Greetings from the New Dean

One thing has struck me repeatedly upon entering my role as dean. It is the exceptionality strong commitment to education that I encounter on all sides and in many different forms. I see it among the students who come to our school. It is evident in the lives of faculty blazing trails toward renewal and transformation. I bump into it among staff at all levels, who continually surprise me with the intensity of their hopes for what we are trying to accomplish as a school of education. I stand in awe at this commitment when I communicate with alumni who care deeply about our work and share our hopes for the profession we serve. I find a similar energy across this whole university, a place that won’t settle for less than being preeminent in the fields we represent.

In Chapel Hill, the metaphor of basketball is inescapable, and I call upon it now. Everyone apparent is the drive to put a team on the court that will show people what is possible in this game. By that I mean—both in basketball and in education—what is possible not only through extraordinary achievements, but through the determined cultivation of character and purpose among the players, for these are essential to the game if it is to mean anything enduring in our lives.

I had some notion that I would find such things when I came to the University of North Carolina, but I found much more. Already I have witnessed a deep and abiding passion for education among school people of all kinds. I have glimpsed it, too, in the unusually constructive coverage of school issues in newspapers. Most striking of all to me, full engagement with education in all its promise and peril has been the centerpiece of correspondence I have received from legislators and other political officials. If it is true, as H.G. Wells once wrote, that human history is a race between education and catastrophe, I am glad to have such colleagues who are as determined as I am to be on the winning side.

As my circle of friends grows larger and larger in North Carolina, it seems to me that we should begin here, professing our bedrock commitment to learning and human development. Everything follows from that—ideas, policies, practices, issues, dreams of what can be. In future issues of The Challenge, I will take up this theme in more extended form. But let me begin by sharing the simple fact that we are educators all. As such, we are called to do the best we possibly can in service of our people. In this increasingly interconnected world, that means all people.

Tom James
Dean

Distinguished Alumni Receive Awards

The School of Education presented Distinguished Alumni Awards on September 22 to four outstanding alumni. Dr. Betty Lenz Siegel (M.Ed. ’53), president of Kennesaw State University in Kennesaw, Georgia, won the Peabody Award, the most prestigious award given by the School’s Alumni Association. Dr. A. Craig Phillips (A.B. ’43, M.Ed. ’48, Ed.D. ’56), former N.C. state superintendent of public instruction, received the Distinguished Leadership Award. The Alumni Achievement Award was presented to Zollie Stevenson Jr. (Ph.D. ’74), program manager for standards, assessment and accountability for the U.S. Department of Education. Minti M. Safrit (A.B.Ed. ’90), a special education teacher at Partnership Elementary School in Raleigh, received the Excellence in Teaching Award.

“As the third oldest professional school on the Carolina campus and one claiming nearly 20,000 alumni, we believe that these awards represent high distinction for the recipients,” said Fenwick W. English, interim dean of the School of Education. “We are immensely proud of the award winners.”

Nominations for the awards were made by alumni, faculty and friends of the School. The winners were selected by a seven-member alumni and faculty committee, co-chaired by Dr. Ben Matthews, director of the School Support Division of the N.C. Department of Public Instruction, and Dr. Mike Williams, director of the Principal Fellows Program of the UNC Center for School Leadership Development. “It is on honor to recognize these alumni who have done great things for education not only in North Carolina but across the world,” said Matthews, who presided at the award celebration at the George Watts Hall Alumni Center on the campus of UNC-Chapel Hill.

A 1951 graduate of the School of Education, Betty Lenz Siegel of the Peabody Award as an outstanding individual who has made extraordinary contributions to the field of education and demonstrated a sustained and significant commitment to improving education in North Carolina and across the nation. As president of Kennesaw State University since 1981, Siegel is the longest serving woman university president in the nation. She was named Woman of the Year for the State of Georgia in 1997. Among her many firsts, she was the first woman appointed to lead an institution in the 34-unit University of Georgia system, the first woman academic dean at Western Carolina University’s School of Education, and the first woman dean of academic affairs for continuing education at the University of Florida. She was also the first woman and the first educator to chair the Board of Directors of the Chamber of Commerce in Cobb County, Georgia, a position she held during the planning and hosting of the Summer Olympic Games in Atlanta in 1996.

In accepting the award, Siegel pointed to her experience at the School of Education as a defining point in her life. Coming to Chapel Hill from the mountains of Kentucky where she was a coal miner’s daughter, she was the first in her family to pursue a college education. “My education was a window to the world,” Siegel said. “It gave new meaning to my life and shaped it immensely.” She emphasized the tremendous integrity of her Carolina professors, who instilled in her a passion for education and a desire to exert positive influence on others. She challenged the audience to remain optimistic even at a time when “the entire world seems to be saying negative things” about education. “We as educators must take the lead in not losing faith,” Siegel said.

Betty Lenz Siegel
Photo by Jock Lauterer

See page 7 for details.

Calling All Students and Recent Graduates

We are gathering information on honors won by our students and recent graduates. Please help by telling us about your honors and accomplishments. A summary of this information will be included in a self-study report on the School.
Master’s Degrees Awarded to First Graduates of Off-campus Programs

Eighty-six experienced teachers and aspiring administrators have received master’s degrees from the School of Education through its off-campus programs. At Carolina’s May 18 commencement ceremony, 23 aspiring principals received Master of School Administration (MSA) degrees after completing the Off-campus MSA Program. Each program, face-to-face instruction. Participants pursue graduate study for approximately two years and a half years in cohorts of about 25 members. Each cohort includes educators who work in a variety of settings—whether Head Start preschools or share a common specialty area such as literacy, thus creating a network of education professionals who can use their newly acquired Knowledge and skills to work together to improve their schools and districts. These programs were designed in partnership with local teachers and administrators to create learning experiences that would empower students to be change agents within their schools and school systems,” said Cheryl Mason Bolck, assistant professor and coordinator of the M.Ed. Program for Experienced Teachers.

