



The University of North Carolina

GENERAL ADMINISTRATION

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MEMORANDUM

TO: Committee on Educational Planning, Policies, and Programs

FROM: Alan Mabe

DATE: May 29, 2007

SUBJECT: Report on Teacher Education Graduates and Alternative Licensure Completers

The attached report provides information about the performance of our campuses in producing traditional teacher education graduates and alternative licensure completers in 2005-06. The report has been provided to the campuses.

The graduation and licensure completion data has been verified by the campuses and represent much work by the campuses and General Administration to be able to track teacher education graduation and completion data.

The report also contains enrollment data for traditional teacher education degree programs. This data is based on the fall 2006 upper division enrollment data at census (and previous years) reported to General Administration by the Institutional Research Office on each campus. Some campuses keep a record of majors in the College of Education, and there may be some variation. Fall enrollment of traditional teacher education majors is only a small portion of all the students pursuing teaching credentials on a campus. It is however, an important group that needs to be steadily increased.

President Bowles sent a memo to all Chancellors expressing his reaction to the performance report. Several Chancellors provided follow up responses to that memo to which we have responded. The President's memo and follow up letters are included in a Supplemental Appendix to the report.

The campuses are at work on recruitment plans based on a major teacher recruitment initiative in UNC which the Committee will hear more about in a future meeting. Recruitment planning will be a component of the revision of the targets for the production of teacher education graduates and alternative completers.

The University of North Carolina

**Report on UNC Production
of Teacher Education Graduates
and Alternative Licensure Completers
2005-2006**

March 2007

Report on UNC Production of Teacher Education Graduates and Alternative Licensure Completers for 2005-06

Introduction

In 2004 the University of North Carolina (UNC) devoted considerable attention and effort to examining the teacher shortage in North Carolina (NC) and formulating a plan to address it. This work resulted in a report, *A Plan to Address the Shortage of Teachers in North Carolina*, which was issued in December 2004. When the analysis began, graduation and licensure completion data from 2002-03 were the most current data available, so that year was made the baseline for measuring future increases in productivity. In preparing the report, a model was developed for projecting the annual need for new teachers in NC based on current and future class sizes at various grade levels and the ratio of teachers to students in NC public schools. The model factored in growth, turnover, and changes in employment within public schools to project the number of new classroom teachers needed. The need ranged from 11,164 teachers in 2005-06 to 11,566 teachers in 2010-11. The model projected that by 2014-15 NC would need more than 12,000 new teachers. These projections were based on the State's five-year average turnover rate of 12.97%. The Report made it very clear that the production of more teachers was only part of the solution to NC's teacher shortage. The other major factor was improving the retention of teachers employed in the public schools in NC. As the report showed, a 0.5% improvement in retention of teachers each year from 2004-05 through 2009-10 would result in reducing the need for new teachers for 2009-10 from 11,144 to 8,768. This would be accomplished if the turnover rate could be reduced from just under 13% to just under 10% which would require a half percent reduction each year.

The report separated traditional teacher education graduates and those individuals completing an alternative path to licensure. The terms "Alternative Entry" and "Alternative Entry Completer" are used to describe, first, those enrolled in an alternative path, and, second, those who complete all requirements at the university so they could be recommended to the North Carolina Department of Public Instruction (DPI) for teacher licensure. Traditional graduates are those who enroll in a regular teacher education program to seek a bachelor's degree and meet the campus's requirements for a recommendation for teacher licensure.

The Department of Public Instruction (DPI) identified four areas as high-need licensure areas – mathematic education, science education, middle grades education, and special education. The decision was made to track these areas in addition to the overall production of teacher education graduates and alternative completers at the system and campus levels.

Each campus proposed the targets for traditional graduates, alternative completers, and high-need licensure areas. These were discussed and eventually, in a conference call with the Dean of Education and the Provost at each campus targets were set for producing more teachers. The targets are documented in *A Plan to Address the Shortage of Teachers in North Carolina*.

The data for monitoring enrollment and graduation from teacher education programs, and for monitoring enrollment in and completion of alternative entry programs were less than optimal at the beginning of the project. Significant improvements in understanding and defining the data

have occurred and the UNC General Administration is in a much better position to provide accurate data.

There were some errors in setting the campus baselines and targets and as the quality of the data collections and analysis has improved we have identified and corrected those problems. For example, all physical education majors at some campuses were included in the teacher education data for 2003-04, when only a portion of those majors were actually in a teacher education program of study. Fortunately these types of errors have been eliminated and adjustments to the baseline have been made. The net effect is that the baseline was lowered overall so it required a larger effort to meet the targets.

Setting targets in 2004 for the year 2005-06 using the baseline of 2002-03 did not give the campuses much time to increase the pipeline to produce larger numbers of teacher education graduates and license completers, but the magnitude of the problem required immediate action.

UNC teacher education programs vary widely from campus to campus, particularly in the size of the programs and the areas of licensure for which they are approved by DPI. For example, for the base-year 2002-03 the number of traditional graduates ranged from 2 to 368. It is important to understand in reviewing the data presented in this report that campuses were at different places with different capacities to quickly increase the number of teacher education graduates and licensure completers. The targets were set prior to an opportunity to assess the recruitment capacity for bring more people into teacher education. *Note: To prevent the possibility of identifying individuals, an asterisk has replaced data in cells with a number 3 or less.*

Growth in Traditional Teacher Education Graduates

Based on accurate and revised data for the baseline year, UNC teacher education programs together increased the number of traditional teacher education graduates by 513 between 2002-03 and 2005-06, a 25.5% increase over three years (Table 1). All but three programs increased their traditional graduate numbers. The largest increases were at UNCG (158), ASU (114), and ECU (73). ASU produced the most traditional teacher education graduates in 2005-06, 482. Another measure of growth is the percentage of increase and that varies widely by campus as well, reflecting their starting point and their capacity to rapidly increase enrollment and the number of graduates.

Campus	Base Year 2002-03	2005-06	Change Headcount	% Change
ASU	368	482	114	31.0%
ECU	354	427	73	20.6%
ECSU	28	26	-2	-7.1%
FSU	73	94	21	28.8%
NCA&T	39	34	-5	-12.8%
NCCU	53	46	-7	-13.2%
NCSU	115	155	40	34.8%
UNCA	27	41	14	51.9%
UNC-CH	83	83	0	0.0%
UNCC	213	250	37	17.4%
UNCG	218	376	158	72.5%
UNCP	78	87	9	11.5%
UNCW	252	255	3	1.2%
WCU	111	150	39	35.1%
WSSU	*	21	19	950.0%
UNC Total	2,014	2,527	513	25.5%

Targets and Traditional Graduates of Teacher Education Programs

The targets for increasing the number of teacher education graduates were set in consultation with the Provosts and Deans of Education. The year 2005-06 was the first planned “measure up” year for the targets and the base was set at 2003-04. After carefully analysis it has become clear that the problems identified earlier resulted in the baseline (2002-03) being reported at an overall inflated level of 299 above the number of actual teacher education graduates. (See Appendix A). However the planned enrollment increase in traditional teacher education graduates was 341.

The planned targets are displayed in three ways: against the original targets, against as adjustment of the targets to reflect the correction of the base for 2003-04, and in terms of the planned number of additional teachers that would be produced.

UNC fell 127 students or 4.8% below the planned targets (Table 2), but if the targets are adjusted to reflect the adjustment of the base, the number of teacher education graduates is 217 above the target. In addition, while UNC initially planned to add 341 more traditional teacher education graduates, 513 were actually added.

Table 2. Targets and Graduates of Traditional Teacher Education Programs: 2005-06				
	Original Target 2005-06	Actual 2005-06	Above/ Below Target	% Above/ Below
UNC Totals	2,654	2,527	-127	-4.8%
	Adjusted Target 2005-06	Actual 2005-06	Above/ Below Target	% Above/ Below
UNC Totals	2,355	2,527	172	7.3%
	Planned Increase 2005-06	Actual Increase 2005-06	Above/ Below Planned	% Above/ Below
UNC Totals	341	513	172	50.4%

Alternative Completers

Alternative completers represent another source of teachers in NC. As a rule alternative completers are individuals with a baccalaureate degree who would complete the necessary licensure requirements to be a fully qualified teacher. School districts in NC can hire teachers who have not met the State’s licensure requirements. DPI allows these individuals three years to complete all the work needed to fully meet the requirements. UNC teacher education programs write programs of study and enroll students to complete alternative licensure programs. At the same time, the DPI Regional Alternative Licensure Centers in NC also write programs of study for individuals to complete in order to qualify for teacher licensure in a particular field. Tracking these individuals who are usually part-time students is not an easy task; however the University is continuing to make progress in capturing and analyzing this data. UNC General Administration can now track students enrolled in programs approved by our campuses, but it remains a challenge to track students whose programs are prepared by the Regional Alternative Licensure Centers.

Of those enrolled as alternative entry teacher education students in 2005-06, 1,442 of them completed their programs (Table 3). ECU (323) and UNCC (262) led the campuses in the number of completers. The campuses producing over 100 alternative completers were NCCU (119), NCSU (114), UNC-CH (103), and UNCW (103).

It has been very difficult to establish a relationship between the number of alternative entry students enrolled and the number completing programs on an annual basis in part because programs of study vary in the number of credit hours needed based on an individuals prior coursework and degree program. This ratio varies widely among the campuses and the overall estimate of 25% appears to be too high as we have looked at additional data. The conversion from overall alternative enrollment to number of completers appears to be closer to 20% for 2005-06. UNC General Administration and the campuses will continue to improve its ability to track prospective teachers who are matriculating through alternative entry routes.

Total of Traditional Graduates and Alternative Licensure Completers

When traditional graduates from teacher education programs are combined with alternative licensure completers, UNC produced 3,969 graduates and completers (Table 4). The magnitude of results varied widely across the campuses. Leading all campuses was ECU with a combined total of 750. Two campuses produced more than 500: ASU (528) and UNCC (512). Others among the largest producers of graduates and completers were UNCG (470), UNCW (358), NCSU (269), and WCU (229).

