertain the possibility of increasing our emphasis on classroom based teacher education research for our undergraduate seminars. (2.1)

SOE/ELC: Two faculty members included graduate students in research teams doing collaborative work with public schools (2.1)

SOE/ELC: Faculty work on the AERA Division A Task Force on Developing Research in Educational Leadership continues to enhance visibility and status of department (2.2)

SOE/ELC: One faculty publication was adopted by the National College for School Leadership in England and distributed to all school head teachers in England (2.2).

SOE/ELC: One faculty member serves on an interdisciplinary research project on culturally responsive schooling with faculty from Departments of Sociology, Curriculum and Instruction, and Educational Research Methods (2.3)

SOE/SES: 3 invited keynote presentations at statewide conventions (2.2)

SOE/SES: 1 invited pre-convention workshop at international convention (2.2)

SOE/SES: Fred Spooner, Ph.D. (UNC Charlotte) is coaching four SES faculty members on writing-for-publication skills (2.5)

**Strategic Direction 3**

*Campus Community: Become a more diverse and actively engaged community of students, faculty, staff, and alumni.*

*Goal Clusters:*

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|--|
| <ol style="list-style-type: none"><li>3.1 <b>Nurture a campus community that reflects and embraces the increasing diversity of North Carolina</b></li><li>3.2 <b>Cultivate a community life based on open dialog, shared responsibility, and respect for the distinct contributions and needs of each member.</b></li><li>3.3 Offer programs and experiences that promote communities of learners.</li><li>3.4 Develop a competitive Division I athletic program that is nationally recognized as a leader in the welfare of the student-athlete.</li><li>3.5 Promote leadership training, community citizenship, and professional development programs for students, faculty, staff, and alumni.</li><li>3.6 <b>Ensure a positive and supportive environment for faculty, staff, and students.</b></li><li>3.7 Expand recognition of significant service to the institution and the broader UNCG community by faculty, staff, students, and alumni.</li><li>3.8 Maintain and enhance the artistic and cultural climate and aesthetic appeal of the campus.</li></ol> <p>(bolded clusters were designated by the Deans as focal points for the 2003-2004 academic year.)</p> |
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**Required Facts and Figures for SD 3:**

SD3a. List any unit initiatives to recruit a diverse faculty:

SOE: Advertised faculty searches in Black Issues in Higher Education.

SOE/SES: Position announcement for deaf education faculty member was posted on websites designed for professionals in the field of deaf education, including those who are deaf. Personal contacts were made with doctoral programs know to be graduating students from minority groups for both a deaf education and special education searches. Personal contacts were made with individuals from traditionally underrepresented groups concerning interest in the special education faculty position filled during the current academic year.

SD3b. List of special events in the unit that promoted community engagement and citizenship:

SOE/CESD: Children’s Festival and Health Celebration (3.7)

SOE/CESD: Piedmont Young Writers’ Conference (3.3)

SOE/RTU: Outreach to Community for reading improvement, Weaver Association. (3.3)

SOE/SARC: Teaching Fellows babysat at Mary’s House (a residence addiction recovery facility for women and their children) while residents attended meetings each Monday night of the academic year. (3.7)

SOE/SARC: Teaching Fellows co-sponsored a teen dance for Guilford County middle school students in partnership with Youth First. The event was held at Windsor Community Center. (3.7)

SOE/SARC: Teaching Fellows sponsored a Holiday Social and purchased gifts for the residents of Mary’s House and their children. (3.7)

SOE/SARC: Junior Teaching Fellows participated in a camera safari whereby they visited a community served by the school where they interned. They created projects based on the pictures they took of the community. Following that activity, they participated in “Debunking the Community.” In this activity, they visited churches, play grounds, grocery stores, gas stations, etc. in these same communities. (3.1)

SOE/SES: Students participated in the Polar Plunge, a local fund-raising activity sponsored by the Guilford County Sheriff's Department to raise money for the North Carolina Special Olympics. (3.7)

SOE/SES: Students participate in the local ARC (community organization providing services and working on behalf of individuals with mental retardation and other disabilities) holiday gift program. Students received the names of 4 individuals who did not have anyone to buy gifts for them during the holidays and items they would like to receive as gifts. The students raised the funds to purchase the gifts, made the purchases, and wrapped the items and delivered them to the ARC office. (3.7)

SOE/SES: Students provided tutoring at Partnership Village as a service learning project. (3.7)

SD3c. List of major initiatives by the unit to enhance the "artistic and cultural climate and aesthetic appeal of the campus":

SD3d. List of unit initiatives to recognize institutional service by faculty, staff, students, and alumni:

**Other Important Examples of fulfillment of Strategic Direction 3:**

Include here items such as unit initiatives to promote open dialog, shared responsibility, and respect for individuals, programs and experiences that promote community learning, leadership training and citizenship, etc.