Many of the graduates expressed appreciation for the opportunity to pursue graduate study while continuing their careers. “The class schedule would not have allowed me to participate in an on-campus program with out taking a leave from my job,” said one graduate. “The off-campus program is ideal for teachers who wish to continue to teach but work to further their professional goals at the same time.”

Students in the Off-campus Program and the School’s former Division of Education and Services, as well as serving as the School of Education’s associate dean of academic programs from 1977-93 and associate dean for research from 1985-96. On the university level, Wask was associate dean of the Graduate School from 1972-75. Throughout her career, Wask has been a vigorous supporter of public education for children and their families. She has conducted extensive research in elementary classrooms to promote children’s social and academic competence and was one of the first researchers to study the application of behavior principles in classroom settings.

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She has developed numerous assessment instruments, including classroom observation codes, problem-solving scales and classroom environment scales. With her colleagues at FPG in the late 1970s and 1980s, Wask conducted Project CARE (California Approach to Responsive Education), a study of the effects of center-based day care and home-based interventions on children’s school readiness. The results demonstrated that early childhood education significantly improves later educational success and achievement of poor children. Ongoing research into the long-term effects of early Head Start has been cited as the most significant early intervention research of the 1980s.

Wask is the 2000-01 Graham Child Development Institute (FGI) director and director of The Center for Home Visiting. Since joining the faculty of the School of Education as an assistant professor in 1969, Wask has taught in the School Psychology Program and mentored dozens of students, having directed 19 Ph.D. and 25 doctoral dissertations. She has chaired both the School Psychology Program and the School’s former Division of Human Development and Psychological Services, as well as serving as the School of Education’s associate dean of academic programs from 1977-93 and associate dean for research from 1985-96. On the university level, Wask has served as the School of Education’s associate dean of academic programs from 1977-93 and associate dean for research from 1985-96. On the university level, Wa sk was associate dean of the Graduate School from 1972-75. Throughout her career, Wa sk has been a vigorous supporter of public education for children and their families. She has conducted extensive research in elementary classrooms to promote children’s social and academic competence and was one of the first researchers to study the application of behavior principles in classroom settings.

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School Prepares to Open the Carolina Center for Educational Excellence at Smith Middle School

Neil J. Shipman Leads Implementation Effort

Farmer Receives $1.3 Million Grant to Study Student Development

Researches in the School of Education and the School of Social Work have received a $1.3 million grant from the U.S. Department of Education to study the social and character development of elementary school students in rural, low-income and multi-ethnic communities. Thomas Farmer, assistant professor in the School of Education, is the principal investigator. Co-principal investigators from the School of Social Work are Mark Fraser, professor and associate dean for research, and Maeda Galinsky, Kenan Distinguished Professor. Serving as a co-investigator in Hongxing Xie, associate director of the Center for Developmental Science, a research organization based at UNC-Chapel Hill.

The study will combine three strategies to teach social skills to students and train teachers in classroom dynamics and behavior management, with the goal of improving students’ academic performance. All three strategies are based on cutting-edge behavioral research, according to the investigators. This study represents the first time these interventions have been integrated into a single program. During the three-year investigation, the strategies will be implemented and evaluated in 10 elementary schools in Hoke and Wayne counties, reaching approximately 700 students across 35 classrooms.

The first strategy, “Social Dynamics Training,” is designed to alter the social context in the classroom by training teachers to be aware of peer group dynamics, helping to reduce social aggression, bullying and peer rejection. The second, “Competence Enhancement Behavior Management,” will guide teachers in improving behavior management in the classroom. The third, “Making Choices,” will teach children how to solve social problems and make positive social choices, thereby building and sustaining social relationships. “The focus of our intervention with the children is to improve their skills in relating to others,” Farmer said. “The focus of our training for the teachers is to impact what teachers do and then how they helpchildren in normal daily interactions.”

Farmer and his colleagues at the Center for Developmental Science have conducted extensive research on peer group processes and classroom contextual factors that contribute to or inhibit problem behavior. In many cases, teachers can manage the social context so that it promotes positive behavior. But in other cases, teachers struggle as they deal with bullying, victimization, social aggression, and aggressive and disruptie peer groups. A core goal of this program is to provide teachers with skills that promote productive peer relationships that enhance the academic performance of all students in the classroom.

“A significant part of this enterprise, for me, is taking more than 20 years worth of basic behavioral research on social relations and aggression that has been performed here in North Carolina and applying it to what teachers and administration do in schools,” said Farmer. “I think both schools have welcomed the collaboration. The joint expertise of the two schools represents a significant collaboration which we hope is the beginning of a strong future partnership.”

The Carolina Center for Educational Excellence under construction.

Photo by Jessica Lindsay

Neil J. Shipman became the director in September of planning and implementation of the Carolina Center for Educational Excellence, located in a new wing being built onto the R.D. and Euzelie P. Smith Middle School in Chapel Hill. This project has grown out of an unprecedented partnership between the School of Education and the Chapel Hill-Carrboro City Schools. Capping five years of planning, officials of UNC-Chapel Hill and the Chapel Hill-Carrboro City Schools broke ground for construction of the center last February.

The 7,000+ square foot wing, scheduled to begin operations in late winter of 2004, will be a place where University faculty, practising teachers, principals, superintendents, counselors, psychologists, students in the public schools, and University undergraduate and graduate students will come together. In addition to flexible classrooms and space for staff development seminars and gatherings, the wing will include a fully equipped, state-of-the-art mathematics and science teaching laboratory funded by the National Aeronautics and Space Administration. It also will house a counseling center where school counselors and psychologists will be trained and services will be provided to students and their families as well as support provided to new teachers. It will be equipped with the latest technology, including capability for videoconferencing and high-speed access to the World Wide Web.

