



## Standard 6. Unit Governance and Resources

*The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

### 6.1. Unit Leadership and Authority

Professional education licensure programs at UNCG are housed in four professional schools (Education, Health and Human Performance, Human Environmental Sciences, Music) and the College of Arts and Sciences. The Teachers Academy serves as the administrative umbrella and governance structure for all professional education programs. The Teachers Academy is administratively located in and is completely funded by the School of Education, the designated administrative unit for professional education programs at UNCG [see School of Education Organizational Chart].

The director of the Teachers Academy is also the Associate Dean for Teacher Education and School Relationships in the School of Education. All programs involved in the preparation of teachers, principals, and other school personnel have representatives on the Teachers Academy Council of Program Coordinators (CPC); teacher representatives and relevant administrators are also on the Council.

Priorities for the Teachers Academy and the School of Education include an emphasis on collaboration with members of the professional community. School partners are represented on various program-specific advisory committees, and since our last review, two significant leadership partnerships have been implemented. A School of Education Advisory Committee that includes area superintendents, school administrators, and master practitioners has been meeting on a regular basis to provide feedback on School of Education programs and initiatives. And the Guilford Education Partnership with the Guilford County Schools has been established to help guide policies and priorities for university-school partnerships. (See Section 5.5)

### 6.2. Unit Budget

The School of Education budget has averaged over \$6.9 million during the past five years. Significant resources have been allocated to installing technology teaching stations in all of the Curry Building classrooms (\$260,000), upgrading faculty and staff technology hardware, establishing a Teaching Resources Center (TRC), and developing an assistive technology classroom. External funding for the School of Education has

averaged \$17.5 for the past five years, including state Title II funds to support NCTEACH activities and funds from the NC state legislature to support USTEP program activities. One of the School's affiliated units, SERVE has been awarded a five-year \$37.7 million federal contract. Additional external funding for research garnered by the School of Education and its affiliated units has averaged \$17 million annually for the past 5 years.

### **6.3. Personnel**

**Faculty.** Faculty workload assignments are determined on the basis of a complex variety of variables related to the department's goals and expectations for instruction, research/creative expression, service/outreach, and directed professional activity. In most cases, counting semester hours alone fails to reflect the totality of a faculty member's effort, and is therefore insufficient for the purposes of developing or comparing workload assignments. Within and across departments, schools, and the College, individual workload assignments vary to allow for both flexibility and maintenance of UNCG's commitment to instructional productivity and academic excellence. In departments that do not offer the doctoral degree, 18 semester hours for each tenured/tenure-track faculty member are normally assigned to teaching; in departments that offer the doctoral degree, 15 semester hours are normally assigned to teaching and 3 hours to dissertation supervision. (These assignments are based upon the expectation of 24 semester hours per academic year, 6 hours of which are assigned to research/creative activity, for all tenured/tenure-track faculty.)

Faculty assignments are negotiated between faculty and the department chair/head. The teaching load for full-time adjuncts is 12 semester hours per semester. Again, this may vary in certain cases based on factors outlined above. The ratio of university supervisor to student teachers has averaged 1 to 6.4 over the past five years [see <http://provost.uncg.edu/publications/personnel/facultyworkload.asp> for full policy.]

**Non-Faculty Personnel.** The Teachers Academy administrative staff includes an Associate Dean/Director, who is also the licensure officer, and an assistant director who directs the alternative licensure programs. The USTEP, NCTEACH, Wachovia, GCS Teacher Cohort Project, and the GCS Project Post programs are coordinated by the Teachers Academy. Support staff include a full time administrative assistant who is responsible for maintaining the Teachers Academy database, a full time office manager who handles general administrative tasks and processes licensure applications, and a full time licensure advisor. Other support staff include a part time student teaching coordinator and four graduate assistants who work a total of 60 hours per week.