High-Need Areas

Campuses developed targets for high-need licensure areas and exerted effort not only to increase overall production of teacher education graduates and alternative completers but also worked to increase the number of prospective teachers who were in high-need areas as designated by DPI. The designated high-need areas were and are mathematics education, science education, middle grades education, and special education. In middle grades teacher education there is an overlap with individuals who have a concentration in mathematics or science. In the next four tables there will be some duplication to show graduates or completers in middle grades education that had a concentration in mathematics or science or both. As the pressure mounts to have students ready for a higher level of learning when they enter high school, the pressure is also growing to improve and strengthen the middle grades

Campus	Actual 2005-06
ASU	46
ECU	323
ECSU	16
FSU	39
NCA&T	42
NCCU	119
NCSU	114
UNCA	36
UNC-CH	103
UNCC	262
UNCG	94
UNCP	58
UNCW	103
WCU	79
WSSU	8
UNC Total	1,442

Campus	Traditional Graduates	Alternative Completers	Total
ASU	482	46	528
ECU	427	323	750
ECSU	26	16	42
FSU	94	39	133
NCA&T	34	42	76
NCCU	46	119	165
NCSU	155	114	269
UNCA	41	36	77
UNC-CH	83	103	186
UNCC	250	262	512
UNCG	376	94	470
UNCP	87	58	145
UNCW	255	103	358
WCU	150	79	229
WSSU	21	8	29
UNC Total	2,527	1,442	3,969

education preparation experience. This is especially true in the mathematics and science middle grades concentrations.

In order, Tables 5-8 show productivity in mathematics education, science education, middle grades education, and special education. Following those four tables, Table 9 shows the total non-duplicated number of high-need graduates and licensure completers produced. Note NCA&T does not offer Middle Grades licensure and UNCA does not offer special education licensure.

Table 5. UNC System Traditional Undergraduate Degrees Conferred¹ and Alternative² Completers in Mathematics Education

Campus	Traditional Secondary Mathematics (9-12)	Traditional Middle Grades Mathematics (6-9)	Traditional Combination Math & Science (6-9)	Alternative Secondary Mathematics (9-12)	Alternative Middle Grade Mathematics (6-9)	Alternative Combination Math & Science (6-9)	Total Mathematics Completers
ASU	16	5	7	*	*	0	31
ECU	11	5	4	6	10	*	39
ECSU	0	0	0	0	0	0	0
FSU	10	*	0	0	0	0	12
NCA&T	*	0	0	*	0	0	4
NCCU	*	*	0	0	0	0	*
NCSU	33	0	*	*	*	0	38
UNCA	5	*	*	*	0	0	8
UNC-CH	0	5	*	13	*	0	22
UNCC	9	6	7	8	12	0	42
UNCG	10	0	0	0	0	*	11
UNCP	*	*	0	*	*	0	6
UNCW	5	*	0	0	10	4	20
WCU	*	*	0	0	0	0	5
WSSU	0	0	0	0	*	0	*
UNC Total	109	30	22	34	39	8	242

Table 6. UNC System Traditional Undergraduate Degrees Conferred¹ and Alternative² Completers in Science Education

Campus	Traditional Secondary Science (9-12)	Traditional Middle Grades Science (6-9)	Traditional Combination Math & Science (6-9)	Alternative Secondary Science (9-12)	Alternative Middle Grade Science (6-9)	Alternative Combination Math & Science (6-9)	Total Science Completers
ASU	4	*	7	*	0	0	15
ECU	11	9	4	9	9	*	45
ECSU	0	0	0	*	0	0	*
FSU	0	*	0	0	4	0	6
NCA&T	0	0	0	*	0	0	*
NCCU	0	0	0	*	*	0	4
NCSU	9	0	*	11	0	0	21
UNCA	*	0	*	*	0	0	5
UNC-CH	0	*	*	12	*	0	17
UNCC	*	*	7	12	13	0	36
UNCG	4	0	0	*	0	*	7
UNCP	0	*	0	*	*	0	4
UNCW	6	9	0	9	5	4	33
WCU	9	0	0	5	5	0	19
WSSU	0	0	0	0	0	0	0
UNC Total	46	27	22	71	42	8	216

¹ Using certification flags on student data files for traditional graduates.

² Includes licensure only, lateral entry, & MAT (UNCG Med).

It should be noted that UNCC produced the most mathematics education graduates or completers (42), with ECU (39), NCSU (38), and ASU (31) not far behind. ECU produced the most science education graduates or completers with a total of 45. UNCC (36) and UNCW (33) were not far behind. ECU (70) and UNCC (68) lead the other campuses in producing middle grades education graduates and completers. They are followed by UNCW (44), FSU (37), and ASU (32). In special education UNCC (83) sets the pace, ahead of ECU (64), UNCG (61), WCU (47), and NCCU (38). Again, not all campuses are approved to offer teacher licensure in all identified high-need areas.

Table 7. Traditional Undergraduate Degrees Conferred³ and Alternative Completers⁴ in Middle Grades Education: 2005-06

Campus	Traditional Graduates	Alternative Completers	Total
ASU	28	4	32
ECU	33	37	70
ECSU	0	0	0
FSU	13	24	37
NCA&T	0	0	0
NCCU	6	13	19
NCSU	22	*	24
UNCA	4	*	5
UNC-CH	17	7	24
UNCC	23	45	68
UNCG	17	5	22
UNCP	4	7	11
UNCW	21	23	44
WCU	4	9	13
WSSU	0	*	*
UNC Total	192	180	372

Table 8. Traditional Undergraduate Degrees Conferred³ and Alternative Completers⁴ in Special Education: 2005-06

Campus	Traditional Graduates	Alternative Completers	Total
ASU	20	4	24
ECU	16	48	64
ECSU	*	*	5
FSU	0	24	24
NCA&T	*	5	6
NCCU	0	38	38
NCSU	0	0	0
UNCA	0	0	0
UNC-CH	0	10	10
UNCC	19	64	83
UNCG	25	36	61
UNCP	6	10	16
UNCW	10	9	19
WCU	9	38	47
WSSU	*	*	*
UNC Total	109	290	399

Total Non-duplicated Traditional Graduates and Alternative Completers in High-Need Areas

UNC produced 1,031 traditional graduates and alternative licensure completers in 2005-06 in the high-need areas (Table 9). This represents an increase of 157 more traditional graduates and alternative licensure completers overall, which is an 18% growth rate over the 2002-03 base year for the combined high-need areas (Table 10).

Table 9. Traditional and Alternative Completers in High-Need Areas: 2005-06

Area	Traditional Graduates	Alternative Completers	Total
Mathematics ⁵	150	77	227
Science ⁵	84	117	201
Middle Grades ⁶	113	91	204
Special Education	109	290	399
Total	456	575	1,031

³ Using certification flags on student data files for traditional graduates.

⁴ Includes licensure only, lateral entry, & MAT (UNCG MED).

⁵ Combination of Math & Science equally divided between categories.

⁶ Middle Grades Math & Science numbers included in Mathematics and Science categories: Total=170.

Table 10. Traditional and Alternative Completers in High-Need Areas* – Improvement over Base Year 2002-03

2002-03	2005-06	Change	% Change
874	1,031	157	18.0%

* Math education, science education, middle grades education, special education

Upper Division Enrollment in Traditional Teacher Education Programs

Obviously recruitment and enrollment must increase if graduates and completers are to increase. From the base year 2002-03, upper division enrollment has grown overall for UNC teacher education programs from 6,477 for fall 2003 to 8,329 for fall 2006, an increase of 1,852 enrolled students, which is an increase for this period of 28.6% (Table 11). Increase in enrollment should parallel increase in productivity. ECU shows an enrollment growth of 440 students in this period, with three other schools showing growth exceeding 200: UNCC (244), UNCG (217), and NCSU (207). It should be noted that this does not include growth in alternative entry students, and some schools may grow that area more than the traditional area.

Table 11. Enrollment Change in Traditional Teacher Education Students: 2002-06

Campus	Base Fall 2002	Actual for Fall 2006	Change in Headcount	% Change
ASU	1,221	1,356	135	11.1%
ECU	960	1,400	440	45.8%
ECSU	137	236	99	72.3%
FSU	280	278	-2	-0.7%
NCA&T	204	187	-17	-8.3%
NCCU	215	300	85	39.5%
NCSU	358	565	207	57.8%
UNCA	39	69	30	76.9%
UNC-CH	180	193	13	7.2%
UNCC	647	891	244	37.7%
UNCG	683	900	217	31.8%
UNCP	326	481	155	47.5%
UNCW	545	529	-16	-2.9%
WCU	534	694	160	30.0%
WSSU	148	250	102	68.9%
UNC Total	6,477	8,329	1,852	28.6%

However, if one compares fall 2005 to fall 2006, the growth in enrollment appears to be stalling with an almost 2% drop in traditional teacher education enrollment (Table 12).

While teacher education programs recruited students, the targets and enrollment plans were developed with no coordinated systematic recruitment plan. A variety of recruitment efforts were taking place and they appear to have had an effect. The urgency of the situation gave the University no luxury to delay the teacher education growth plan until having a systematic recruitment plan. That aspect has now been addressed and all of the campuses are working on recruitment plans in coordination with UNC-GA. In

Table 12. Enrollment Change in Traditional Teacher Education Students: 2005-06*

Campus	Fall 2005	Fall 2006	Change in Headcount	% Change
ASU	1,401	1,356	-45	-3.2%
ECU	1,400	1,400	0	0.0%
ECSU	186	236	50	26.9%
FSU	423	278	-145	-34.3%
NCA&T	214	187	-27	-12.6%
NCCU	339	300	-39	-11.5%
NCSU	500	565	65	13.0%
UNCA	57	69	12	21.1%
UNC-CH	183	193	10	5.5%
UNCC	822	891	69	8.4%
UNCG	958	900	-58	-6.1%
UNCP	433	481	48	11.1%
UNCW	577	529	-48	-8.3%
WCU	793	694	-99	-12.5%
WSSU	207	250	43	20.8%
UNC Total	8,493	8,329	-164	-1.9%

fact the campuses will have students in the freshmen and sophomore years that are taking courses, being advised, and being prepared to enter a teacher education major, but enrollment data in this report covers only students who have been admitted to an upper division teacher education program as reported by the campuses in the fall 2006 enrollment report. *College tracking in some programs may report a different number of students enrolled.