Within the context of this building design, Shipman is leading a Steering Committee in Educational Excellence and in planning its programming. “This is not simply a building with four walls where we have classes and other educational activities,” Shipman said. “This is an entity, housed at Smith Middle School, that will allow us eventually to reach educators all over the world.”

Shipman envisions a multi-stage process, beginning with a partnership between the School of Education and Smith Middle School. The partnership will soon expand to include Elizabeth Seawell Elementary and Chapel Hill High schools, which are located adjacent to Smith Middle School. The next step will be to add the other 11 schools in the Chapel Hill-Carrboro City School district and then other school districts in the region. Eventually, the partnership will become statewide, national and finally international.

Conversations with Dr. Neil Pedersen, superintendent of the Chapel Hill-Carrboro City Schools, have been productive in envisioning the expanding scope of the partnership, according to Shipman. Pedersen has been involved in the planning of the center since the idea first emerged in 1998 in conversations between Pedersen and Madeleine Grunet, then dean of the School of Education. “This project presents us with an opportunity to do some very creative and exciting things,” Shipman said.

After teaching part-time at the School of Education for the past two years, Neil J. Shipman joined us in September to direct the planning and implementation of the School of Education wing currently under construction at Smith Middle School in Chapel Hill. A clinical associate professor of educational leadership, Shipman has been teaching in our Master of School Administration Program, working with aspiring principals in both the off-campus and on-campus programs.

“Neil Shipman is an experienced administrator who is well organized, innovative and effective,” said Ferwick English, interim dean of the School of Education from July through October of 2003. “We are fortunate to have him step into the leadership of this important planning process.”

Before affiliating with the School of Education, Shipman was director of the Interstate School Leaders Licensure Consortium of the Council of Chief State School Officers in Washington, D.C., from 1995-2001. In this role, he directed collaborative efforts among 32 states and 11 national associations to develop standards for licensure of principals and superintendents as well as standards-based professional development. Earlier in his career, Shipman held positions at many levels of public education, serving as an acting associate superintendent of schools, an acting coordinator of early childhood education, an area director for educational services (a position comparable to a deputy superintendent for instruction), a supervisor of instruction, a management consultant, a principal and a classroom teacher in Maryland and in Pennsylvania. He also has previously held academic appointments at the University of Memphis and at Hood College in Frederick, Maryland.

Shipman earned his Ed.D. in educational policy and management at the University of Southern California in 1985. His M.Ed. in administration, supervision and curriculum is from the University of Maryland, and his B.A. in physical science and English from Lynchburg College in Williamsport, Pennsylvania.

The 17-member Steering Committee includes Smith principal Dr. Valerie Reinhalk, representatives of the Chapel Hill-Carrboro City Schools, teachers, and School of Education faculty and staff. The University is funding construction of the $1.2 million wing, and the School of Education will raise additional funds to equip the facility and create an endowment to keep it running in the future. In addition to developing the vision and programming for the Center, the Steering Committee is looking for funding opportunities through grants, foundations, private gifts and other sources. For more information, contact Susan Boumer, director for development of the School of Education, at boumer@email.unc.edu or (919) 962-5381.

The Carolina Center for Educational Excellence at Smith Middle School.
Z. Smith Reynolds Foundation Funds Work in Hoke County

Thomas Farmer is Principal Investigator

Educators in Hoke County, North Carolina, face challenges daily beyond those confronted by many educators. In Hoke County, where more than 18% of the people live in poverty according to U.S. Census Bureau data, educators struggle with the challenges that poverty presents in education. To help educators in Hoke County to better work with Hoke County teachers and administrators over the past year to develop a variety of training and support initiatives.

Teachers in Hoke County have clearly voiced two needs. First, they want to learn new strategies for helping their students that go beyond what is typically offered through in-service training programs. The teachers have expressed a desire for university-level coursework, but their geographical location gives them a sense of isolation from North Carolina’s major universities. Second, Hoke County teachers have indicated that they have a diverse range of learners in their classrooms. They want the support of specialists who can help them individualize instruction and design interventions for the unique needs of students, especially those who are experiencing difficulties.

In response to these expressed needs, the Z. Smith Reynolds Foundation, based in Winston-Salem, North Carolina, has awarded a $25,000 grant to Thomas Farmer, assistant professor in the School of Education, to train a cohort of nine teachers to be on-site intervention specialists in Hoke County. The goal is to improve academic instruction and related services for youth in Hoke County, especially those who are at risk of school problems and related difficulties. This concept has been strongly endorsed by teachers and administrators in Hoke County. Once they complete training, the intervention specialists will work directly with students as well as provide consultation and support to other teachers who serve students with learning and behavioral challenges.

The instruction will be strait in Hoke County. Coursework will include standard courses that cover the foundations of promoting the school success of all children. In addition, the program will include classes that focus on the needs of at-risk youth. The teachers who participate in this program will span elementary, middle and high school grades. This breadth of involvement will enable teachers to identify ways of working together across grade levels to support students. It will also allow teachers to focus on students’ transitions to middle school and high school, times when many students show severe declines in performance and great propensity for dropping out of school.

“Tom Farmer, the School of Education and Z. Smith Reynolds are providing badly needed help,” said Timothy Farley, Hoke County associate superintendent for curriculum and instruction. “The intervention specialist program will give teachers a ‘resource toolkit’ to help students succeed, whether the students have special needs or not. The program will also provide excellent training to our teachers while affording them the benefits of licensure or even a master’s degree. We expect

Grogan Endorses Mentoring Among Women in Educational Leadership

Women in the superintendent was the theme of the fourth annual Smallwood Dialogue, presented by Margaret Grogan on November 15. Grogan is a professor and chair of the Department of Educational Leadership and Policy Analysis at the University of Missouri-Columbia.

Smallwood Coordinator Betty Steffy welcomed Grogan and the audience to the William and Ida Friday Center for Continuing Education in Chapel Hill. Steffy is also a clinical professor at the School of Education.