SOE/ELC: Four faculty members who are persons of color have been hired in this department in the last two years. This year, the department became more intentional about providing support for them, through meetings, mentorship, and a retreat. (3.6)

SOE/SES: Students participated in the Human Walk in March and raised over \$800 for the Communication Services for the Deaf and Hard-of-Hearing Students worked with the Office of Disability Services to provide interpreting services for deaf students on campus. Students have volunteered their services regularly working with a Deaf-Blind woman in the community taking her grocery shopping, out to eat, to the zoo, etc. Two students are volunteering their services to interpret weekly horseback riding lessons and a weekend workshop for a deaf girl in the community. Students have volunteered all semester to provide tactile communication for a blind student who is taking a beginning sign language class. Students have volunteered interpreting services for Boy Scouts of America. Christmas Caroling in Sign Language Serenity Nursing Home and 'Shut-ins' in the Greensboro Area Guilford County. Collaboration with the NC Deaf-Blind Association to coordinate students to work as Service Support Providers for Deaf-Blind Campers at Camp Dogwood September 4-7 and September 25-28.

SOE/SES: Workshops

*NC Licensure Laws for Interpreters* (Midstate Registry of Interpreters for the Deaf-Regional)

*Joy to the World!! Help Has Come! Religious Interpreting* (Midstate Registry)

*Educational Interpreter Policies, Training, and Testing* (Midstate Registry)

*Preparing for the EIPA Test* (NC Department of Public Instruction)

*Interpreters' Role in Consumer Education* (Cash Elementary School, Forsyth County)

*Interpreter Diagnostics* (Browns Summit Elementary School-Guilford County)

SOE/SES: Project RESTART (Carolyn Boyles and Stephanie Kurtts) operated a Summer Institute on accessing the general curriculum. Participants included teams of general and special education teachers.

**Strategic Direction 4**

*Economy and Quality of Life: Be a leader in strengthening the economy of the Piedmont Triad and enhancing the quality of life for its citizens.*

*Goal Clusters:*

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|------|--|
| 4.1  | Establish and maintain collaborations and alliances among academic institutions, Action Greensboro, economic development agencies, and industry.   |
| 4.2  | Establish with N.C. A&T State University, The Joint Millennial Campus.   |
| 4.3  | Develop and promote new opportunities for lifelong learning.   |
| 4.4  | <b>Promote and support entrepreneurial activities in the Triad.</b>  |
| 4.5  | <b>Facilitate the transfer of products of research, innovation, and other academic endeavors to business and industry.</b>   |
| 4.6  | <b>Enrich community life through programming and partnerships in the arts and humanities.</b>  |
| 4.7  | <b>Facilitate and promote the application of UNCG faculty, staff, and student expertise to strengthen the social, scientific, and economic capacity of the Triad.</b>                        |
| 4.8  | Strengthen partnerships with universities, community colleges, and non-profit agencies in educating children/youth from birth through twelfth grade.   |
| 4.9  | Address regional workforce needs, including the shortage of trained professionals, through credit and non-credit programs and partnerships.  |
| 4.10 | Address community needs in health and wellness, counseling, disability accommodation, and public health.   |
| 4.11 | Promote efforts to develop the urban environment, enhance the rural economy, protect physical and natural resources, and facilitate the integration of the Piedmont into the global economy. |
- (bolded clusters were designated by the Deans as focal points for the 2003-2004 academic year.)

**Required Facts and Figures:**

SD4a. List all instruction collaborative agreements with other academic institutions:

SOE/LIS: 078 licensure program (school Media Coordinator) still under consideration. Post-masters licensure program worked out with UNC-Chapel Hill, School of information and Library Science. (4.1)

SOE/PTEC: The Piedmont Triad Education Consortium provided services to 9712 people this year through their program of work. The school districts served were: Alamance/Burlington Schools, Asheboro City Schools, Chatham County Schools, Davidson County Schools, Davie County Schools, Guilford County Schools, Lexington City Schools, Mount Airy City Schools, Randolph County Schools, Rockingham County Schools, Stokes County Schools, Surry County Schools, Thomasville City Schools, Winston Salem/Forsyth County Schools, and Yadkin County Schools.