Developing Teacher Education Recruitment Plans

The University of North Carolina initiated the development of a strategic plan to coordinate teacher recruitment efforts within the University in the fall of 2006. To accomplish the task we partnered with Noel-Levitz, a leading authority in the United States in optimizing enrollment management on higher education campuses. The purpose of the overarching UNC Teacher Recruitment Initiative is to consider perceptions of the teaching profession in developing a system-wide plan for teacher recruitment that is coordinated with the UNC Teacher Education Enrollment Growth Plan. The study has two primary components, an *assessment phase* designed to gain a better understanding of the current situation and a *planning phase* that will translate initial finding into actionable strategies to meet North Carolina's teacher supply and demand needs. The research question addressed through the study was targeted directly at recruitment to the teaching profession: *What are the attitudes, motivations, and primary sources of influence of prospective teachers that are behind North Carolina's teacher supply and demand data and trends?*

Results from the study were used to identify critical strategies for inclusion in a comprehensive plan for teacher recruitment. Each UNC institution will prepare a campus-based plan that is aligned to the overarching system recruitment plan and also aligned to the enrollment growth targets for their respective campus. Analysis of results from the market research, which are based on reliable data, have provided greater insight into how the University can better coordinate and streamline teacher recruitment efforts across the University.

The research question was addressed in the assessment phase of the study through market research targeted at six specific population segments: college-bound high school juniors and seniors, bachelor's and advanced degreed adult populations in North Carolina (i.e., mid-career professionals who could transition into the teaching profession), community college students, all undergraduate students on UNC campuses, high school guidance counselors, and military personnel and their spouses. The assessment phase also included focus sessions conducted with campus representatives from teacher education and enrollment/admissions offices, financial aid offices, K-12 representatives (teachers, principals, and superintendents), and other educational representatives in North Carolina.

The planning phase of study has directed the development of a strategic teacher recruitment plan for the University and campus-based plans for each institution. Development of the plans is based on the market research conducted and the results from an institutional self-inquiry survey that asked the campuses to reflect upon their current approaches to marketing and recruitment as it relates to teacher recruitment, including specific enrollment funnel data for each of the campus's market segments (e.g., high school, community college, and alternative entry). These data have been analyzed and compiled to assist in building a better understanding of the current

approach to recruiting teachers at the campus level. Campus-based plans are to be completed and shared with General Administration by the end of March 2007.

The UNC Teacher Recruitment Initiative will strategically enhance the University's ability to respond to the State's teacher supply and demand needs. Working parallel to the UNC Teacher Education Enrollment Growth Plan, the recruitment plan(s) will help to ensure that the enrollment pipeline in teacher education is sufficient to meet the campus-based targets which are measured on an annual basis and reported to the UNC Board of Governors and the North Carolina General Assembly.

Retention of Teachers Once Employed

It is widely recognized in North Carolina that a major part of the teacher supply and demand problem lies in the failure to retain teachers at a high enough rate. While parts of this problem involve issues of salary and working conditions which will require a systematic state response in order to be solved, the UNC teacher education programs have identified new ways to induct teachers and support them through their first three years of teaching that can improve teacher retention.

A critical need exists for beginning teacher support aimed at retention. New teacher success is an attainable goal if we collectively make every effort to improve the support, evaluation, and mentoring of initially licensed teachers and if we build quality systems of support for K-12 and a framework to address the critical links between employment and new teacher induction. While individual UNC teacher education programs have been providing some measure of services to graduates and to alternative licensure program completers (who obtain teacher education degrees, complete licensure and begin the initial licensure process), the University is prepared to do more to systematize support during the initial three-year induction period.

To this end, the University of North Carolina has initiated the development of a formal program of support, focused on retention, for beginning teachers for all new graduates and licensure completers of UNC teacher education programs. The UNC Plan for New Teacher Induction will be developed in collaboration with North Carolina public schools and will ensure that graduates of UNC teacher education programs teaching in North Carolina are supported, monitored, and mentored in the first three years of service until a continuing license is issued. The planning phase for this initiative is being organized at the state level by General Administration and the UNC Deans' Council on Teacher Education, and will be implemented at a regional level to assist school districts in hiring, retaining, and developing high-quality teachers. It is anticipated that system-level and campus-based plans will be in place by fall 2007. UNC General Administration has a request before the General Assembly to fund this initiative.

Next Steps

The results of the production of graduates and completers in 2005-06 will be carefully reviewed with each campus and the consequences for revision to the plan will be explored. With the recruitment plans to be in place by late spring, our programs will have a much better basis for planning. Through the spring and early summer, UNC General Administration, working in tandem with the campus leadership, will add two additional years to the goals for addressing the

teacher shortage, so for the first revision of the plan the targets for increasing graduates and completers will cover 2007-08 through 2011-12.

Conclusion

The data for 2005-06 show that UNC teacher education programs have made progress, with the productivity level of traditional graduates and alternative completers at 3,969. With an enrollment plan soon to be backed with a recruitment plan UNC expects to continue to push the overall production of teachers up. UNC is also very focused on the high-need areas, especially mathematics and science, both to produce more graduates in these areas and to help address the problem of attracting high-quality teachers into mathematics and science teaching.

Appendix A

Correction of Base Year

Overall, several considerations led to inaccuracies in establishing the base year. Some flags in the data system were not set correctly for some campuses, and non-teacher education physical education majors were included in teacher education graduates on some campuses, particularly at UNC-CH and UNCW. In the case of WCU, they run a teacher education program for Jamaican students that is independent of their preparation of teachers for North Carolina.

Table 13. Difference between actual in base year versus number in plan for base year

Campus	Actual in Base Year 2002-03	No. in Plan Document	Difference
ASU	368	372	-4
ECU	354	330	24
ECSU	28	26	2
FSU	73	65	8
NCA&T	39	60	-21
NCCU	53	74	-21
NCSU	115	133	-18
UNCA	27	27	0
UNC-CH	83	194	-111
UNCC	213	236	-23
UNCG	218	199	19
UNCP	78	84	-6
UNCW	252	314	-62
WCU	111	179	-68
WSSU	*	20	-18
UNC Total	2,014	2,313	-299

Supplemental Appendix

President Bowles's Memo
Chancellors' Letters
Responses to Chancellors' Letters



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Agricultural and
Technical State
University

North Carolina
Central University

North Carolina
School of
the Arts

North Carolina
State University
at Raleigh

University of
North Carolina
at Asheville

University of
North Carolina
at Chapel Hill

University of
North Carolina
at Charlotte

University of
North Carolina
at Greensboro

University of
North Carolina
at Pembroke

University of
North Carolina
at Wilmington

Western Carolina
University

Winston-Salem
State University

An Equal Opportunity/
Affirmative Action
Employer

March 15, 2007

TO: Chancellors

FROM: Erskine Bowles

SUBJECT: Concerns about Teacher Education

I have reviewed with great interest and concern the Report on UNC Production of Teacher Education Graduates and Alternative Licensure Completers for 2005-2006. While I am pleased that the University's production of teachers has increased and that there is an overall plan in place to track and monitor our progress, a more assertive effort is needed particularly for producing teachers in high need licensure areas; mathematics, science, middle grades, and special education. There is no way to get around the alarming fact that some of our campuses must have considerable improvement in future years and in doing so all levels of campus leadership on these campuses must focus their efforts in support of this overall initiative.

Here are my principal concerns:

1. Since 2003, there has been little to no growth in traditional teachers at the following campuses: ECSU (7.1%), NCA&T (12.8%), NCCU (13.2%), UNC-CH (0.0%), and UNCW (+1.2%). We must do better. I want an explanation from each of you as to why you have not been able to expand teacher enrollment.
2. There has been a fall off of traditional teacher enrollment from 2005 to 2006 of approximately 2% at the following campuses: ASU (3.2%), FSU (34%), NCA&T (12.6%), NCCU (11.5%), UNCG (6.1%), UNCA (8.3%), and WCU (12.5%). I need an explanation as to why and what each of you is doing to get back on track, including an update on your campus-based teacher recruitment planning efforts.
3. There have been less than 10 mathematics completers at ECSU (0), NCA&T (4), NCCU (3), UNCA (8), UNCP (6), WCU (5), WSSU (4). The performance here is unacceptable if we are going to prepare North Carolinians to compete in this new knowledge-based global economy. How will the production of math completers be increased dramatically?
4. There were less than 10 science completers at ECSU (3), FSU (6), NCA&T (1), NCCU (4), UNCA (5), UNCG (7), UNCP (4), WSSU (0). This again is just plain unacceptable. How will we improve?

5. The following campuses produced less than 10 middle grades completers – ECSU (0), UNCA (5), WSSU (3). This is again just not helpful. What is being done here to improve these results?
6. These following campuses produced less than 10 special education teachers – ECSU (5), NCA&T (6), WSSU (2). This is far from what we need. What is being done to improve these results?

Turning out more teachers, better teachers, more math and science, middle school and special education teachers is a significant priority of this University. I have made a commitment that we will meet this challenge. I assure you that future budgets will reward the following campuses for their successful efforts to produce teachers: ECU (750, plus good mathematics and science production); ASU (528); UNCC (512 plus good math and science production); UNCG (470, but need more science focus and 6.1% fall off in 2006 enrollment); UNCW (358 but not much growth in the program since 2003 and 8.3% fall off in 2006 enrollment but good science production); NCSU (269 and significant increase in secondary mathematics teachers).

