Morgan’s gift continues family tradition of supporting education

By Michael Hobbs

Donor Profile

Musette Morgan (A.B.Ed. ’76) has faced that question. She served for ten years as a member of the Tennessee State Board of Education at a time when that state was enacting a series of school reforms. She found the information and advice the board received from educational policy researchers to be essential.

“We were making huge education policy reforms and their research and their expertise made a tremendous difference,” Morgan said. Morgan came to appreciate the importance of researchers who devote themselves to evaluating educational policies. The experience helped motivate her in making a gift that enabled the School of Education to secure a new professorship to support such work.

“We need to replicate good programs and not just throw money after bad ones. It’s just a critical need.”

Morgan’s gift was made possible by a gift of $350,000 from Morgan and her husband, Allen Morgan. Additional support from an anonymous donor, combined with $250,000 from the C.D. Spangler Foundation allowed the University to secure $333,000 in matching state funds for the $1 million endowment to fund the professorship.

The Morgan Distinguished Professorship in Educational Innovations was made possible by a gift of $350,000 from Morgan and her husband, Allen Morgan. Additional support from an anonymous donor, combined with $250,000 from the C.D. Spangler Foundation allowed the University to secure $333,000 in matching state funds for the $1 million endowment to fund the professorship.

The School will soon be recruiting for a faculty member to fill the position. Morgan said policymakers need the help that informed educational policy researchers can provide. “I saw a disconnect in effective research that would lead to good policy making,” she said. “We need to replicate good programs and not throw money after bad ones. It’s just a critical need.”

“We intend to grow our ability to help inform policymakers as they make decisions regarding our schools.”

Dean Bill McDiarmid

Bill McDiarmid, dean of the School of Education, said Morgan’s gift would provide the School additional strength in an important area. “We intend to grow our ability to help inform policymakers as they make decisions regarding our schools,” he said. “There’s a growing interest among the public and their representatives that we do a better job educating all of our children.”

continued on page 2

Education minor launches in Fall

By Michael Hobbs

There’s something new at the School of Education. A new minor in education, launching this Fall, is giving Carolina students new opportunities to explore educational issues and to gain exposure to the wide variety of careers centered around schools.

The School of Education and the College of Arts and Sciences developed the minor to meet a deep interest among Carolina students in educational issues such as current reforms and policies, implications of new learning research, educational equity, and achievement and resource gaps in schools, said Bill McDiarmid, dean of the School of Education.

“We know that Carolina students care deeply about education, their communities, and social

continued on page 3

Catherine Marshall wins UNC’s Mary Turner Lane Award

By Patty Courtright

Catherine Marshall, professor of educational leadership and policy in the School of Education, has won the 2012 Mary Turner Lane Award.

Established in 1986, the award recognizes people who make outstanding contributions to the lives of women students, faculty, staff and administrators at Carolina. It is named after Mary Turner Lane, founding director of the Curriculum in Women’s Studies, the first recipient of the award and a former faculty member in the School of Education.

The University’s Association for Women Faculty and Professionals presented the award in May at the group’s annual meeting.

Marshall, a member of the educational leadership faculty since 1991, focuses her scholarly work on describing and dismantling oppressive practices. She has written extensively on women’s issues in North Carolina, nationally and internationally and has been nationally recognized for her work on feminism and social justice.

Known for her genuine concern for her students’ well being, Marshall has a reputation for setting high standards for rigor and excellence.

A former doctoral student in educational leadership and policy studies described Marshall’s mentoring style as a balance of encouragement and expectation. “As a role model, she always assumes there is room for improvement, both in her own work and the work of others,” the nominator said.

Marshall was frank about the gendered nature of academia and the challenge women face in balancing relationships, family and work, she said. “Inside and outside of classes, Catherine was always willing to share her own stories as a woman and career struggles in bringing up gender issues in the field of education at a time when they were not popular,” the former student, now a college administrator, said.

A group of current doctoral students who have Marshall as their adviser said they were grateful for Marshall’s empathy while “quietly insisting that we learn more, write better and

continued on page 4
Morgan gift builds on longtime family dedication to education (continued from page 1)

Having new ability to help foster educational innovation will contribute to those discussions.” While a native and resident of Memphis, Tenn., Morgan has deep ties to North Carolina. Both of her parents were from North Carolina. One great-grandfather — William Walton Kitchin — served as governor from 1909-1913. Another — James Ydakin Joyner — was the state superintendent of public instruction from 1902-1919.