SD4b. List all unit initiatives for lifelong learning (not DCL):

SOE/CERE: The pending Guilford County Genome Project will include a community education and formative assessment component to introduce patients and the public in Guilford County to a better conceptual understanding of genomic medicine (what it means to them).

SOE/Teachers Academy:

- Yopp Summer Institute for Initially Licensed Teachers and Mentor Teachers
- Summer Short Courses for Practicing Teachers
- USTEP Summer Leadership Institute for Teachers and Administrators
- USTEP Clinical Faculty Professional Development Seminars
- USTEP funded activities in support of National Board Certified Teachers (\$8,250)

SOE/RTU: Reading Together USA worked with various schools to improve student lifelong learning in reading and comprehension instruction. (4.3, 4.8)

SD4c. List of entrepreneurial activities in the Triad:

SOE/SES: Mary V. Compton and Judy Niemeyer are exploring the possibilities for moving their current federally funded project to an entrepreneurial endeavor upon completion of funding.

SD4d. List of partnerships and collaborative programming in the arts and humanities:

SOE/LIS: Children's Literature Conference co-sponsored with the Greensboro Public Library (4.6)

SD4e. List any new centers that address community issues of health and wellness, counseling, etc.:

SD4f. List any unit initiatives to address regional workforce needs:

SOE: computer camp for 50 9<sup>th</sup> grade girls jointly sponsored with Guilford County Schools

SOE/CASSE: Collegium staff facilitated leadership development programs for two non-profit organizations in the community; Habitat for Humanity of Greater Greensboro and LifeSpan Ventures of High Point.

SOE/CED: Drs. Shoffner and Borders submitted proposal for career transition center at Millennial Campus (4.2)

SOE/ELC: One faculty member continued to serve on Greensboro Chamber of Commerce/Action Greensboro special committee on parent communication in schools (4.1)

SOE/Teachers Academy: NCTEACH Alternative Licensure Program

**Other Important Examples of fulfillment of Strategic Direction 4:**

Include here any other items that illustrate fulfillment of Strategic Direction 4, such as the formation of external boards or advisory committees, collaborations between the unit and external organizations, etc.

SOE/CFNC: The CFNC Resource Center signed a partnership with the North Carolina Society of Hispanic Professionals to improve services to the Hispanic community.

SOE/SES: Three projects (Auditory-Oral, CENTeR, and RESTART) maintain external Advisory Boards. All SES portfolio reviews (e.g., technology, professional encompassing all candidates for licensure) include input from practitioners in the field.

SOE/Teachers Academy: Collaborated with faculty in College of Arts and Sciences and Guilford County Schools to develop an NC QUEST proposal, "Collaborative Assessment of Literacy in Science and Mathematics." Grant awarded in the amount of \$267,285. USTEP Collaborative School Improvement and Research Grants in the amount of \$37,502 awarded to university-wide professional faculty and school partners in Guilford County and Rockingham County.

**Strategic Direction 5**

*Access and Student Success: Recruit and retain students with the potential to succeed in a rigorous academic environment.*

*Goal Clusters:*

- |      |  |
|------|--|
| 5.1  | Increase efforts to recruit and retain students from diverse backgrounds.  |
| 5.2  | <b>Increase enrollments at all levels among various populations.</b>   |
| 5.3  | Become a university of first choice for an increasing number of students.  |
| 5.4  | <b>Increase financial assistance for undergraduate and graduate students, to make UNCG more competitive in attracting and retaining able students.</b> |
| 5.5  | Continue to improve the academic profile of students entering the University.  |
| 5.6  | Encourage all divisions of the University to work together to manage enrollment growth effectively.  |
| 5.7  | <b>Work collaboratively to ensure an integrated approach to marketing the University and its programs.</b>   |
| 5.8  | <b>Support campus initiatives aimed at improving student satisfaction, retention, graduation, and career placement rates.</b>                          |
| 5.9  | Expand opportunities for adult learners.   |
| 5.10 | Ensure that quality student services are available to meet the needs of all learners.  |

(bolded clusters were designated by the Deans as focal points for the 2003-2004 academic year.)