Please let me hear from you, your provost, and deans of arts and sciences and education as soon as possible.

Appalachian

STATE UNIVERSITY

Office of the Chancellor

ASU Box 32002
Boone, NC 28608-2002

(828) 262-2040
Fax: (828) 262-3024

RECEIVED
APR 19 2007

April 16, 2007

BY:

President Erskine B. Bowles
The University of North Carolina
Post Office Box 2688
Chapel Hill, NC 27515-2688

Dear President Bowles:

We have reviewed your memo of March 15, 2007 regarding your concerns about teacher education in the UNC System. You note that Appalachian State University had a decrease in enrollment from 2005 to 2006 (3.2%). We have reviewed our admission statistics and believe we have identified where the major decrease may have occurred. In tracking our various market segments, we find that in 2006-07, we had a decrease in transfers from community colleges and that the numbers reported in the fall for our 2+2 programs did not include two new part-time cohorts beginning in May 2007. These two populations would seem to account for the major difference between 2005-06 and 2006-07.

Our on-campus enrollment actually increased, as did our alternative licensure enrollment. We note that transfers from four-year institutions also rose in 2006-07. We do not have firm data regarding the reasons for the dip in transfer from community colleges. However, since we offer a substantial number of part-time cohorts off campus, there will be years when there can be decreases in initial enrollments simply due to the time frame for when existing programs finish and new ones can begin.

We are undertaking a number of efforts to increase our yield of qualified teacher education applicants. These include:

1. Closely monitoring our enrollment patterns not only by college but by individual program through more sophisticated data collection and analysis systems, which will provide us with more specific and useful information about our applicants and accepted students.
2. Employing a campus Director of Teacher Education Recruitment whose primary responsibility will be to coordinate and expand our teacher education recruitment efforts through Appalachian's Admissions Office and work closely with all teacher education programs on our campus.
3. Increase student-to-student contact with prospective students.
4. Develop more focused recruitment materials for specific market segments, notably math and science as well as special education and middle grades.

President Erskine B. Bowles

April 16, 2007

Page Two

5. Make more use of alumni to initiate contacts locally with potential students.
6. Tap into our current non-education major population on campus to encourage them to consider teaching as a major.
7. We have established the Provost's Task Force on Math and Science Education to coordinate and focus our efforts to increase the yield in those high-need areas. The Task Force has five major goals: (1) engage in more and earlier targeted recruitment with particular emphasis on math and science; (2) initiate efforts to promote higher retention rates among on-campus math and science teacher education majors; (3) recruit from the pool of non-declared and non-education majors already on campus; (4) establish a Comprehensive Science Licensure program to increase the options in science education (we anticipate submitting this to the State in the fall of 2007); and (5) explore the development of streamlined options for non-traditional students (e.g., distance education, MAT programs, alternative licensure requirements).

In addition to recruiting for on-campus programs, we are also renewing our efforts to recruit for off-campus programs in the Appalachian Learning Alliance. We are adding full-time off-campus programs, most notably at Caldwell Community College where this spring we initiated the first full-time elementary education program off campus. We have 30 full-time students enrolled in the first cohort and plan to offer another cohort with at least that number in fall 2007 and a third in the spring of 2008. (The UNC System's enrollment reporting timelines do not readily account for transfer students in the spring or off-campus programs that begin in the spring or summer.)

We are convinced that with these efforts and others, we will be able to meet our overall enrollment and graduation targets.

Sincerely,



Kenneth E. Peacock
Chancellor

Copy to: Dr. Stanley R. Aeschleman, Provost
Dr. Charles Duke, Dean, College of Education
Dr. Robert Lyman, Dean, College of Arts & Sciences



WILLIE J. GILCHRIST
CHANCELLOR

TEL: (252) 335-3228
FAX: (252) 335-3731
EMAIL: WJGILCHRIST@MAIL.ECSU.EDU

May 14, 2007

Ersine B. Bowles, President
The University of North Carolina System
Post Office Box 2688
Chapel Hill, North Carolina 27515-2688

Dear President Bowles:

This letter is a response to your memorandum dated March 15, 2007, *Concerns about Teacher Education*. While somewhat delayed, it comes after serious and deliberate conversations with the faculty and Dean of the School of Education and Psychology (SOEP), Dean of Arts and Humanities, and Dean of Mathematics Science and Technology (SMST). Based on our organizational structure, these units work collaboratively to prepare teachers and their input has been valuable. Hence, please find below Elizabeth City State University's responses to your questions.

1. Since 2003 there has been little to no growth in traditional teachers.
Major challenges to training teachers have included but are not limited to scholarship dollars, passing of the required Praxis I Examination and perception of the profession (low salaries and conditions in public schools). We are currently working with the ECSU Office of Financial Aid and the Office of Admissions to identify appropriate candidates for the Millennium Scholarships and, for next year, the Teaching Fellows Program. A director for the Teaching Fellows Program has been hired and is currently recruiting for the program. As a former teaching fellow recipient, he has the insight and experience to help us to find and retain strong candidates for our teacher education programs.
2. There has been a fall of traditional teacher enrollment from 2005-2006 of approximately 2% at the following campuses.
Elizabeth City State University was not included as one of the schools in this question.
3. There have been less than 10 mathematics completers. The School of Education and Psychology (SOEP) and Mathematics Science and Technology (SMST) have worked with Academic Affairs to hire personnel who have a proven track record in recruiting and working with middle and high school mathematics and science majors. Those individuals will begin their employment at ECSU in the fall 2007 semester. The Deans of these two schools have written STEM Grants to provide scholarship funds. Additionally, students who are not successful in entering the Pharmacy Program will be recruited into these programs in lieu of going into straight mathematics or science.
4. There were less than science completers:
The same activities as described above are applicable here.
5. The following campuses produced less than 10 middle grades completers:

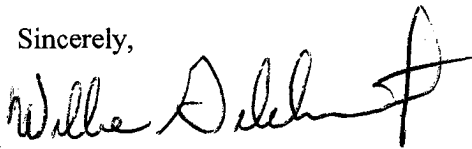
The response for numbers four and five are applicable here. In addition, the School of Education and Psychology and School of Mathematics Science and Technology have recently hired personnel who have a proven record of accomplishment in recruiting and working with middle and high school students. Additionally, the Director of Teaching Fellows, Wachovia 2+2 Liaison, and the Director of USTEP have accepted expanded responsibilities to recruit middle school majors to the university.

6. The following campuses produced less than 10 special education teachers:

The curriculum is under review and the SOEP is developing a Master of Arts in Special Education. Moreover, students who are completing an undergraduate degree in Psychology historically have not proceeded to graduate school. Recruiters within the SOEP will attempt to recruit these students, because of their training, to the Special Education Program. Additionally, the Director of Teaching Fellows, Wachovia 2+2 Liaison and the Director of USTEP have accepted expanded responsibilities to recruit special education majors to the university.

Elizabeth City State University is committed to producing teachers in high need areas. We are continually assessing our programs and activities to ensure that we are in a positive position to meet and overcome the challenges that have impeded our progress. With your continued support, we expect future success.

Sincerely,



Willie J. Gilchrist
Chancellor

cc: Dr. Ronald H. Blackmon
Provost and Vice Chancellor Academic Affairs

Dr. Sylvia A. Mason, Dean
School of Education and Psychology

Dr. Cynthia A. Warrick, Dean
School of Mathematics, Science and Technology

Dr. Jennifer Keane-Dawes, Dean
School of Arts and Humanities



RECEIVED
MAY 10 2007

BY:

May 7, 2007

President Erskine Bowles
The University of North Carolina
General Administration
P. O. Box 2688
Chapel Hill, North Carolina 27515-2688

Dear President Bowles:

Fayetteville State University submits the following responses to your recent teacher-education inquiries.

"There has been a fall off of traditional teacher enrollment from 2005 (423) to 2006 (278) ...at FSU (34%).... I need an explanation as to why and what each of you is doing to get back on track, including an update on your campus-based teacher recruitment planning efforts."

Response: FSU student data-file statistics indicate that in fall 2005, there were a total of 668 undergraduate and graduate students who were enrolled in programs leading to licensure and listed in the student data file. In fall 2006, there were 542 students both undergraduate and graduate who were enrolled in teacher-education programs. This represents an 18.9% decrease in enrolled students. This difference reflects changes in policy at the institution where students listed formerly included those who indicated an interest in teacher education. After the 2005 census, a decision was made in the new Banner data file to code them as undecided until they were formerly admitted (but to list an interest code in Banner as teacher education).

The university's 2007-2010 Teacher Education Recruitment Plan encompasses sixteen (16) key strategies that collectively address the need to increase the enrollment and graduation rates of students in teacher-education programs. To implement these key strategies, twenty (20) action plans have been prepared. Broadly, these action plans are designed to achieve the following: (a) establish the organizational infrastructure needed to coordinate FSU's university-wide teacher recruitment initiative; (b) create and maintain an expanded data-reporting process; (c) utilize market research to develop effective marketing and recruitment strategies; and (d) explore, establish, and promote program modifications and financial incentives.

"There were less than 10 science completers at ...FSU (6)... This is just plain unacceptable. How will we improve?"

Response: Six of the action plans in the 2007-2010 Teacher Education Recruitment Plan are designed specifically to enroll more science teacher-education majors and to produce more science-education completers from alternative-entry programs. The anticipated outcome of successfully implementing the strategies addressed in the action plans is a substantial increase in enrollment and in completion.

Sincerely,

A handwritten signature in black ink, appearing to read "T. J. Bryan", written in a cursive style.

T. J. Bryan
Chancellor



James E. Shepard, Founder

Provost and Vice Chancellor for Academic Affairs

RECEIVED
APR 04 2007

BY: _____

April 2, 2007

President Erskine Bowles
The University of North Carolina
Post Office Box 2688
Chapel Hill, N.C. 27515-2688

Dear President Bowles:

Attached is a list of responses to your concerns regarding recruiting, training, and graduating traditional teacher education candidates, especially in science and math at North Carolina Central University.