Grogan’s presentation, Women in the Superintendentship: Equity, Opportunity and Leadership, focused on the benefits and challenges of mentoring for the superintendent to improve the status quo. She highlighted some key issues facing women in mentoring relationships such as race and gender, the differences between friendship and mentorship, the importance of setting goals and expectations early in a relationship and mentoring for social justice.

After the presentation, responses were given by Lori Bruce, assistant principal at East Chapel Hill High School and former Smallwood Fellow; Joseph Johnson, professor of educational leadership at Fayetteville State University and Catherine Marshall, professor of educational leadership at UNC-Chapel Hill.

Grogan’s presentation was teleconferenced to Appalachian State University with support from the Appalachian State University-Stanford Foundation. This was the first Smallwood Dialogue to be teleconferenced.

Funded by the Frances C. and William P. Smallwood Foundation in Fort Worth, Texas, the Smallwood Dialogue was established in 2000. The Smallwood Foundation also provides fellowships for selected first-year students in the doctoral program in educational leadership at the School of Education.

(continued on page 5)
School Teams with UNC Libraries to Train Social Studies Teachers

When high school students work on projects about the Civil War era, they can view newspaper clipplings and read actual autobiographies, diaries and narratives written by fugitive and former slaves. They can read descriptive accounts and histories of life in the South during the Civil War, including writings about the importance of the church in the Southern black community. For studies of World War I, students can read accounts of how the war shaped the lives of Northerners on the battlefield and on the home front. They can view an extensive collection of World War I posters. All of this history comes alive on the Web site, “Documenting the American South.”

This summer, Cheryl Mason Bolick, assistant professor at the School of Education, collaborated with Robert Anthony, curator of the North Carolina Collection of the UNC-Chapel Hill, and Susan Friel, an academic affairs librarian, to train 24 middle school and high school social studies teachers from across North Carolina to use the Doc South Web site in their classrooms. Lisa Notborg, coordinator of instructional services at the Academic Affairs Libraries, and Natasha Smith, digitization librarian, were also instrumental in the planning.

At the workshop, faculty with connections to Doc South gave presentations on site content, including William Andrews, UNC-Chapel Hill professor of English, William Bumey, UNC-Chapel Hill professor of history, and Michael Satrom, visiting instructor at the University of North Carolina Greensboro, who owns the former offices of the UNC-Chapel Hill Sonja Hanes Stone Center for Black Culture and History, spoke on the importance of research collections. Librarians Natasha Smith, Lisa Notborg, Kim Vassiliadis and School of Information and Library Science graduate student, David Roberts, led hands-on sessions to demonstrate the structure and search strategies of Doc South.

“One of the most unique aspects of this workshop was the teachers’ geographic diversity,” said Bolick. “They represented 23 schools and 13 school districts across North Carolina, literally from Bertie to Mitchell counties.” Six of the participants were also currently enrolled in the School of Education’s Master of Education Program for Experienced Teachers.

“Another exciting aspect for me was the opportunity to collaborate with colleagues across the Carolina campus,” Bolick added. “This workshop involved faculty and staff from the School of Education, the College of Arts and Sciences, the School of Information and Library Science and the Academic Affairs Libraries. Collaborations of this sort are possible at a university such as Carolina and when they occur, everyone benefits.”

The teachers left the three-day workshop knowing how to use a dynamic resource for the classroom as well as gaining continuing education credits in technology training. They were particularly interested in online lesson plans that connect specific documents on the Doc South Web site with the N.C. Standard Course of Study and grade level competencies that they must address in their classrooms. The teachers will be surveyed at the end of the 2003-04 school year to determine how they used the Doc South resources this year and to gather their suggestions for enhancing the Web site.

Support for the workshop came from a grant from the Institute of Museum and Library Sciences, an independent federal agency that fosters leadership, innovation and lifelong learning. Workshop organizers are currently collaborating to create a teacher’s guide to the Doc South Web site, which will feature the lesson plans created by the teachers. They are also seeking funding to be able to offer the workshop again next summer. The Documenting the American South Web site can be viewed at http://docsouth.unc.edu. All of the primary sources can be accessed through the Web site at no charge.

Nancy Kaiser of the Academic Affairs Library contributed to this article.
School Welcomes Two New Colleagues

Sharon Palsha returns to her alma mater and joins us as a clinical assistant professor in early childhood education. After earning her Ph.D. from the School of Education in 1999, she began working at the Frank Porter Graham Child Development Institute. Her work there focused on issues of early childhood from birth through kindergartens, including the importance of on-site consultation to enhance the quality of early childhood programs and staffing issues in early intervention.

During her 12 years at Frank Porter Graham, Palsha served in numerous capacities. She was the director of the preschool Evaluation Project, an initiative funded by the N.C. Department of Public Instruction which involved surveying individuals who work with preschoolers with disabilities in North Carolina preschools and conducting on-site research. She also co-chaired a national conference on early childhood education and joined us as a clinical assistant professor in educational leadership. Veitch, who received his Ed.D. in educational leadership from UNC-Chapel Hill in 2000, returns to his alma mater after working with us as a visiting clinical assistant professor since 2001.

Sharon Palsha
Photo by Dan Starr

Jim Veitch
Photo by Dan Starr

Kainz Participates in Exchange

Kirsten Kainz, a doctoral student in early childhood, families and literacy, participated in an international research exchange at the University of Jyväskyla, Finland, for two weeks. Kainz spent a delegation of seven faculty and graduate students in psychology and education from UNC-Chapel Hill, Duke University and N.C. State University, Kainz spent several days meeting with Finnish faculty and graduate students and discussing research interests and studies.

The group focused on emotional regulation, language development and reading development in young children. “It was very informative to learn that while we share many common interests, some key issues vary in the two countries,” Kainz said.