Her interest in the field of education was sparked in the fifth or sixth grade when she was given the assignment of writing a paper about someone in her family. She chose Joyner, a member of the Carolina Class of 1881 and for whom Joyner Residence Hall is named. She learned that Joyner served during a time of great change in North Carolina schools.

During his term as superintendent of public schools, the state established a high school system, began to certify teachers, extended the school year, and instituted compulsory attendance.

“I learned that education was very much a part of my family,” Morgan said.

That new knowledge of her family’s deep involvement with education was strengthened by her own personal experience — working with children each summer during her teens.

Her interest in education continued in college.

But, she wasn’t going to go to Carolina. When it was time for her to choose a college, Morgan said she knew one thing — she was not going to be a Tar Heel like so many in her family. She wanted to do something different.

But, as so often happens, all it took was a trip to Chapel Hill. She came to town to visit her two older sisters, then Carolina students, who were going to take her to other campuses.

“...just driving onto the campus I knew that’s where I wanted to go.”

Morgan majored in education. She went on to get a master’s and a doctorate in education from Memphis State University, now called The University of Memphis. She has taught at the college level. Her service on the Tennessee State Board of Education included chairing a Parent Involvement Initiative and the Committee on School Violence.

She and her husband are longtime supporters of Carolina. She has remained involved with the School of Education, including serving on its Foundation Board.

Among their gifts, they established the James Ydakin Joyner Fellowship in Educational Policy in 2003 and the Morgan Writer in Residence Program through the College of Arts and Sciences, which has brought a succession of notable writers to Chapel Hill.

“Musette Morgan has demonstrated time and again her devotion to education by supporting our School,” said Wendy Gratz Borman, assistant director of external relations. “Her investment in CMS is an example of what enables the School of Education to continue to build and expand into this important area.”

Morgan called choosing to support the professorship in educational innovations an easy decision.

“I just saw the need,” she said. “I’ve been talking a long time about the need for more strength in this area.

“This is very exciting to me.”

From the Dean

Dedication by many made this a good year

By Bill McDiarmid

Despite the substantial cuts to our budget and a subsequent dramatic reduction in staff, 2011-12 was a very productive year for the School of Education.

The recent round of cuts to the academic budget created an opportunity for the faculty to begin to realign academic programs and to strengthen programs, particularly at the graduate level. The opportunity for the faculty and staff to develop new initiatives and to expand our efforts in online and distance education has been very exciting.

The faculty and staff have also responded very well to the challenge of increased responsibilities and the faculty is adjusting to reduced levels of support. Faculty members are teaching larger sections, thereby reducing teaching assistantships for graduate students — a very unfortunate consequence of the budget cuts. Going forward, funding for top graduate students and the lack of raises for faculty and staff over the past three years are perhaps the greatest threats to the School’s vitality, productivity, and reputation.

At the same time, however, the School celebrated a range of heartening achievements this year. Bill Ware became the first McMichael Term Professor. Other faculty were also honored, including Eileen Parsons, who was awarded an American Association for the Advancement of Science & Technology Fellowship; Catherine Marshall, who was recognized for contributions to women’s issues by the Mary Turner Lane Award; Steve Knote, who won the Provost’s Engaged Scholar Award for his work with the Madres para Ninos program; Rune Stinehoj, who was recognized with a Lifetime Achievement Award from the American Public Health Association; and Gerry Unks, who was initiated into the Order of the Orai-Valkyries that recognizes those who enhance the campus’s intellectual climate.

These awards speak to the continuing excellence, resources and school success for all students, especially those from marginalized communities.

The faculty also made significant progress on our strategic plan, faculty governance, and revision of the Ph.D. program.

As a School, we identified four strategic directions to guide our activities:

• Increasing access to essential educational resources and school success for all students, particularly those from marginalized communities.

• Increasing the number of academically able and socially committed students entering and leading the educational professions.

• Infusing both policy and practice with research-based ideas that inform innovation and improve learning opportunities and outcomes for all students.