You will see a complete list of the activities that we plan to engage in once you review our Comprehensive Recruitment Plan, an outgrowth of the Noel Levitz study, which will be submitted to your office on March 30, 2007.

Please know that producing teachers is very important to us at North Carolina Central University. While we have more than 900 lateral entry candidates, we can do better in attracting the traditional student.

Sincerely,

Beverly W. Jones, Ph.D.
Provost and Vice Chancellor
for Academic Affairs

Attachment

cc: Chancellor James H. Ammons
Dean Cecelia Steppe-Jones

Concern #1. Since 2003, there has been little to no growth in traditional teachers (NCCU, 13%). Explain why you have not been able to expand teacher enrollment.

Response

There has been little growth in traditional teachers at NCCU due to several important reasons. Primarily, many high achieving minority students are not considering teaching as an option due to low salary and heavy workload. In addition, high achieving minority students are also being recruited by majority colleges and university. It is also important to note that non-minority students do not select NCCU as one of their choices for undergraduate preparation.

Other important issues that have a major impact on the number of traditional students majoring in teacher education at NCCU include the fact that many high school counselors and teachers are not encouraging student to choose teaching as a profession. In fact, students informed our recruiters on many occasions that they have been encouraged to consider professions that are more highly respected and provide adequate salaries, such as lawyers, doctors, or business ownership. Another significant point is that information about scholarships, such as the NC Teaching Fellows Program is not shared with high achieving minority students. However, if they find out about the scholarship, counselors do not encourage them to apply.

Finally, we will be looking at reallocation of funds in the School of Education and requesting additional funding from the Division of Academic Affairs for recruitment activities.

Concern #2. There had been a fall off of traditional teacher enrollment from 2005-2006 of 11.5% for NCCU. Why and what are you doing to get back on track, including an update on your campus-based recruitment planning efforts?

Response

We have revised and updated our recruitment efforts by implementing the following:

- More in-depth focus on the recruitment of undecided majors on campus
- Expanding and strengthening articulation agreements with community colleges
- Establishing relationships with community colleges and school districts to conduct 2+2 curricular at a distance.
- Pursing funds for Project REACH (Recruiting Educators Across Carolina High Schools), a program which provides activities that exposes students to the teacher education profession beginning at the sophomore level through 12th grade.
- Seeking more scholarship dollars for teacher education candidates
- Seeking funds to implement a more aggressive recruitment plan
- Seeing funds for a new position- School of Education Recruiter

Concerns

#3. There have been less than 10 mathematics completers at NCCU (3). How will the production of math completers be increased dramatically?

#4. There were less than 10 science completers at NCCU (4). How will NCCU improve?

Response

The strategies identified in response to Question #2 will be utilized to address these two concerns. In addition to these strategies we are also planning to expose our candidates to math and science activities through Project REACH. We have revised the single programs in the areas of biology, physics and chemistry and formed a new program, comprehensive science. Obtaining a license in one comprehensive area has been proven to be more attractive to students than being licensed in one area.

We have developed a plan to partner with industry in the Research Triangle Park in an effort to secure funding for scholarships and recruitment activities. In addition, we will recruit specifically from high schools whose focus is on Math and Science, i.e. School of Science and Math, Dobbs Early College High School and many others in the state. NCCU has several summer programs which provide instruction and enrichment activities in the areas of math and science for middle school and high school students. A few examples of these programs include Summer Ventures in Math and Science (SVMS) and Students Making Another Science Success Story (SMASSS). These special summer programs will be used to increase the pipeline of students who will major in science and math and also to recruit students to NCCU.

NC STATE UNIVERSITY

919.515.2191 (phone)
919.831.3545 (fax)

March 23, 2007

President Erskine Bowles
University of North Carolina General Administration
P. O. Box 2688
Chapel Hill, NC 27515-2688

RECEIVED
MAR 28 2007

BY: _____

Dear Erskine:

Thank you for the positive mention of NC State in your March 15, 2007 memorandum regarding "Concerns about Teacher Education." I am sending this to you to underscore our commitment through our College of Education, and other units, to the goal of enhancing the number and quality of teachers.

As the research extensive, land grant University for North Carolina, NC State has a particular obligation to serve the state. With regard to the teacher shortage and teacher quality, we have been hard at work on a number of fronts:

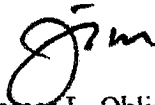
- The number of mathematics student teachers next year will be nearly double this year's number (61), and we are aggressively recruiting one of the nation's top scholars in Mathematics Education to occupy an endowed professorship.
- A STEM Task Force on Teacher Education, appointed by Provost Nielsen in the fall with Dean Moore as chair and representatives of the respective science and mathematics disciplines, has made several proposals to increase the numbers of teachers we prepare in these fields, including creating a new MAT degree, recruiting more internal transfers from our STEM majors, expanding online offerings, and strengthening connections with community colleges. This report will be synchronized with the Recruitment Report that you have asked each of our campuses to prepare. It is also in line with the proposal to the Burroughs Welcome Fund that Alan Mabe is coordinating.
- Our innovative new Elementary Education BS degree program, that emphasizes mathematics and science, has exceeded our expectations, with over 150 students enrolling this first year. The first cohort of 30 will complete in 2008, followed by cohorts of 60, and the program is university wait-listing freshmen.
- In Middle Grades, we are working to expand the numbers of students being recruited, especially in math and science.
- In special education, there are discussions underway about the feasibility of an undergraduate add-on license for those students already in middle grades or elementary education. We currently offer only graduate programs in special education.

- We are expanding our NC Teach sites for alternative licensure candidates by as many as 5 sites based on requests from school districts, and we continue our special program with IBM to prepare senior employees for teaching positions in STEM fields.
- With regard to professional development for teachers, the Friday Institute is working with 6 school districts in northeastern North Carolina to help them improve their instruction and instructional resources (for example, the interactive whiteboard you saw during your visit). And, as you know, we also want to expand the Kenan Fellows program for classroom teachers. One of our faculty members, Alan Reiman, is assisting with General Administration's teacher induction and mentoring initiative.
- We also are proposing to expand the reach of our Science House programs that provide in-service professional development for teachers and leading-edge educational experiences for school children.
- We have established a new initiative to improve STEM teaching at the college level, led by award winning physics professor Bob Beichner. The initiative will create faculty positions whose research emphasis is improving STEM teaching, with the intention that proven teaching strategies will translate into P-12 classrooms.
- Our newly created "Confucius Institute" funded by the Chinese government, will bring Chinese language and culture instructors to NC State. Those and other faculty will also establish outreach programs for K-12 teachers, serving as a source for continuing education.
- Finally, our accreditation visit this week (March 17-22) from the National Council for the Accreditation of Teacher Education (NCATE) commended our College of Education for, among other things, our recruitment programs for minority candidates, our commitment to attracting and preparing mathematics and science teachers as well as the tremendous potential of our Friday Institute.

In summary, NC State is energetically pursuing several strong initiatives that will increase significantly the numbers of teachers we prepare and the professional development we offer in support of retaining teachers.

We appreciate your continued, strong support, Erskine.

Sincerely,


James L. Oblinger
Chancellor

cc: Provost Larry Nielsen
Dean Kay Moore

I AM SORRY THAT I WON'T
BE ABLE TO BE PRESENT TO
HEAR YOUR ROUING SPEECH
HERE ON THE 29TH!

jed



April 12, 2007

TO: President Bowles

FROM: UNC Asheville Chancellor Ponder
Interim Vice-Chancellor for Academic Affairs Whatley
Dean of Social Sciences Friedenbergl
Department of Education Chair McGlinn

RE: Concerns about Teacher Education

Thank you for your March 15 memo expressing concerns about Teacher Education in the UNC system. We appreciate an opportunity to address them and have responded to items 2-5. UNC Asheville was not identified as a campus of concern in item 1, number of *traditional teacher licensure graduates*, or item 6, number of *special education graduates*, an area in which we do not offer licensure. As a footnote to item 1, we note with pride that the number of UNC Asheville students who graduated with traditional teacher licensure grew by 51.9% between 2002 and 2006.

In item 2, *traditional teacher enrollments*, UNC Asheville was incorrectly listed as a campus whose enrollments declined from 2005 to 2006. In fact, our enrollments grew by 21.1% during this time frame. While we now realize that this was a typo and not intentional (the figures for UNCA and UNCW were reversed), we are concerned that our fellow campuses will not be aware of this fact. We have worked very hard to achieve this level of growth and would appreciate a public correction.

Our primary concern regarding items 3-5 is one of proportion. We would like to invite the General Administration's acknowledgment of the relationship between university size, program size and number of completers. In each item, UNC Asheville's small but growing program is compared to programs up to ten times its size by listing the number of completers in each case. When programs vary so greatly in size, we believe that the appropriate index for comparison would be the percentage of completers. Here are some examples:

- Item 3: *Our 8 math completers in 2006 represent 10.4% of our total number of completers.* Only NCSU and UNC-CH have a larger percentage of math completers. While we will continue to work to increase the total number of completers and the number of math completers, our program should be recognized for its success relative to the size of our university.

- Item 4: *Our 5 science completers in 2006 represent 6.5% of our total number of completers.* Only six other institutions have a larger percentage of science completers. We will continue to work to increase the total number of science completers.
- Item 5: *Our 5 middle grades completers in 2006 represent an additional 6.5% of our total number of completers.* We acknowledge that our ranking in this licensure area is low and that this is an area that requires our continued attention. Please note that this fact is highlighted just as well when percentage of completers is used as the campus index.

In addition to the development of a campus-wide teacher licensure recruitment initiative (based on market research conducted by Noel-Levitz), we have taken several steps to increase our overall number of completers as well as the number of completers in math, science and middle grades.