American researchers presented research on the role of social and emotional factors in children’s development. Kainz reported on the Family Life Project, a multi-institutional, multiphase research endeavor headed by Kainz’s advisor, Lynne Vehon-Fogano, William C. Friday Distinguished Professor in the School of Education, and by Martha Cox, professor in the Department of Psychology and director of the Center for Developmental Science. The focus of the Family Life Project is the early developmental competencies and characteristics of children living in poverty and their families.

In Finland, Kainz learned that the orthographic complexity of the Finnish language differs from the orthographic complexity of the English language. Each letter in the Finnish alphabet makes only one sound, unlike the English alphabet in which many letters have multiple sounds. “Some Finnish researchers claim that due to the orthography of the Finnish language, almost all children in Finland learn to read before or by the second semester of the first grade,” Kainz said. Finnish researchers reported on their investigations of disabilities such as dyslexia in an attempt to understand and assist those few children whose reading development varies from the norm. Additionally, Finnish professor Lea Pulkkinen described a nationwide effort to promote social development in schools.

“Some Finnish researchers claim that due to the orthography of the Finnish language, almost all children in Finland learn to read before or by the second semester of the first grade,” Kainz said. Finnish researchers reported on their investigations of disabilities such as dyslexia in an attempt to understand and assist those few children whose reading development varies from the norm. Additionally, Finnish professor Lea Pulkkinen described a nationwide effort to promote social development in schools.

The exchange was sponsored by the Center for Developmental Science, funded by the National Science Foundation and led by Steve Ruznak, professor in the UNC-Chapel Hill Department of Psychology, director of the Developmental Psychology Program and faculty member at the Center. “Participating in this exchange was a wonderful opportunity, a real eye-opener for me,” Kainz said. “There is so much we can learn from each other.”

Faculty Book: Jill Fitzgerald on Helping English-Language Learners Excel in Reading and Learning

In a newly published book entitled Scaffolding Reading Experiences for English-Language Learners (Christopher-Gordon Publishers: Norwood, Mass.), Jill Fitzgerald, professor of literacy studies and assistant dean for faculty, and her co-author Michael F. Graves detail how to use the Scaffolding Reading Experience (SRE) framework to help English-language learners excel in reading and learning. The authors explain the thinking behind SRE for English-language learners and address what teachers need to know in order to use SRE successfully with their students. Based on the latest research and theory, the book provides many examples and resources for teachers, including pre-reading, during-reading and post-reading activities. "Jill Fitzgerald and Michael Graves have written a masterful book that will be a valuable addition to your professional library," write Barbara F. Brown, professor of literacy and special education, University of Florida, and Lara L. VanCleave, professor of literacy, University of California, Los Angeles. "It is clear that the authors have written a book not only for teachers but for all those who work with English-language learners in an effort to help them succeed in the classroom. This book is a must-read for all teachers and administrators working with English-language learners."
Diem, Rasberry Assist Board of Governors’ Task Force

Two School of Education doctoral students have been selected as graduate assistants for the University of North Carolina Board of Governors’ Task Force on Meeting Teacher Supply and Demand. Josh Diem, a third-year doctoral student in the Culture, Curriculum and Change Program, and Melissa Rasberry, a first-year doctoral student in the Educational Leadership Program, are working with the task force.

The task force was established in August 2003 to address an issue critical to the future of North Carolina—the shortage of high quality teachers. The task force members hope to identify and understand best practices and develop new and expanded programs and incentives. Some of the topics that will be addressed by the task force are teacher recruitment, teacher retention, teacher best practices on supply and retention across the United States, and lateral entry/alternative licensure programs.

As graduate assistants, Diem and Rasberry are responsible for identifying related research, conducting literature reviews and searching a variety of sources for relevant data. Both students are particularly interested in the policy-making function of the task force. “The task force creates a great opportunity for a powerful voice for educational policy in the state. I want to be involved in the process of how policies are created,” said Diem. “I’m interested in the development of educational policy at both the state and the federal level,” said Rasberry. “The task force is a great opportunity for me to see how policies are developed and what takes place behind the scenes. I’m also interested in the recruitment and retention of quality teachers, so I’m anxious to see how it all plays out.” Although Diem and Rasberry have similar interests, they are each responsible for their own area of research. Diem’s research focuses on minority teachers in North Carolina. He has been researching teacher turnover rates and school demographics. “It’s clear that the goal here is a larger presence of minority teachers. We must reach a conclusion as to why the number of minority teachers is so low. We have to see what can be done to increase these numbers,” said Diem.

Rasberry has been researching teacher salary and local supplemental benefits, along with the perks and incentives involved with both. “I think in order to get more people into the classroom you have to have enticing benefits, such as a signing bonus and better insurance programs,” she said. Diem and Rasberry meet with the task force at its regular monthly meetings to discuss their findings. Their research will be included in a final report that will be presented at the Joint Governing Boards meeting in February 2004. “We are pleased to have Melissa Rasberry and Josh Diem as research assistants to this very critical task force of the UNC Board of Governors,” said Dr. Richard Thompson, vice-president for university-school programs, who along with Dr. Gretchel Baralle, senior vice-president for academic affairs, has been appointed by President Moody Broad to provide assistance to the task force. “They are proving to be valuable assets to the staff and members as their research endeavors are the engine driving the decision-making process. Hopefully, our efforts will culminate into major public policy initiatives regarding the very serious issue of meeting teacher supply and demand.”

Of the overall task force, Rasberry said, “One of the main focuses here is ensuring quality in our educational system. We have to keep in mind that we can’t sacrifice quality for quantity.”