**Required Facts and Figures for SD 5:**

SD5a. List any unit initiatives to recruit diverse student population:

SOE: participated in the Institute for the Recruitment of Teachers (IRT) program and provided support packages (waivers and assistantships) to four IRT students. (5.1)

SOE/ELC: Ongoing efforts to refine departmental publicity and advising activities to reflect our commitment to equity and social justice and to attract a diverse student population (5.1)

SOE/LIS: Grant applied for from the Institute for Museum and Library Studies for diversity recruitment. (5.1). Preliminary discussions held with incoming North Carolina Library Association President Dr. Pauletta Bracy of NCCU to place the issue of professional recruitment on the NCLA Agenda. (5.1, 5.2)

SOE/SES: Through Project RESTART, SES has worked to recruit students from diverse populations. Several SES faculty members also participated in *Undoing Racism* training (for recruitment, retention, and understanding of diverse student groups)

SOE/Teachers Academy: Exploring Teaching as a Profession Program

SD5b. List any unit initiatives to enhance student retention:

SOE/ELC: Instituted doctoral advising session to assist current students (5.8)

SOE/ERM: Increased opportunity for students to participate in faculty research and faculty sponsorship of student application for research support from major testing organizations.

SOE/SES: Interpreting students set up a new club called Deaf and Hearing College Connections DHCC in which they sponsor activities which promote interaction between deaf and hearing students on campus as well as with the Deaf Community. Special education students activated UNCG chapter of the Student Council for Exceptional Children, part of the largest professional organization in the U.S. representing professionals, parents/families, and others who advocate for individuals with disabilities.

SD5c. Total amount of student scholarship award from the unit funds (not university funds):

SOE/CERE: \$60,000 paid in grant-funded research assistantship stipends

SOE/LIS: \$14,600 (includes Sangster Parrott, Wilson, Johnson, & Marilyn Miller scholarships)

SOE/SES: \$74,000 (includes ARC, Cato, and Crystal Woods scholarships)

SD5d. Major unit initiatives in marketing or publicity:

SOE/SARC: Brochure was created for transfer students to market our teacher education programs. The brochure provides transfer students with general information about the School of Education, admission requirements to the University and teacher education, and where helpful information can be found on the World Wide Web. In an effort to market the Teacher Assistant Scholarship Program (TASP), a postcard was created to provide general information about the program and applicant criteria. Teaching Fellows Brochure was created and distributed to prospective students, high school principals, guidance counselors, and parents.

SOE/SES: Ph.D. program approval announced in local paper. Posters were distributed to local merchants advertising the M.Ed., post-baccalaureate licensure, and undergraduate programs in the department.

SD5e. Major unit initiatives in student satisfaction, graduation rates, and career placement:

SOE/ELC: All master's students once again passed the School Leaders Licensure Examination (required by NC for administrative licensure).

SOE/SARC: Advising survey has been created to receive feedback from transfer students on the quality of their pre-advising experience. The data received from this survey will allow the transfer advisor to make any advising changes/improvements and address any concerns to improve the transition for prospective community college students.

SOE/SES: Course evaluations are required for all courses. These are reviewed by the chair and discussed with each faculty member. Focus groups conducted with students to obtain input related to satisfaction (BK). All untenured faculty members observed while teaching (peer review). Input gathered from students as part of this process, feedback provided to faculty members, and suggestions for changes made.

**Other Important Examples of fulfillment of Strategic Direction 5:**

Include items that illustrate fulfillment of Strategic Direction 5, such as initiatives to enhance student advising, unit marketing or recruitment efforts, and initiatives undertaken to improve internship or career placement, etc.

SOE/ELC: Department initiated major effort to revise and restructure internship opportunities.

SOE/LIS: Expanded recruitment efforts to include the North Carolina Association for Educational Communication and Technology for students in the 077 licensure program. (5.1, 5.9)

SOE/SARC: An online advising appointment scheduler was created with assistance from the Jackson Library Staff. Students registered for advising appointments electronically.

SOE/SES: Undergraduate programs (special education, deaf education, interpreter training)) initiated new advising procedures, including group advising. Through project RESTART, SES held workshops for undergraduate students on taking the PRAXIS tests, library skills, diversity, and other topics.

## II. Other Significant Achievements

### Program Recognition

#### *SOE*

SOE graduate program was ranked 40<sup>th</sup> in the 2004 US News and World Report standings.

SOE/CED counseling program was ranked 6<sup>th</sup> in the 2004 US News and World Report standings.