- We held our first Teaching Open House this spring designed to highlight our teacher licensure programs to currently enrolled non-licensure students.
- We have met with UNC Asheville math and science department chairs to discuss publicizing our teacher licensure programs among their student and also requested that "hot links" to the appropriate licensure program web sites be added to the department websites.
- We publicized scholarship opportunities to all students. Science and math department chairs now receive letters from the Department of Education about scholarship information at least twice a year.
- We held a scholarship recognition reception with a presentation by the NC Teacher of the Year to recognize and encourage scholarship winners to persist in licensure programs.
- We are in the process of seeking Faculty Senate approval for the addition of psychology as a new major for middle grades licensure. K-6 candidates who are considering middle grades may now be willing to switch over to this licensure area.
- We are working with the Department of Mathematics on several grant opportunities which will encourage more interest in teaching. These efforts include a Math Carnival, which would recruit math majors and math licensure students to serve as teaching assistants in the schools and a possible National Science Foundation grant which would provide math enrichment for teachers and tutoring opportunities for math majors in the schools.
- UNC Asheville is one of four UNC system schools applying for a Burroughs-Wellcome grant to provide scholarships to science majors who enter the licensure program.
- We have initiated two unique recruitment efforts to bring high school students to campus to learn about our licensure programs: "Opening Doors to Teaching" and "Road Trip 2 Teach."
- Our AVID and Education Coalition tutoring programs recruit students to tutor in our partner schools. Several of these students have decided to pursue licensure as a result of these experiences.

We are confident that the initiatives we have begun will improve the number and diversity of licensure completers over time, but as we have a small teacher education program at a small campus, our absolute numbers will most likely remain small, when compared with other campuses.



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

JAMES MOESER
Chancellor

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www.unc.edu

March 30, 2007

RECEIVED
APR 03 2007

President Erskine B. Bowles
The University of North Carolina
General Administration
910 Raleigh Road, CB# 9000
Carolina Campus

BY: _____

Dear President Bowles:

In response to your correspondence to UNC System chancellors dated March 15, 2007, I have enclosed a copy of the March 27, 2007, Teacher Recruitment Plan from the UNC-Chapel Hill School of Education which directly addresses your question of why the School has not been able to expand traditional teacher enrollment during the past 4 years. The Noel-Levitz analysis of "key restraining forces" and strategies for meeting these challenges are outlined in the report. A copy has also been sent to Alisa Chapman for review by GA staff as they develop system-wide strategies for enhancing teacher recruitment.

If you need additional information, please do not hesitate to contact Dr. Jill Fitzgerald, Senior Associate Dean in our School of Education, who is leading the teacher recruitment planning team on the UNC-Chapel Hill campus. You may reach Dr. Fitzgerald at 962-8686.

Sincerely,


James Moeser

JM:st
Enclosure

copy: Dr. Bernadette Gray-Little, Executive Vice Chancellor and Provost
Dr. Tom James, Dean, School of Education
Dr. Jill Fitzgerald, Senior Associate Dean, School of Education



THE UNIVERSITY of NORTH CAROLINA

GREENSBORO

Chancellor's Office

303 Mossman Bldg
PO Box 26170, Greensboro, NC 27402-6170
336.334.5266 Phone 336.256.0408 Fax

March 30, 2007

President Erskine Bowles
The University of North Carolina
P O Box 2688
Chapel Hill, NC 27515-2688

RECEIVED
APR 02 2007

BY:

Dear Erskine:

We have reviewed the report on teacher education. There are some data errors in it that need to be corrected according to our records of enrollment.

Enclosed please find the UNCG response to your letter of March 15 regarding the growth in teacher education students and our work to increase the number of candidates in science education.

We remain committed to playing our part in meeting the demand for teachers. Our data show almost a doubling of teacher education candidates (traditional) from 2000-01 to 2005-06.

In addition, we plan to add faculty in math and science education and launch a major initiative in these areas next year.

Let me know if you have additional concerns or questions. Teacher education remains a high priority for UNCG.

Sincerely,

Patricia A. Sullivan
Chancellor

/ss

Enclosure

C: Dr. A. Edward Uprichard, Provost and Vice Chancellor for Academic Affairs
Dr. Dale Schunk, Dean, School of Education
Dr. Betty Epanchin, Associate Dean for Teacher Education



WESTERN

CAROLINA UNIVERSITY

OFFICE OF THE CHANCELLOR

April 5, 2007

RECEIVED
APR 09 2007

BY:

Erskine B. Bowles, President
The University of North Carolina
P.O. Box 2688
Chapel Hill, NC 27515-2688

Dear President Bowles:

Thank you for the opportunity to respond to your letter of March 15 regarding concerns about teacher education. At Western Carolina University we realize the teacher shortage in North Carolina has reached the crisis stage and we need to act accordingly.

Your letter notes that Western has had a decline of traditional teacher education enrollment of 12.5% from Fall 2005 to Fall 2006. I think I have a bit of good news. WCU's production of traditional education teachers was actually relatively stable between 2005 and 2006. WCU's data were inaccurate as verified by GA. Our non-licensure Jamaican Program students (who greatly fluctuate given the nature of cohorts from year-to-year) have inflated both our 2005 numbers and our 2006 numbers. The result is that Western experienced a 2.2% not a 12.5% decline. Dr. Scott Jenkins, in your office, is adjusting the data.

However, any decline in our teacher education enrollment is unacceptable. We plan to get back on track. We have submitted our Teacher Recruitment Plan to your office. The plan is ambitious and contains a total of twenty-six strategic actions. We believe that by implementing this plan, Western will increase the number of teachers it produces by both traditional and alternative methods. The thrust of the plan includes activities related to:

- Developing data systems for tracking and reporting
- Creating joint responsibility and accountability for teacher recruitment
- Developing specific marketing strategies
- Revising curriculum
- Recruiting more minorities and males into teacher education.

501 H.F. Robinson Administration Building
Cullowhee, North Carolina 28723
Office: (828) 227-7100
Fax: (828) 227-7176
Web: www.wcu.edu/chancellor

Western Carolina University is a campus of the University of North Carolina and an affirmative action/equal opportunity institution.

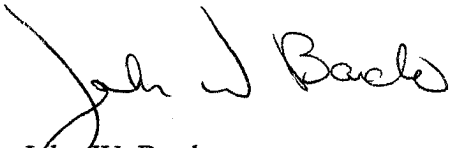
Your letter expressed concern over WCU's level of production of mathematics education completers. We agree our current level is unacceptable. We are dealing with this issue on a number of fronts. First, we are seeking new leadership in the mathematics department. We will assign to any new department head the primary responsibility of increasing the number of mathematics educators. Second, we are conducting a national search for a new dean of Arts and Sciences. Increasing the production of science and mathematics teachers will be included as a specific evaluation component and will be listed as a key expectation in the letter of appointment. Here are several examples to illustrate our plan:

- Implementing new strategies to recruit non-teacher education majors at Western into mathematics education.
- Examining national models like UTEACH in collaboration with the College of Arts and Sciences to develop curricula that will increase the number of mathematics education completers.
- Developing an online mathematics course for the 2+2 initiative with our state's community colleges to produce additional mathematics educators.
- Incorporating into our curriculum the online mathematics courses being developed by faculty members at other UNC campuses to support the 2+2 initiative.
- Utilizing our new Pre-College Program in the Center for Mathematics and Science Education to recruit prospective mathematics educators.

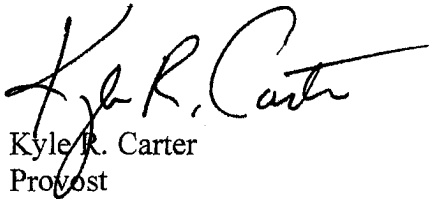
Although Western was not specifically listed in other concerns you expressed, I would like you to know that Western is going to continue addressing these issues. We are going to increase the number of traditional teachers in a variety of ways including the use of strategies to retain the exiting teacher education majors who are already in the pipeline. Although we were fifth in the state in the production of science teachers, Western needs to produce more. We intend to focus greater attention on producing more alternative completers in this area. Western will make producing more middle grades completers a top priority. We have a faculty member holding a distinguished professorship in this area and will use that person to assist in recruitment. Western was the fourth largest provider of special education completers in the state in 2005-06. We are in the process of creating an academically and intellectually gifted (AIG) concentration in our program in order to recruit more students into this area.

In conclusion, Western will produce more teachers. In 2005-06 we were the seventh largest producer of teachers in the state. We had a 2.2% decline in enrollment from Fall 2005 to Fall 2006, but were the fourth largest producer of special education completers. While we are proud of our overall accomplishments, we know that we can do more and are in full support of your initiative to produce more teachers.

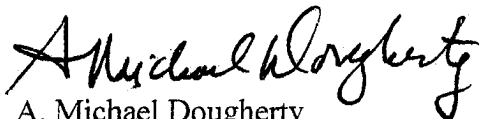
Sincerely,

A handwritten signature in black ink, appearing to read "John W. Bardo". The signature is fluid and cursive, with the first name "John" being more prominent.

John W. Bardo
Chancellor

A handwritten signature in black ink, appearing to read "Kyle R. Carter". The signature is cursive and somewhat stylized, with the last name "Carter" being clearly legible.

Kyle R. Carter
Provost

A handwritten signature in black ink, appearing to read "A. Michael Dougherty". The signature is cursive and somewhat stylized, with the first name "A. Michael" being clearly legible.

A. Michael Dougherty
Dean, College of Education and Allied Professions

A handwritten signature in black ink, appearing to read "Robert Kehrberg". The signature is cursive and somewhat stylized, with the first name "Robert" being clearly legible.

Robert Kehrberg
Interim Dean, College of Arts and Sciences



MICHELLE HOWARD-VITAL

INTERIM CHANCELLOR

April 5, 2007

RECEIVED
APR 09 2007

BY: _____

President Erskine Bowles
The University of North Carolina
General Administration
910 Raleigh Road
Chapel Hill, NC 27515

Dear President Bowles:

Greetings. I reflected deeply on your March 15th correspondence regarding teacher education. We noted, also, that WSSU had four students who completed mathematics education, the university did not have any complete science education, and three who completed middle grades education. We agree that we need to enhance our strategies for better results for future years. A team of WSSU administrators has met to design a more aggressive teacher recruitment plan for 2007-2010. This plan was forwarded to Alisa Chapman on March 22, 2007.