Three School of Education
Doctoral Students Win
National Dissertation Awards

Insil Chang, a 2002 graduate of the E.L.D. program in curriculum and instruction, received the Emma Marie Berkheimer Award for Doctoral Dissertation Research from the American Council on the Teaching of Foreign Languages. This award recognizes “an author of doctoral dissertation research in foreign language education that contributes significantly to the advancement of the profession.” The competition is international in scope. Chang also won the Phi Delta Kappa (Carolina Chapter) dissertation award in the spring of 2003. Chang’s dissertation explored the formation of teachers’ efficacy beliefs and attitudes toward language diversity and in particular to English language learners. She created a theoretical model based on her analysis of responses to 852 surveys. The dissertation was co-directed by Audrey Heiming-Boydton and Xue Lan Rong, both faculty in the School of Education. Chang is currently an assistant professor in Geoyung, South Korea.

Kimberly H. Creamer, a doctoral student in early childhood, families and literacy, won the Helen M. Robinson Dissertation Grant from the International Reseaching Association this summer. The award is given to “a doctoral student whose dissertation research pertains to reading instruction and presents the possibility of contributing significantly to the field of reading research.” The $1,000 award will help Creamer’s work on her dissertation, entitled “Teaching Our Children to Read: A Literacy History.” Creamer’s dissertation advisor is Jim Cunningham, who retired last summer from his position as professor of literacy education.

Jen Neitzel, a doctoral student in early childhood, families and literacy, won a $19,000 dissertation grant from the U.S. Department of Education, Office of Special Education Programs. The one-year award will fund Neitzel’s research on “Parent and Professional Beliefs about Early Intervention Services for Young Children with Autism.” Neitzel’s mentor is Virginia Bayse, research associate professor at the School of Education and senior scientist at the Frank Porter Graham Child Development Institute.

Students Win School Scholarships, Fellowships and Awards

Thanks to the generosity of individuals, families and foundations, the School of Education is able to recognize and support some of its outstanding students through named fellowships, scholarships and awards. Recipients named for 2003-04 are listed below.

Dean E. Smith Academic Scholarship
Emily Buck, undergraduate student in child development and family studies
Sarah Murphy, undergraduate student in child development and family studies
Laura Burdoff, undergraduate student in elementary education
Kathryn Blackwell, undergraduate student in elementary education
Sarah Deal, undergraduate student in middle grades education
Anna Kuykendal, undergraduate student in middle grades education
Frances C. and William P. Smallwood Foundation Fellowship in Educational Leadership
Tawanaan Allen, Melissa Rasberry and Sara Sugla, doctoral students in educational leadership
Frank R. Comfort Scholarship
Monica Comer, undergraduate student in elementary education
Ira J. and Esther L. Gordon Endowed Fellowship
Anna James, doctoral student in school psychology
Ira J. Gordon Graduate Fellowship in Education
Kirsten Kainz, doctoral student in early childhood, families and literacy
Marvin Wyne Memorial Scholarship
Kenneth Poon, doctoral student in early childhood, families and literacy
Patrick W. and Janet R. Carlson Dissertation Award
Annice Hood, doctoral student in educational leadership
Sam and Carole Roebuck Scholarship
Tennica Mercer, undergraduate student in child development and family studies
Amy Scheffel, undergraduate student in elementary education
Melanie Black, master of arts in teaching student in mathematics education
The Samuel M. Holton Graduate Fellowship in Foundations of Education
David Holdkem, 2002-03 – 2004-05, doctoral student in culture, curriculum and change
Nicholas Shadak, 2003-04 – 2005-06, doctoral student in culture, curriculum and change
V. Mayo and Norma Melvin Bundy Scholarship
Shannon Denise Russell, undergraduate student in elementary education
Willie Hall Kennedy Scholarship
Deke Jonte Hill, undergraduate student in middle grades education

Students and Graduates, Tell Us Your Honors

The School of Education is completing a self-study to prepare for a periodic review of our school by the Office of the Provost and the Graduate School. We want to report on our students’ honors, especially students entitled at any time during the past five years (as far back as fall 1998).

For undergraduates, we have records of students who participated in the University Honors Program and the School of Education Honors Program, were on the Dean’s List, elected to Phi Beta Kappa, initiated into Kappa Delta Pi, received School of Education scholarships or some of its outstanding students through named fellowships, scholarships and awards.

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For undergraduates, we have records of students who participated in the University Honors Program and the School of Education Honors Programs, were on the Dean’s List, elected to Phi Beta Kappa, initiated into Kappa Delta Pi, received School of Education scholarships or graduated with distinction. If you received other significant academic or professional honors which you were in school or after you graduated, please let us know.

For graduate students, we are interested in significant professional contributions while you were in training or after, such as faculty ratings, publications, leadership in professional organizations, awards or honors. We have records of some of these accomplishments but are confident that there are many more.

If you have recognitions or contributions to report, we are eager to hear from you by January 1. Please use the “What’s New?” form on the back cover of this newsletter or send an email message to Linda Bascom, director of the Carolina Slate, at bascom@unc.edu. Be sure to note your degree, program and year in school or year of graduation.
Congratulations to the almost 1,000 alumni and friends who make the School of Education a philanthropic priority. Your support during fiscal year 2003 resulted in one of the most successful fundraising years in the School of Education’s history! Each gift of $25, $100, or even $1000 has had a profound impact on the students, faculty, programs, research, and outreach projects of the School.

The generosity of those listed below resulted in gifts of $1,129,543 to support School of Education priorities:

• facility development funds for the recruitment and retention of outstanding faculty
• undergraduate scholarships to support those preparing to teach in our schools
• competitive fellowships to attract the most capable graduate school candidates
• service to North Carolina schools through programs that support practicing teachers, new teachers, student mentoring and leadership, and state school administrators, and their inform policy decisions
• discovering new ideas that will affect future teaching, learning, and evaluation.

In fiscal year 2003-04, additional efforts will be placed on securing an increase in support for the Annual Fund. This fund is especially critical as the School seeks to pursue undetermined opportunities that emerge to strengthen the School’s excellent state and national reputation. Securing gifts at the Dean’s Circle level ($500 and above) will receive special emphasis to increase the resources available to the School and to Dean James in his first year.