• Improving the quality of educator preparation.

These directions address the greatest needs both in the state and in the nation. Our next step is to develop initiatives to measure our progress for each of these and to regularly review these data as a basis for decisions on resource use.

We also implemented a new faculty governance structure, and the Faculty Executive Committee, under the leadership of the new faculty chair, Patrick Akos, reviewed and revised school policies — none more important than the revision of the Academic Promotion and Tenure policy to ensure alignment with University policy and acknowledge new forms of scholarship such as blogs, online journals, and app development.

Perhaps the most significant achievement for the faculty this past year has been revision of the Ph.D. program. The faculty worked to identify the intellectual communities within the School as these are the foundation of any Ph.D. program. In the end, the faculty organized themselves into five overlapping communities: Applied Development Science and Special Education; Cultural Studies and Literacy; Educational Leadership and Policy; Learning Sciences and Psychological Studies; and Teacher Education.

This, we believe, will enable potential students to more readily identify the intellectual communities with which they might affiliate. The curriculum revision includes a set of core courses — particularly research methods — that all students would take before specializing in their fields of interest.

In all, it was a remarkably productive year. This isn’t to say it was an easy year — few of us in public higher education could say that. That we could accomplish so much speaks to the resilience, dedication, talent, and creativity of the faculty, staff, students, and alumni who make the School a very vibrant and exciting place to work.

It’s a privilege to work here.

Bill McDiarmid

The Carolina Slate
New minor in education gives more students opportunities to explore educational issues (continued from page 1)

injustice,” McDiarmid said. “Students have asked for opportunities to examine closely issues that bear on the educational inequities that plague our schools. This new minor will provide opportunities for them to do so.”

Interest in the minor among students has been strong.

Plans for the minor projected an enrollment of 25 students in the first year. But more than 70 students applied, leading to the decision to expand enrollment to 40.

Exploring educational issues

The minor was developed under a charge from Chancellor Holden Thorp and McDiarmid that called for an innovative approach to offering students a new course of study that examines education topics and provides experiences working in classrooms.

The minor was designed to answer the expressed interest among many students for an exploration of educational policy issues, said George Noblit, Joseph R. Neikirk Distinguished Professor of Sociology of Education and director of the minor.

“The minor’s course of study will give undergraduates opportunities to investigate the policy climate affecting education, giving students the capacity to think critically about these issues and to participate in public debates about them.”

George Noblit, director of the minor program

Eaker-Rich, assistant dean for academic affairs in the School of Education.

“Our new minor is not intended to provide a direct path for students interested in seeking teaching positions,” Eaker-Rich said. “But it will offer exposure to the work of educators for students who are exploring possible careers in educational settings.”

Developed with student input

An advisory committee made up of faculty from the School of Education and three students – two undergraduates and one doctoral student – developed the proposal for the minor.

Nina Brashears, a senior majoring in public policy, served on the committee.

“I am excited to see the minor begin in the coming year because this is a program that offers a unique and engaging academic opportunity,” Brashears said, explaining that while she was able to complete a concentration in education policy, served on the committee.

More information

More information about the minor is available on the School’s website: soe.unc.edu.

A minor talk >>

Scan this page to watch Student Nina Brashears talk about the new minor in education, or see it at soe.unc.edu.

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Lessons learned at UNC put to work every day

Nicole Pfleger (M.Ed. ’06), a school counselor in Smyrna, Ga., was named National School Counselor of the Year by the American School Counselor Association.

Pfleger was among more than 400 nominees for the award, which is the highest national honor for school counselors. Candidates are judged on a set of criteria that includes creative school counseling innovativeness, effective programs, leadership skills and contribution to student advancement.

Pfleger learned of the award in December during a surprise school assembly where she works, Nickajack Elementary School in Smyrna, Ga. ASCA President Alan Burkhart and Cobb-County School District Superintendent Michael Hinojosa presented the award to Pfleger as family, school employees, district school board members and students watched. “Nicole is deserving of the award because of her intense focus on meeting the needs of her students and families,” said Gail Smith, supervisor of school counseling for the Cobb County School District. “She balances her data-driven program with community outreach and involvement. Not only does she provide support to families that are experiencing difficulty, she teaches her students to give back to the community with their unique talents and gifts. She sees no boundaries in her school counseling program, and strives to ensure that her students receive the best education possible.”