As the March 22nd plan stated, WSSU has conducted a Strengths, Weaknesses, Opportunities, and threats (SWOT) analysis of its eleven teacher education programs. After reviewing this SWOT analysis, it became apparent to me that WSSU has set aggressive targets, but it can exceed those targets with bridge programs geared towards science education and mathematics education, and more aggressive, recruitment strategies to attract students who inquire about teacher education programs. Overall, WSSU's recruitment strategy is being overhauled with new systems and new personnel. The overall effects of this will yield more teacher education applicants. Additionally, we will expand our recruitment efforts to military bases and nontraditional teacher education candidates to produce more science and mathematics teachers.

WSSU is making a commitment to:

- a) a stronger collaboration between Arts and Sciences and the School of Education and Human Performance since secondary math and science education programs are housed in College of Arts and Sciences;
- b) early conversations with high school feeder school counselors and community colleges; and
- c) intense efforts to prepare students for the PRAXIS I exam which is an "entrance" exam for Teacher Education admittance.

WINSTON-SALEM STATE UNIVERSITY

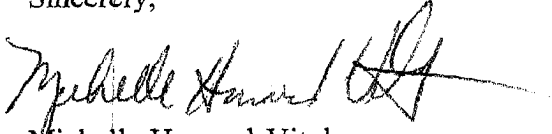
200 BLAIR HALL • WINSTON-SALEM, NORTH CAROLINA • 27110
PHONE: 336-750-2041 • FAX: 336-750-2049 • E-MAIL: vitalm@wssu.edu

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President Erskine Bowles
April 5, 2007
Page Two

Please know that it is the goal of Winston-Salem State University to work diligently to meet or exceed our targets.

Sincerely,



Michelle Howard-Vital

MHV/mjb

pc: Dr. Pedro L. Martinez, Provost and Vice Chancellor for Academic Affairs
Dr. Merdis J. McCarter, Interim Dean, School of Arts and Sciences
Dr. Cynthia Jackson-Hammond, Dean, School of Education and Human
Performance



The University of North Carolina

GENERAL ADMINISTRATION

POST OFFICE BOX 2688, CHAPEL HILL, NC 27515-2688

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May 30, 2007

Chancellor Willie J. Gilchrist
Elizabeth City State University
1704 Weeksville Road
Elizabeth City, NC 27909

Dear Chancellor Gilchrist:

President Bowles has forwarded to me your letter of May 14, 2007 regarding concerns about teacher education. He asked me to review this correspondence and respond on his behalf. As a result, Alisa Chapman and I met to discuss the points you and other constituent campuses have addressed in responding to the President's urgent call for action in preparing more and better teachers for the public schools of North Carolina. While we commend UNC schools, colleges, and departments of education for their concerted efforts toward meeting the targets identified in UNC's *Plan to Address the Shortage of Teachers in North Carolina (December 2004)*, a greater effort is needed in responding to this challenge, especially in producing teachers for the high-need licensure areas of mathematics, science, middle grades, and special education.

Making every effort to fill all available teacher scholarship allotments identified for your campus for the Millennium Teacher Scholarship program and the Teaching Fellows Scholarship program is important. The Elizabeth City State University (ECSU) campus-based teacher recruitment plan should be used as a strategic guide in meeting targets for identified teacher scholarship loan programs and in meeting targeted increases in mathematics, science, middle grades, and special education. The action steps you have identified in your letter to President Bowles should be incorporated in this plan. Feedback specific to ECSU's teacher recruitment plan will be provided by our office within the next few weeks.

As President Bowles stated in his March 15, 2007 letter to all Chancellors, "all levels of campus leadership...must focus their efforts in support of this overall initiative." It is our shared expectation that campus leadership will address this priority jointly and that the analysis of data in next year's report will show increased production of teachers at both the system and campus level, including increases in the areas you have identified as a priority for ECSU: fully meeting the recruitment goals for the Millennium and Teaching Fellows Scholarship Loan programs, producing more mathematics teachers, producing more science

teachers, and producing more special education teachers. We ask that you provide us with a report on your progress in the areas outlined above at the end of the Fall 2007 semester. If we can be of assistance in planning and implementation efforts for this very important matter, do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink, appearing to read "Alan Mabe". The signature is fluid and cursive, with the first name "Alan" and last name "Mabe" clearly distinguishable.

Alan Mabe

cc: President Erskine Bowles
Senior Vice President Harold Martin
Assistant Vice President Alisa Chapman
Provost Ronald H. Blackmon
Dean Sylvia A. Mason, School of Education and Psychology
Dean Jennifer Keane-Dawes, School of Arts and Humanities
Dean Cynthia A. Warrick, School of Mathematics, Science and Technology



The University of North Carolina

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May 30, 2007

Chancellor T. J. Bryan
Fayetteville State University
1200 Murchison Road
Fayetteville, NC 28301-4298

Dear Chancellor Bryan:

President Bowles has forwarded to me your letter of May 7, 2007 regarding concerns about teacher education. He asked me to review this correspondence and respond on his behalf. As a result, Alisa Chapman and I met to discuss the points you and other constituent campuses have addressed in responding to the President's urgent call for action in preparing more and better teachers for the public schools of North Carolina. While we commend UNC schools, colleges, and departments of education for their concerted efforts toward meeting the targets identified in UNC's *Plan to Address the Shortage of Teachers in North Carolina (December 2004)*, a greater effort is needed in responding to this challenge, especially in producing teachers for the high-need licensure areas of mathematics, science, middle grades, and special education.

The data on graduation and licensure completion have been reviewed and confirmed by the campuses. The enrollment data in the report are based on upper-division enrollment of traditional teacher education degree seekers at the campuses as reported by the campus Office of Institutional Research at the fall census date. Some campuses keep a record of majors in the college of education so there may be some variation between the two sources. Fall enrollment of upper-division, traditional teacher education majors is only a small portion of all the students who may be pursuing teaching credentials on the campus.

We are pleased that you have targeted the Fayetteville State University (FSU) campus-based teacher recruitment plan as a strategic guide in meeting targeted increases in the preparation of teachers, especially in science education and in alternative preparation routes to teacher licensure. Meeting these increases will take considerable planning and coordination across various campus units in support of this important goal. Feedback specific to FSU's teacher recruitment plan will be provided by our office within the next few weeks.

As President Bowles stated in his March 15, 2007 letter to all Chancellors, "all levels of campus leadership...must focus their efforts in support of this overall initiative." It is our shared expectation that campus leadership will address this priority jointly and that the analysis of data in next year's report will show increased production of teachers at both the system and campus level, including increases in the areas you have identified as a priority for FSU: increase production of science teachers, and in the production of teachers via alternative routes to licensure. We look forward to working with FSU in the coming year on this very important matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Alan Mabe", written in a cursive style.

Alan Mabe

cc: President Erskine Bowles
Senior Vice President Harold Martin
Assistant Vice President Alisa Chapman



The University of North Carolina

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May 30, 2007

Provost Beverly W. Jones
North Carolina Central University
1801 Fayetteville Street
Durham, NC 27707

Dear Provost Jones:

President Bowles has forwarded to me your letter of April 2, 2007 regarding concerns about teacher education. He asked me to review this correspondence and respond on his behalf. As a result, Alisa Chapman and I met to discuss the points you and other constituent campuses have addressed in responding to the President's urgent call for action in preparing more and better teachers for the public schools of North Carolina. While we commend UNC schools, colleges, and departments of education for their concerted efforts toward meeting the targets identified in UNC's *Plan to Address the Shortage of Teachers in North Carolina (December 2004)*, a greater effort is needed in responding to this challenge, especially in producing teachers for the high-need licensure areas of mathematics, science, middle grades, and special education.

The data on graduation and licensure completion have been reviewed and confirmed by the campuses. The enrollment data in the report are based on upper-division enrollment of traditional teacher education degree seekers at the campuses as reported by the campus Office of Institutional Research at the fall census date. Some campuses keep a record of majors in the college of education so there may be some variation between the two sources. Fall enrollment of upper-division, traditional teacher education majors is only a small portion of all the students who may be pursuing teaching credentials on the campus.

The UNC system teacher recruitment plan provides market research conducted by Noel-Levitz, including strategies that address the issue of recruiting diverse populations to the teaching profession. We hope you will use some of these strategies in your campus recruitment efforts. Additionally, the North Carolina Central University (NCCU) campus-based teacher recruitment plan should be used as a strategic guide in meeting increased targets in traditional teacher education enrollment and in meeting the increased production of mathematics and science teachers. The action steps you have identified in your letter to President Bowles should be incorporated in this plan. Feedback specific to NCCU's plan will be provided by our office within the next few weeks.

As President Bowles stated in his March 15, 2007 letter to all Chancellors, "all levels of campus leadership... must focus their efforts in support of this overall initiative." It is our shared expectation that campus leadership will address this priority jointly and that the analysis of data in next year's report will show increased production of teachers at both the system and campus level, including increases in the areas you have identified as a priority for NCCU: increases in the production of science and mathematics teachers, support for STEM focused programs that attract students to teacher licensure in these high need areas, and enrollment increases in traditional teacher preparation routes to licensure. We look forward to working with NCCU in the coming year on this very important matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Alan Mabe".