Your gift does make a difference! While your financial generosity is most critical, each gift you make also sends a message of confidence and commitment to the faculty, administrators and students at the School and the University. This is especially meaningful during these times of decreased state funding and budget cuts. Be assured that each contribution, combined with others, has a profound impact on the future of the School of Education at the University of North Carolina at Chapel Hill. We appreciate your support.

Susan D. Bourner
Director of Development

The School of Education thanks the many alumni and friends who make financial contributions. We have made every effort to produce an accurate list of contributors. If an error or omission has occurred, please accept our apology and notify Susan D. Bourner, Director of Development, at bournert@emailunc.edu (or 919) 962-5318.
I am honored to serve as president of the UNC-Chapel Hill School of Education Alumni Council. I believe an active alumni council provides one of the best ways for alumni to stay in touch with the happenings in their professional field at their “home university.” This is especially true at this particular point in our history. A new dean, Thomas James, began his tenure on November 1. It is essential that practitioners in the field have a mechanism for input as Dean James forges a vision for the School of Education. Who better to raise his sensitivity to the issues facing North Carolina educators than the graduates from our University who face those challenges daily? As our alumni lead the way to educational improvement in schools and school districts across the state, we must make sure that the energies, resources, and influence of Carolina are congruent with reform efforts and that the University provides strong and appropriate leadership.

In addition to changes in administration, our School of Education faces other challenges. Carolina must continue to be the “flagship university” in leading the way in the development of strategies and programs which address issues such as the looming teacher shortage, preparing future school leaders, improving the performance of all students and providing outreach through distance learning. Carolina has long been a clarion for change in education and it is important that we continue to make our voice heard.

I encourage each of you to become an active participant in the Alumni Council. Involvement in the Council is an excellent way to become reconnected with Carolina friends and colleagues. In addition, we offer a number of seminars and lectures that will allow you to remain professionally updated and invigorated. Through our annual Alumni Awards Program, we recognize individuals who have made outstanding contributions to the field of education. The opportunity to participate in those and other activities is yours for the asking. The School of Education staff stands ready to provide you with information about our activities and assist you in any way possible. Please contact Laurie Norman, associate director for alumni relations and special events, at laurie_norman@unc.edu or (919) 843-6979. I hope you will join us.

Linda Cogdill Winner (A.B.Ed 64, M.A.T. 65, Ph.D. 96), a three-time alumnus of the School of Education who served on the School’s Alumni Council from 2001 to 2003, died October 25, 2023 after a battle with cancer. She was 62.

Winner dedicated her life to public service and received numerous awards of recognition. At the time of her death, she was serving as director of the Center for Executive Leadership, which she had created at the Federal Executive Institute in Charlottesville, Va. She previously was the director for alumni continuing education with the General Alumni Association of UNC-Chapel Hill.

Winner is survived by her two daughters, Lauren of Charlottesville, Va., and Leanne and her husband, Ellis Hankins, of Raleigh.

Nominations Sought for 2004 Alumni Awards

The School of Education and its Alumni Association will present Distinguished Alumni Awards for 2004 in the following categories:

- Outstanding Young Alumni Award
- Excellence in Teaching Award
- Distinguished Leadership Award
- Alumni Achievement Award
- Peabody Award

Submit nominations by May 1, 2004.

Return completed form by May 1, 2004 to: School of Education Alumni Council, CB 3500, Peabody Hall, UNC-Chapel Hill, Chapel Hill, NC 27599-3500 • Fax (919) 962-1533

From Your Alumni Council President

In Memoriam

Alumni Awards

Alumni Achievement Award recognizes exceptional achievement of an individual who personifies the School of Education’s commitment to support diverse and democratic communities in order to improve education in the state and nation for all children and the adults who care for them. Through exceptional accomplishments, this individual will have brought distinction to self and to this alma mater.

Peabody Award recognizes an outstanding individual who has made an extraordinary impact on the field of education. The person chosen for this award will have demonstrated a commitment to local education issues of the state of North Carolina and/or national issues and problems confronting education.

Questions may be addressed to Laurie Norman, laurie_norman@unc.edu or (919) 963-6979.

Return this form by May 1, 2004, with a letter no more than two pages in length, describing the candidate’s achievements along with a biographical description of education, experiences, and activities.

Name of nominee ____________________________
Mailing address / City, state, zip ____________________________
Phone (work) ____________________________ (home) ____________________________
Email ____________________________

This candidate is nominated for (check one):
☒ Outstanding Young Alumni Award
☒ Distinguished Leadership Award
☒ Peabody Award
☒ Excellence in Teaching Award
☒ Alumni Achievement Award

Name of nominator ____________________________
Mailing address / City, state, zip ____________________________
Phone (work) ____________________________ (home) ____________________________
Email ____________________________

The Carolina Slate • ALUMNI
Tom Knowlton, who was a Ph.D. student in the Educational Psychology Program and a seventh-grade science teacher at Culbreth Middle School, died of a heart attack on August 1, 2002, just weeks before school started. In his memory, the athletic complex at Culbreth has been named the Tom Knowlton Memorial Athletic Complex. Knowlton was 42.

Students, teachers and parents gathered on October 22, 2003 to dedicate the complex in his honor. His name will be painted on the field and a future concession stand will bear a brass plaque in his honor. During the dedication, the school presented Knowlton’s mother, Mary, and brother, Stephen, with a plaque in Knowlton’s honor. “Tom Knowlton was one of those special people,” said guidance counselor Bill Allee. “It didn’t matter if you talked to a student, a teacher or a parent of a student—everybody felt the same way about him.”

Knowlton began his eight-year career at Culbreth as a physical education teacher. “While he was here, he was nominated for teacher of the year every year,” said Jon Evans, Culbreth’s athletic director.