Pfleger is a native of Cobb County. She earned her undergraduate degree in early childhood education at the University of Georgia before obtaining her master’s in school counseling at the University of Georgia before obtaining her master’s in school counseling at the University of Georgia. She received her PhD. in educational leadership at Lincoln University.

She joined Nickajack Elementary as school counselor in 2000.

“Our graduates excel because talented folks are drawn to the Carolina culture, they work incredibly hard while in the program, and we challenge and push the students a great deal.”

Patrick Akos, coordinator of the school counseling program

Record of success at Carolina’s school counseling program

Pfleger said that every day she employs practices and knowledge gained in Carolina’s school counseling program.

“The most valuable lesson that I learned was the importance of building relationships not only with students, but with all stakeholders of the school community,” she said. “I also learned to be intentional in everything that I do to ensure that students are impacted by the role of the school counselor in their lives.”

Program alumni have established a record of success. For the last two years, graduates of the program – Jessica Thompson (M.Ed. ’02) and Rebecca Atkins (M.Ed. ’03) – were named Elementary School Counselor of the Year by the North Carolina School Counselor Association. In 2008, another – Kelly Ponder (M.Ed. ’02) – was a semi-finalist for National Counselor of the Year. Numerous others have been honored with awards in their districts.

“Our graduates excel because talented folks are drawn to the Carolina culture, they work incredibly hard while in the program, and we challenge and push the students a great deal,” said Patrick Akos, associate professor of school counseling and coordinator of the school counseling program.

“Counseling is a tough profession as it causes you to examine your own development before you can empower kids and impact K-12 schools. Not everyone is willing to do that, then sacrifice and devote their lives to seeing others thrive.”

The program focuses solely on school counseling, rather than the collection of other types of counseling strands, Akos said, which allows the program to focus on helping school children.

The program also is structured to provide participants in-depth exposure to working within schools, with classes during two days of the week during the academic year and work at placement sites during the other three days, said John Galassi, a professor of school counseling who has taught in the program since 1973.

“Our students profit in developing their skills and knowledge in two ways. First, there is little or no delay between what they are learning in the classroom and the opportunity to apply it almost immediately in their field placement,” Galassi said.

“So they begin their first year of employment as a practicing school counselor having already had experiences over an entire school year as a school counseling intern.”

The worksite placements are designed to expose program participants to diverse student populations, said Dana Griffin, assistant professor of school counseling.

“We want our students to be able to work with any school population and we teach culturally appropriate counseling strategies for working with ethnically, racially, and culturally diverse K-12 populations,” she said. “Our program is short, but intense, and couples didactic learning with experiential learning which enables our student to enter the field with a complete picture of what is needed to be a professional school counselor.”

Griffin said Carolina’s school counseling program graduates are highly sought by school districts.

“As one person informed me, UNC-Chapel Hill always has high quality students and she looks forward to working with our students each year.”

Catherine Marshall wins Mary Turner Lane Award (continued from page 1)

Students know that Marshall demands their best. “Her classes remain packed with eager students anxiously awaiting what there is to learn from her,” they said.

“She does not rely on technology or charisma to maintain the focus of her students. Instead, Dr. Marshall’s second-to-none level of knowledge about her subject area supports an organization of knowledge that has a profound impact on students.”

Her students are drawn into class discussions that easily spill over to the workplace or home life. “Without realizing it, you’ve been inspired!” the students said.

Marshall is known for creating informal doctoral cohorts and giving them support and encouragement throughout their programs. “Dr. Marshall has assumed the role of mentor for us,” the nominators said. “Her sincere desire to help us achieve our goals as professional women is evident in the tremendous time commitment she has extended each of us.”

At the same time, both past and present students have said, she readily acknowledges that “life happens” and plans sometimes have to be modified, all the while remaining encouraging.

“We are all so grateful for how hard she pushed us,” nominators said. “She pushed us to levels we never dreamed we would reach.”

“Her belief in us surpassed our belief in ourselves. That is certainly remarkable!”