Other non-faculty positions that strengthen teacher education at UNCG include:

- The Student Advisement and Recruitment Center (SARC) that is staffed by a director, two assistant directors, and a program assistant serves as the first point of reference for inquires to the SOE; processes all Graduate School applications to the School; acts as an advising center for all

undergraduate Freshmen and Sophomores declaring education as their major; and assists in School of Education recruiting as needed.

- A Director of Recruitment, Retention, and Professional Development who has outreach and recruitment responsibilities.
- Director of the Center for Educational Studies and Development has assumed an expanded role in supporting outreach activities for our education programs.
- A full-time coordinator of Instructional Technology, a consultant for distance learning, and two full-time technicians assist faculty with technology needs including faculty development and tech support.
- A director of the Teaching Resources Center directs the Center, maintaining inventory and assisting students and faculty with multiple and varied resource needs.
- Virtually all programs in the School of Education have a sufficient number of graduate assistants and teaching assistants to support program needs. These positions are at both the masters and doctoral levels [see Graduate Assistantship and Teaching Assistantship lists in the general documents box].

#### **6.4. Unit Facilities and Resources**

Each full-time faculty member has a private office with sufficient space to meet with students and other individuals. Rooms are available for larger meetings on a check out basis. The Associate Dean for Operations in the School of Education is responsible for space planning, including ongoing oversight of renovation and repair needs within faculty offices and classrooms.

All classrooms in the Curry Building are equipped with state of the art teaching stations for student use and modeling by faculty. Equipment includes a computer with network and Internet access, a data projector, large screen, and VCR; some of the teaching stations also have a video visualizer. Curry 304 and Curry 349H are state of the art technology classrooms. Curry 304 has 25 computer workstations and other equipment that serves as a center for professional development. Technology workshops involving university faculty, school administrators, and teacher are held in Curry 304 on a regular basis. Curry 304 also is available to faculty for their classes and it serves as the teaching classroom for all sections of LIS/CUI 120. The Curry Building is equipped for wireless computing. Curry 349H is also used as an open lab. See [http://www.uncg.edu/soe/newsite//instructional\\_technology/intech\\_soefacilities.html](http://www.uncg.edu/soe/newsite//instructional_technology/intech_soefacilities.html) and [http://www.uncg.edu/soe/newsite//instructional\\_technology/intech\\_so\\_equipement.html](http://www.uncg.edu/soe/newsite//instructional_technology/intech_so_equipement.html) for more information on technology resources for the Teachers Academy.

#### **6.5. Unit Resources including Technology**

The Teaching Resources Center (TRC) also supports professional education programs at UNCG. Located in the Ferguson Building (adjacent to the Curry Building), it is designed for use by students and faculty in all professional education programs on

campus, as well as to provide professional development for our school and community partners. The TRC houses print and non-print materials including a variety of technology resources to assist candidates and faculty in planning instructional activities on campus and in field experiences and clinical practice. Equipment available for use in the TRC as well as check out includes camcorders, digital camcorders, digital cameras, overhead projectors, an opaque projector, a smart board, and laptop computers. See <http://www.uncg.edu/soe/trc/index.htm> provides additional information on resources available through TRC.

A number of other instructional resources are available to support teacher education at UNCG. A new assistive technology classroom has been developed to address needs identified through an extensive faculty survey (see Survey of Competencies for Including Students with Special Needs in the general documents box) and a new interdisciplinary center for e-learning has been established to facilitate the use of technology for teaching and learning (see <http://ice.uncg.edu/>). The Walter Clinton Jackson Library has significant resources to support UNCG's teacher preparation programs (see Library Resources files and <http://library.uncg.edu/>). The University Teaching and Learning Center (TLC) supports the University's instructional programs by providing instructional development activities, instructional materials, equipment, test and data scanning services, and consultation in instructional development and in the use of instructional technology (see <http://www.uncg.edu/tlc/>).

-Smith, P. *Common Sense About Uncommon Knowledge: The Knowledge Bases for Diversity*. Washington, D.C.: AACTE, 1998



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