SOE/CFNC Resource Center launched a new program called CFNC Focus to target services to counties in greater need of college planning resources. Agreements were signed with six school districts in North Carolina: Columbus, Edgecombe, Greene, Halifax, Hertford, and Richmond. Also, the CFNC Resource Center saw significant increases in demand across the state for its college planning publications. Requested publications grew from 16,015 in 2002, to 264,076 in 2003.

SOE/SERVE Center for Continuous Improvement received a five-year 21<sup>st</sup> Century Community Learning Center award in the amount of \$1.4 million; and, a one-year Reading First award in the amount of \$600,000. Other awards included add-on funds to the SERVE Regional Educational Laboratory award to conduct a National Dropout Prevention Recognition Event and related Evaluation in the amount of \$400,000; and, from the Mississippi Department of Education \$19,950 to provide technical assistance.

SOE/SES applied to and was admitted as a member of the Higher Education Consortium in Special Education (HECSE), the professional organization that sets standards for IHEs granting the doctoral degree in special education and related areas.

**Faculty:** university-wide or external achievements, awards, honors, professional service

#### *SOE*

Dr. Terry Ackerman, Senior Research Fellow and Secretary of the Psychometric Society

Dr. Ceola Ross Baber served (a) on a N.C. Department of Public Instruction program approval team; (b) as assistant chair on an NCATE accreditation team; (c) as chair of an NCATE accreditation team; (d) on the executive council of the North Carolina Professional Teaching Standards Commission; and (e) on the executive board of the North Carolina Association of Colleges of Teacher Education. She also received a local certificate of recognition during mental disabilities awareness month.

Dr. Pam Baker was nominated for Who's Who Among America's Teachers

Dr. James M. Benshoff was named President-elect-elect of the Association for Counselor Education and Supervision.

Dr. Jeanne C. Bleuer and Dr. Garry R. Walz, (co-directors of ERIC/CASS; adjuncts to the Departmental faculty), received the Arthur A. Hitchcock Distinguished Professional Service Award.

Dr. L. DiAnne Borders was on of four women featured in "Four Models of Women in Counselor Education," a DVD published by the Association for Counselor Education and Supervision/American Counseling Association.

Dr. Craig Cashwell received an ACA Best Practice Research Award. Also, Dr. Cashwell served as President of the Association for Spiritual, Ethical, and Religious Values in Counseling.

Dr. Mary V. Compton was recommended to the Office for Adult Students as “an outstanding professional who provided extraordinary services towards her academic success” and invited to attend the Office of Adult Students annual celebratory dinner.

Dr. Marilyn Friend was elected to Executive Board of the Teacher Education Division of the Council for Exceptional Children (Division Representative to the CEC Representative Assembly)

Dr. Cheryl Greenberg served on a N.C. Department of Public Instruction program approval team.

Dr. Gerald A. Juhnke was a co-recipient of the IAAOC Journal of Addictions and Offender Counseling Research Award. He also served as President of the International Association of Addictions and Offenders Counseling.

Dr. Stephanie Kurtts served on the Guilford Coalition for Assistive Technology Task Force (GCATS).

Dr. Jane E. Myers was co-recipient of the ACA Research Award. Dr. Jane E. Myers received the Thomas J. Sweeney Professional Leadership Award from Chi Sigma Iota (international honorary society for counseling).

Dr. Judy Niemeyer attended several sessions at the Project Directors Meeting in Washington related to development of doctoral program components. She attended the HECSE meeting in Washington and participated in discussions related to legislative changes for individuals with disabilities.

Ms. Ginger Parnell received Outstanding Alumni Award from UNCG.

Dr. Marie F. Shoffner was co-recipient of the Outstanding Research Award from Chi Sigma Iota.

Ms. Angie Stratton served as a member of an NCATE team visit to Lenoir Rhyne College (April 2004).

Ms. Glenda Torres was nominated as an outstanding professional by the Office for Adult Students.

Dr. Nicholas A. Vacc posthumously received the Gilbert and Kathleen Wrenn Award for Humanitarian and Caring Person.

All ERM faculty serve on several external professional advisory boards such as the College Board Research Advisory Board (Wightman), the Defense Advisory Committee (Ackerman), and the ETS Visiting Panel for research. Each member of the faculty reviews manuscripts for several refereed journals in our fields.