Marshall has written extensively on women’s issues and is the author or editor of numerous books.

She has received the Campbell Lifetime Achievement and Contributions Award from the University Council for Educational Administration; the Willystine Goodsell Award for scholarship and activism on behalf of women and girls from the American Educational Research Association; and the Bailey Award for Intellectually Shaping the Field from the Politics of Education Association.

She has led Leadership for Social Justice, an international scholar/activist organization pushing for more equity-oriented school leadership.

At the School of Education, Marshall established and taught for many years the course Gender, Policy and Leadership. She has also taught at the University of Pennsylvania and at Vanderbilt University.

Her studies of the assistant principalship and on barriers to women’s opportunities in leadership have disclosed professional cultures that suppress diversity. She writes and teaches ways to rethink education policies and her analyses of the politics of gender equity policy have provided insights for scholars and activists advancing feminist agendas in education.
Education major shines in presidential spotlight

Domonique Garland chosen to introduce Barack Obama during his visit to UNC

It’s not an everyday thing to be asked to give a speech to 8,000 of your fellow students. And, it’s not an everyday thing that you are asked to go on CNN – live! – to talk about what you just did.

Oh, and it’s not an everyday thing to you get to meet, hug and introduce the president of the United States. But all that happened to Domonique Garland. Garland, a Greensboro native who graduated in May as an elementary education major, was the Tar Heel selected to introduce President Barack Obama when he appeared at Carolina in April.

“It doesn’t feel real at all,” Garland said in an interview a few days after the big event. “It does not feel like I actually went up there and spoke.”

But she did.

Garland’s name was among a handful put forward by the Admissions Office, where Garland has worked for four years giving campus tours to prospective students and their families. She got a call from the White House two days before Obama’s visit, telling her she had been selected for the task.

“Of course, you can’t scream on the phone because they would think you’re crazy,” Garland said. “So, I was silently screaming and running around my apartment and jumping.”

Next move! She called her mom, who during much of the phone call was jumping up and down on her bed, Garland said.

“I had wide creative license,” Garland said, adding that the White House suggested some minor reworking of some of the text.

Jitters? They went away when the president arrived, Garland said. After the national anthem was played, the president came down a corridor into the curtained-off staging area. He posed for pictures with the color guard.

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Garland’s mother and father, one of her sisters and her grandmother got to come to Carmichael Auditorium to watch the event. Her grandmother, who is almost 70 years old, talked about the wonder of the day.

“She said, ‘I’ve seen everything from segregation. To see one of my daughters go to college and then to have my granddaughter come to college and actually speak to introduce the president. That’s something that makes my heart glow.’”

Student Profile

This year Domonique Garland and fellow senior June Furr served as the School’s two inaugural participants in the Gail W. Bunn Fellows program, in which they worked in May at the Mariam Boyd Elementary School in Warren County.

“We really had an eye-opening, life-changing experience,” Garland said.

The program was established by Gail Weaver Bunn (A.B.Ed. ’72) and her husband, Tom. Its purpose is to support pre-service teachers at the School of Education who agree to work and live in rural communities for part of their student teaching experience. (See story in Spring 2011 Carolina Slate on our website at soe.unc.edu.)

The idea is to get more Carolina students working in rural settings where they can serve as role models for young children and to learn how rewarding such work can be, and then to share that experience back in Chapel Hill with other Carolina students.

Garland said she and Furr were able to implement a lot of the concepts they’d learned, such as creating experiential education opportunities and hands-on, kinesthetic learning.

“Of course, you can’t scream on the phone because they would think you’re crazy,” Garland said. “But, the fact is that you do need to be able to work in any teaching environment. I know a lot of schools don’t and you have to be able to work in any teaching environment. I know how to do it.

“And then you see that your students need to learn a lot from the experience of working in a low-wealth school. If you’re working in Chapel Hill-Carrboro schools, you might think that every school has SMART Boards, iPods and iPads and the latest technology,” she said. “But, the fact is that a lot of schools don’t and you have to be able to work in any teaching environment. I know how to do it.