To see Knowlton in his classroom after school, doing committee work, helping a student with homework or mentoring a younger teacher. “He gave so much to Culbreth,” said Allee. “He just poured himself into this place.”

Janice O. Davis
B.S.T.T. ’71, M.A.T. ’75, Ph.D. ’77
Is an assistant superintendent for Durham Public Schools. Recently appointed deputy state superintendent for the N.C. Department of Public Instruction. Is the first female to have been named to this position.

Dan G. Lunsford
M.Ed. ’71, E.D.D. ’90
Named president of Mars Hill College in Mars Hill, N.C. He served as interim president from January 2000 to May 2003 when the Board of Trustees voted to name him president.

E. Wayne Ross
A.B.Ed. ’75, M.A.T. ’79

Laurel C. Snead
B.A. ’71, M.Ed. ’74
Is executive director and founder of the Thomas Day Education Project, which was started to enhance the teaching of African American history and culture in the K-12 curriculum.

Barbara Holland Chapman
Ph.D. ’81
Awards Orange County Schools’ Principal of the Year. Is principal at New Hope Elementary School in Chapel Hill.

Jeff Grove
B.A. ’83, M.A.T. ’85
Is drama teacher and Aesthetics Department chair for Stanton College Preparatory School in Jacksonville, Fla. Published a play, At the Punch Bowl (Playscripts, Inc.) in August 2003. Also is classical music columnist for Folio Weekly since 1994.

Marion (Butch) Hudson, Jr.
B.A. ’77

Myra Orr
M.A.T. ’85
Is chemistry teacher at Virginia High School in Bristol, Va. Recently married to Dr. Craig M. Ashbrook.

John Pendergrass
B.A. ’85
Is director of the Program for Child and Youth Protection of the Diocese of Raleigh of the N.C. Catholic Church. Also is currently enrolled in the School of Education’s doctoral program in educational leadership.

Gene Patrick Rhodes, Jr.
M.A.T. ’83, M.Ed. ’85
Was recently named Principal of the Year for Durham Public Schools (N.C.). Is principal at Riverside High School.

Noah V. Rogers
A.B.Ed. ’90
Completed a Ph.D. in educational leadership from Madison University in 2003.

Gail Boat Vawter
A.B.Ed. ’90
Awarded District Teacher of the Year for Fort Mill Schools (S.C.). Will compete for 2004 S.C. Teacher of the Year. Is seventh-grade science teacher at Gold Hill Middle School, Fort Mill, S.C.

April Suzanne Carr-Wyche
A.B.Ed. ’91

Joanne Kilgour Dowdy
Ph.D. ’97

Yolanda Light Dunston
A.B.Ed. ’92, M.Ed. ’95, Ph.D. ’02
Is assistant professor in the School of Education at N.C. Central University. Also named Teacher of the Year at Parkwood Elementary School in Durham for 2002-2003. Has two children, Tyler James, 2, and Victoria Soleil, 3 months.

Michael L. Meyer
B.M.Ed. ’96
Is director of Upper School music at Durham Academy in Durham, N.C.

Jill Cherie Patterson
A.B.Ed ’92
Is a staff member with Campus Crusade for Christ. Has spent eight years working at Southwest Texas State University in San Marcos, Texas. Also has spent the last three years in Granada, Spain, helping to establish a local campus ministry at the University of Granada.

Deaths
Ruth De Bieck
M.Ed. ’76, Ph.D. ’90
Deceased October 14, 2003

Elizabeth Ann Greer
Ph.D. ’91, M.Ed. ’75
Deceased September 23, 2003

Kelo Currie Hambright
A.B.Ed. ’30
Deceased June 1, 2003

Col. Samuel Brown Jolly, Jr.
A.B.Ed. ’92
Deceased November 25, 2002

Tom Knowlton
B.A. ’80
Deceased August 1, 2002

Margaret Gibson Messer
M.A.T. ’63
Deceased January 28, 2003

Reeves H. Wells
A.B.Ed. ’32
Deceased June 19, 2003

Linda Coggdill Winner
A.B.Ed. ’64, M.A.T. ’65, Ph.D. ’86
Deceased October 25, 2003

CLASS NOTES • The Carolina Slate

Keeping up-to-date with alumni... Let us know what YOU are doing!
What’s New?

Please keep us informed of what you’re doing, and we will share the information with other alumni through The Carolina Slate.

Name ______________________________________  Degree(s), year(s) __________________________________
(Please include former name used in school.)

Title ______________________________________  Employer ______________________________________

Work address ______________________________________  Phone (work) _____________________________
Fax ______________________________________  Email ______________________________________

Home address ______________________________________  Phone (home) _____________________________
Fax ______________________________________  Email ______________________________________

News ___________________________________________________________________________________________

What's New?

Return to The Carolina Slate, School of Education, CB 3500, Peabody Hall,
UNC-Chapel Hill, Chapel Hill, NC 27599-3500.

Giving to the School of Education

Gifts from alumni and friends are crucial in helping the School of Education continue its
outstanding research, teaching and public service. Please use the enclosed envelope to support
this legacy of excellence by making your gift to the Annual Fund. Remember—the tax year
will end on December 31, 2003. To receive a tax deduction for 2003, return the envelope with
your check enclosed by that time. For more information about the many ways you can make
a difference at the School of Education, contact Director of Development Susan Bournier at
bournier@email.unc.edu or (919) 962-5381.

___ Please check here and return this slip in the enclosed envelope if you would like
information about planned giving options to support the School of Education.

Please Remember to Check Our Box

When you receive a phone call or letter from Carolina
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.

The Carolina Slate is published by
the Office of the Dean and the
Office of Advancement of the
School of Education for a wide
audience of alumni and friends.

Phone (919) 966-7000
Fax (919) 962-1533
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Web www.unc.edu/depts/ed

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Director of Development
Laurie Norman (’83)
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Development Associate

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