**Students:** university-wide or external achievements, awards, honors

### ***SOE***

#### CED Student Awards

Casey Barrio was a co-recipient of the Outstanding Research Award from Chi Sigma Iota.

W. Matthew Shurts received the Outstanding Doctoral Student Award from Chi Sigma Iota.

Julie Stephan and Carrie A. Wachter were named CSI Fellows by Chi Sigma Iota.

#### SES Student Awards

Danielle Gabrielli received an Undergraduate Research Award.

Frank Fuller was selected as an outstanding student by the Office of Multicultural Affairs.

Emily Maynard presented at the International Convention of the Council for Exceptional Children.

Abi Hege presented at the North Carolina Assistive Technology Conference.

Tarsha Perkins presented at the Division of Early Childhood (Council for Exceptional Children) Conference.

Alicia Tate was named North Carolina special Education Teacher of the Year.

**III. Executive Summaries**  
**(Executive Summaries are not required from individual academic departments.)**

*School of Education*

*Teaching and Learning*

The School of Education (SOE) has continued to improve teaching and learning opportunities for students. All of its licensure programs have been aligned with national and state standards. A faculty member was hired this year to work with methods faculty to facilitate the infusion of content on students with exceptional needs throughout the professional preparation program.

The SOE faculty approved the Alternative Licensure Program, an 18-credit sequence to be completed in one year. This licensure program is designed for students who have earned a baccalaureate or graduate degree but are not licensed. Licensure areas will include those with critical shortages (e.g., mathematics, science). Students will complete six credits during the summer, followed by 12 credits during the academic year while employed in schools. Much of the coursework will be online.

The new Ph.D. program in special education was approved and students will begin in August 2004. This program will help meet the need for graduate education in special education and will establish UNCG as a State and national leader in special education.

The Teaching Resources Center (TRC) provides students with a technologically-rich environment to prepare teaching materials and serves as a venue for instruction and workshops in technology. Funded largely with an endowment from the Michel Family Foundation, the TRC was expanded to include an assistive technology lab where UNCG students can learn how to use technology to work with students with special needs.

Professional Development Schools continued in Guilford and Rockingham counties and were expanded into Chatham County with a secondary student cohort. Elementary and middle grades students spend over 1,000 hours in schools by the time they graduate, a number unmatched by most institutions. School superintendents report that UNCG graduates enter teaching exceptionally well prepared.

*Recruitment, Retention, and Professional Development*

To address the critical shortage of teachers and with funding from the Z. Smith Reynolds Foundation, the SOE continued the Exploring Teaching as a Profession (ETAP) program, which recruits UNCG students with undeclared majors into teaching and especially into critical-shortage areas (mathematics, science). Presently over 30 students have participated in seminars, toured schools, and were mentored by school personnel.

The superintendent of Guilford County Schools (GCS)—Dr. Terry Grier—has been made an adjunct faculty member in the SOE. His responsibilities include recruitment, program development, and special opportunities. He and the Dean of the SOE have begun work on a recruitment plan for GCS students to attend UNCG and return to teach in GCS. We also have continued to offer courses for GCS middle school mathematics teachers to help them become highly qualified under the provisions of the No Child Left Behind Act.

With respect to community colleges, the SOE added an academic advisor for transfer and community college students. This advisor has met with advisors and students on community college campuses to ensure that 2 + 2 arrangements lead to a smooth transition to teacher education at UNCG. To assist students to pass the Praxis 1 test (a State requirement for admittance into teacher education), the SOE added Praxis preparation software in the TRC and at Guilford Technical Community College.

We are committed to recruiting and retaining high-quality students from diverse backgrounds. The SOE participated in the Institute for the Recruitment of Teachers (Andover, MA) last summer; this program is designed to recruit capable minority students for graduate study. The dean and department chairs participated in the graduate recruitment fairs held this spring on campus.

Professional development for educators is seen as a means to help retain them in the profession and thereby decrease the shortage. The Yopp Professional Development Institute (with a focus on beginning teachers) and other workshops were offered by the SOE during the summer. The SOE established the Professional Development Network at UNCG. A Director of Recruitment, Retention, and Professional Development has been hired for next year, during which time a search for a permanent director will be conducted. The Director will work with school systems in the Piedmont Triad to determine professional development needs. The SOE will offer these opportunities

to the maximum extent possible given its resources, and the director also will refer school systems to appropriate faculty with whom they can contract to deliver services.