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Steve Knote wins campuswide Engaged Scholarship Award

Steve Knotek, associate professor of school psychology and early childhood education, has been named a recipient of a 2012 Office of the Provost Engaged Scholarship Award. The award recognizes UNC- Chapel Hill faculty and units for outstanding engaged scholarship through teaching, research and community partnerships. Knotek’s award recognizes his work in developing and maintaining the Madres para Niños program, which serves Latina immigrant mothers and their preschool through second grade children.

Knotek’s award was among several presented at UNC-Chapel Hill’s annual Public Service Awards ceremony in March.

Through Madres para Niños, Knotek and his colleagues help Latino families understand and address the cultural differences with which they are confronted regarding their children’s schools, helping Latina mothers become more fully engaged with their children’s schoolwork and their school communities.

The program has served families in schools in Chapel Hill-Carrboro, Orange County, Durham County and other sites in the Piedmont.

Barbara W. Wasik, William R. Keran Jr. Professor, was a featured presenter on the opening day of the National Conference on Family Literacy in San Diego. Her presentation was titled “The Big Picture: An International Look at Family Literacy Needs, Services, and Research.” Information on the upcoming publication of Wasik’s second volume of the Handbook of Family Literacy was presented at the conference. Wasik’s research on family literacy started with services in North Carolina in the 1990s. Family literacy programs serve parents from low-income families with low literacy skills, many of whom are of immigrant status, and their children.

Cheryl Mason Bolick, associate professor and director of research and professional development for outreach, was selected as a 2012-2013 Academic Leadership Fellow at Carolina’s Institute for the Arts and Humanities. Eight fellows are selected each year to engage in a series of activities to help them develop leadership skills, clarify their career commitments, build a leadership network within the campus and extend their contacts to other leaders beyond the university.

Bobbie Lubker, retired from the School of Education, is serving as president of the Association of Retirement Organizations in Higher Education, an international organization of retired faculty associations in the U.S. and Canada.

Harriet Able, associate professor of early childhood intervention and family support, and Kate Gallagher, director of the Frank Porter Graham child care program, have been awarded a five-year personnel development grant worth $1,064,000 from the U.S. Department of Education. The grant will provide full tuition and stipend support for 32 students in the Early Childhood Intervention and Family Support strand of the Master of Education for Experienced Teachers program.

Madeleine Grumet, professor of education and former dean, delivered a keynote talk during a symposium in October at the University of Oxford in Oxford, England. The talk was entitled “Already at Work in the World: Fictions of Experience in Teacher Education.”

Dana Thompson Dorsey, assistant professor, has received a Junior Faculty Development award to assess Halifax County students’ attitudes regarding living and working with different racial/ethnic groups, democratic engagement, and school support for academic achievement.

Claudia Cervantes-Soon, assistant professor, has received a University Research Council grant in the amount of $4,990 for a project titled, “Puerto Pluente: Building Bridges between Home and School in Language, Literacy, and Mathematics.”

Lynda Stone, professor of philosophy of education, presented an opening keynote address at the Institutional Spaces of Educational Research conference in Nuremberg, Germany in November.

Jeff Greene, assistant professor of educational psychology, has been named as one of two new associate editors for the journal Metacognition & Learning.

Dana Griffin, assistant professor of school counseling, has won $3,000 from the University Research Council and a $5,000 James Moeser Award for Distinguished Research and Practice Fellows at the NEFC meeting in San Antonio in May.

Read more on our website at soe.unc.edu. Click on “News & Events” or “Faculty News.”
7

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IN THIS ISSUE

Morgan gift supports new professorship  Page 1
Catherine Marshall wins Lane Award  Page 1
Alumni named national counselor of the year  Page 4

What’s new?

Name
(Please include former name used in school)

Degree(s), year(s)

Title
Employer

Work address

Home address

Phone (home/cell)

Email

News

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Please remember to check our box!
When you receive a phone call or letter from the University inviting you to make a gift, we hope you will check the box beside the School of Education to designate your contribution. Only when you check our box do we receive your gift, allowing us to put it to work to benefit the children of North Carolina and beyond.

Go online to see more of the highlights of the past year

We had a successful year. Our faculty and our students continued the record of accomplishment that has distinguished the School of Education for more than 126 years. We’ve collected a list of these accomplishments and put it on our website.

We invite you to see for yourself that your School of Education is getting things done!

soe.unc.edu

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