### *Research and Creative Activity*

The School of Education believes in the value of research to advance the profession and enhance student learning. We ranked 40<sup>th</sup> in the nation on this year's *U.S. News and World Report* list of Schools of Education. It is noteworthy that all of the institutions ranked higher than UNCG were either elite private universities (many of which have either small teacher preparation programs or only graduate programs) or flagship public universities. The SOE counseling program ranked 6th in the nation.

The SOE hosted a research symposium last fall. This symposium featured a keynote talk by Dr. John Hattie of the University of Auckland (New Zealand), poster sessions, invited speakers, and discussions of current research in various areas of education.

External grant activity was strong this year as the SOE garnered several external grants. We were pleased to secure a Title IIA NC QUEST "Improving Teacher Quality" grant of over a quarter of a million dollars. This collaborative project between the SOE, the College of Arts and Sciences, and GCS, is addressing literacy in science and mathematics. We also hired a grants and contracts coordinator to assist faculty with pre- and post-award functions.

To have strong research we must have high-quality doctoral students. Accordingly, the SOE has placed raising graduate student stipends as its highest budget priority for next year. We hope to receive enrollment change funds to raise stipends so that we can compete with other prestigious institutions to attract top doctoral students.

To further complement the research mission, the Interdisciplinary Center for eLearning (ICE) was created. This Center will strengthen faculty capabilities to attract funding to support research bearing on technology, teaching, and learning.

### *Development and Alumni Relations*

The SOE had an excellent year with almost \$650,000 raised through gifts, bequests, and pledges. We hired an individual to be coordinator of alumni programs to assist the SOE Major Gifts Officer (with development) and the SOE Dean (with alumni affairs). This individual has begun work with the MGO on data base development in preparation for the forthcoming campaign. Important developmental priorities include undergraduate scholarships and graduate fellowships, endowed professorships, the TRC, student recruitment, and continuing professional development.

The SOE held alumni receptions in Greensboro and in Winston-Salem. Tom Lambeth, a member of the SOE Advisory Board, was the featured speaker at the Winston-Salem event, which also was attended by Superintendent Don Martin and several alumni. The Greensboro reception was held in conjunction with the alumni awards program on Reunion Weekend. This year's recipients of alumni awards were: Early Career – Christina O'Connor, Anne Powers; Outstanding Achievement – Paula Short; Distinguished Career – Chuck Morris, Sheila Groves, Karen McNeil Miller.

The SOE Advisory Board completed its third year of operation. The 20 members of the Board represent a broad constituency of educators and community leaders. All Board members are either UNCG alumni or have a close connection to UNCG. The Board met twice during this year, during which time members learned about SOE activities, advised the dean on key educational issues, and toured one school where we have student interns and teachers.

### *Community and Outreach*

The SOE is firmly committed to being a student-centered research university. The Teaching Fellows program uses faculty mentoring and hosts various events with faculty and students. Our teacher education PDS cohorts and the Principal Fellows Program help students feel part of a student community. Members of the Curry Education Society, a service and professional development organization for education majors, assist at various events. An ETAP Learning Community is being developed.

SOE faculty and students are active in professional organizations, attended many conferences, and made several presentations at the local, state, national, and international levels. The Counseling Clinic provides services to the community and offered workshops.

To link the SOE better with area school districts the dean visited all 15 Piedmont Triad school districts, met with the superintendents in their offices, and accompanied the superintendents on a tour of one or more of the schools in their districts. The dean also hosted luncheons for superintendents, at which time we discussed ways to collaborate on key issues (e.g., alternative licensure, support for initially licensed teachers). Collectively these efforts send a clear message to superintendents that we are serious about working with them to improve education.

Our affiliated units continued to provide needed services to schools and educational programs: The Collegium for the Advancement of Schools, Schooling, and Education; Reading Together U.S.A.; the Piedmont Triad Education Consortium; the Center for Educational Studies and Development; SERVE; and (through 12/31/03) the ERIC Clearinghouse on Counseling and Student Services.

**IV. Appendix Materials**

Tables, charts or other graphical elements are **optional**. Those to be included in the report appendix should be submitted as separate electronic files or as hardcopy. Do not insert such elements into your report file. Please list any tables and charts submitted here:

Please check if no tables/charts are being submitted \_\_\_\_\_

**Tables**

SARC TF table.doc  
Teaching Fellows data  
submitted by Toni Knight

**Charts**

[list charts by title here]

**Others**

[list any other material here]