Alan Mabe

cc: President Erskine Bowles
Senior Vice President Harold Martin
Assistant Vice President Alisa Chapman
Chancellor James H. Ammons
Dean Cecilia Steppe-Jones



The University of North Carolina

GENERAL ADMINISTRATION

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May 30, 2007

Chancellor James L. Oblinger
North Carolina State University
Box 7001 / Holladay Hall
Raleigh, NC 27695-7001

Dear Chancellor Oblinger:

President Bowles has forwarded to me your letter of March 15, 2007 regarding concerns about teacher education. He asked me to review this correspondence and respond on his behalf. As a result, Alisa Chapman and I met to discuss the points you and other constituent campuses have addressed in responding to the President's urgent call for action in preparing more and better teachers for the public schools of North Carolina. While we commend UNC schools, colleges, and departments of education for their concerted efforts toward meeting the targets identified in UNC's *Plan to Address the Shortage of Teachers in North Carolina (December 2004)*, a greater effort is needed in responding to this challenge, especially in producing teachers for the high-need licensure areas of mathematics, science, middle grades, and special education.

We are pleased with the efforts underway at North Carolina State University (NCSU) in addressing teacher quality and quantity, particularly in STEM areas. Many of the priority initiatives you have identified are promising practices for other campuses to consider in recruiting, preparing, and supporting mathematics and science teachers. It is also noteworthy that some of these programs cross academic units on your campus and provide opportunity for collaboration among education and arts and science faculty. We will continue to count on your leadership in preparing and supporting teachers in these high need areas.

As President Bowles stated in his March 15, 2007 letter to all Chancellors, "all levels of campus leadership...must focus their efforts in support of this overall initiative." It is our shared expectation that campus leadership will address this priority jointly and that the analysis of data in next year's report will show increased production of teachers at both the system and campus level, including increases in the areas you have identified as a priority for NCSU: production of teachers in STEM areas. We look forward to working with NCSU in the coming year on this very important matter.

Sincerely,

Alan Mabe

cc: President Erskine Bowles
Senior Vice President Harold Martin
Assistant Vice President Alisa Chapman
Provost Larry Nielsen
Dean Kay Moore



The University of North Carolina

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May 30, 2007

Chancellor Anne Ponder
University of North Carolina Asheville
Phillips Hall
One University Heights
Asheville, NC 28804-3299

Dear Chancellor Ponder:

President Bowles has forwarded to me your letter of April 12, 2007 regarding concerns about teacher education. He asked me to review this correspondence and respond on his behalf. As a result, Alisa Chapman and I met to discuss the points you and other constituent campuses have addressed in responding to the President's urgent call for action in preparing more and better teachers for the public schools of North Carolina. While we commend UNC schools, colleges, and departments of education for their concerted efforts toward meeting the targets identified in UNC's *Plan to Address the Shortage of Teachers in North Carolina (December 2004)*, a greater effort is needed in responding to this challenge, especially in producing teachers for the high-need licensure areas of mathematics, science, middle grades, and special education.

The data on graduation and licensure completion have been reviewed and confirmed by the campuses. The enrollment data in the report are based on upper-division enrollment of traditional teacher education degree seekers at the campuses as reported by the campus Office of Institutional Research at the fall census date. Some campuses keep a record of majors in the college of education so there may be some variation between the two sources. Fall enrollment of upper-division, traditional teacher education majors is only a small portion of all the students who may be pursuing teaching credentials on the campus.

UNC Asheville's (UNCA) production of teachers is significant and we will continue to hold your campus to the highest expectation for producing more teachers, especially in high-need licensure areas. Your campus-based teacher recruitment plan should be used as a strategic guide in meeting targeted increases in these identified areas. Feedback specific to this plan will be provided by our office within the next few weeks.

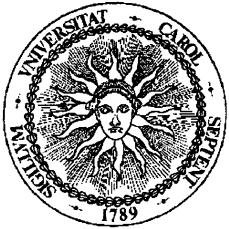
As President Bowles stated in his March 15, 2007 letter to all Chancellors, "all levels of campus leadership...must focus their efforts in support of this overall initiative." It is our shared expectation that campus leadership will address this priority jointly and that the analysis of data in next year's report will show increased production of teachers at both the system and campus level, including increases in the areas you have identified as a priority for UNCA: mathematics education, science education, and middle grades education. We look forward to working with UNCA in the coming year on this very important matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Alan Mabe", written in a cursive style.

Alan Mabe

cc: President Erskine Bowles
Senior Vice President Harold Martin
Assistant Vice President Alisa Chapman
Interim Vice Chancellor for Academic Affairs Katheryn Whatley
Dean Lisa Friedenberg, Social Sciences
Department Chair Jeannie McGlinn, Education



The University of North Carolina

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May 30, 2007

Chancellor James Moeser
University of North Carolina at Chapel Hill
103 South Building
Campus Box 9100
Chapel Hill, NC 27599-9100

Dear Chancellor Moeser:

President Bowles has forwarded to me your letter of March 30, 2007 regarding concerns about teacher education. He asked me to review this correspondence and respond on his behalf. As a result, Alisa Chapman and I met to discuss the points you and other constituent campuses have addressed in responding to the President's urgent call for action in preparing more and better teachers for the public schools of North Carolina. While we commend UNC schools, colleges, and departments of education for their concerted efforts toward meeting the targets identified in UNC's *Plan to Address the Shortage of Teachers in North Carolina (December 2004)*, a greater effort is needed in responding to this challenge, especially in producing teachers for the high-need licensure areas of mathematics, science, middle grades, and special education.

The strategies you have identified in your campus-based teacher recruitment plan will be key in increasing the overall production of teachers and producing more teachers in high-need licensure areas. Efforts to enhance teacher recruitment at UNC Chapel Hill (UNC-CH) are well organized and documented in your campus plan. Feedback specific to this plan will be provided by our office within the next few weeks.

As President Bowles stated in his March 15, 2007 letter to all Chancellors, "all levels of campus leadership...must focus their efforts in support of this overall initiative." It is our shared expectation that campus leadership will address this priority jointly and that the analysis of data in next year's report will show increased production of teachers at both the system and campus level, including increases in the areas you have identified as a priority for UNC-CH: overall production of teachers. We look forward to working with UNC-CH in the coming year on this very important matter.

Sincerely,

Alan Mabe

cc: President Erskine Bowles
Senior Vice President Harold Martin
Assistant Vice President Alisa Chapman
Provost Bernadette Gray-Little
Dean Tom James
Senior Associate Dean Jill Fitzgerald



The University of North Carolina

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May 30, 2007

Chancellor Patricia A. Sullivan
University of North Carolina Greensboro
303 Mossman Building
PO Box 26170
Greensboro, NC 27402-6170

Dear Chancellor Sullivan:

President Bowles has forwarded to me your letter of March 30, 2007 regarding concerns about teacher education. He asked me to review this correspondence and respond on his behalf. As a result, Alisa Chapman and I met to discuss the points you and other constituent campuses have addressed in responding to the President's urgent call for action in preparing more and better teachers for the public schools of North Carolina. While we commend UNC schools, colleges, and departments of education for their concerted efforts toward meeting the targets identified in UNC's *Plan to Address the Shortage of Teachers in North Carolina (December 2004)*, a greater effort is needed in responding to this challenge, especially in producing teachers for the high-need licensure areas of mathematics, science, middle grades, and special education.

The data on graduation and licensure completion have been reviewed and confirmed by the campuses. The enrollment data in the report are based on upper-division enrollment of traditional teacher education degree seekers at the campuses as reported by the campus Office of Institutional Research at the fall census date. Some campuses keep a record of majors in the college of education so there may be some variation between the two sources. Fall enrollment of upper-division, traditional teacher education majors is only a small portion of all the students who may be pursuing teaching credentials on the campus.

The initiatives you have identified in your letter to President Bowles demonstrate that significant efforts are underway at UNC Greensboro (UNCG) to increase the number of teachers graduating with a license to teach in science, in addition to important outreach and support for currently licensed K-12 science teachers. Please keep us informed of the work associated with the POST and NC QUEST grants that are supporting many of these activities.

As President Bowles stated in his March 15, 2007 letter to all Chancellors, "all levels of campus leadership...must focus their efforts in support of this overall initiative." It is our shared expectation that campus leadership will address this priority jointly and that the analysis of data in next year's report will show increased production of teachers at both the system and campus level, including increases in the areas you have identified as a priority for UNCG: increased production of science teachers. We look forward to working with UNCG in the coming year on this very important matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Alan Mabe". The signature is fluid and cursive, with the first name "Alan" and last name "Mabe" clearly distinguishable.

Alan Mabe

cc: President Erskine Bowles
Senior Vice President Harold Martin
Assistant Vice President Alisa Chapman
Provost A. Edward Uprichard
Dean Dale Schunk
Associate Dean Betty Epanchin



The University of North Carolina

GENERAL ADMINISTRATION

POST OFFICE BOX 2688, CHAPEL HILL, NC 27515-2688

Alan R. Mabe, *Vice President for Academic Planning and University-School Programs*

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Appalachian State
University

East Carolina
University

Elizabeth City
State University

Fayetteville State
University

North Carolina
Agricultural and
Technical State
University

North Carolina
Central University

North Carolina
School of
the Arts

North Carolina
State University
at Raleigh

University of
North Carolina
at Asheville

University of
North Carolina
at Chapel Hill

University of
North Carolina
at Charlotte

University of
North Carolina
at Greensboro

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North Carolina
at Pembroke

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North Carolina
at Wilmington

Western Carolina
University

Winston-Salem
State University

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May 30, 2007

Chancellor John W. Bardo
Western Carolina University
501 H.F. Robinson Administration Building
Cullowhee, NC 28723

Dear Chancellor Bardo:

President Bowles has forwarded to me your letter of April 5, 2007 regarding concerns about teacher education. He asked me to review this correspondence and respond on his behalf. As a result, Alisa Chapman and I met to discuss the points you and other constituent campuses have addressed in responding to the President's urgent call for action in preparing more and better teachers for the public schools of North Carolina. While we commend UNC schools, colleges, and departments of education for their concerted efforts toward meeting the targets identified in UNC's *Plan to Address the Shortage of Teachers in North Carolina (December 2004)*, a greater effort is needed in responding to this challenge, especially in producing teachers for the high-need licensure areas of mathematics, science, middle grades, and special education.

The data on graduation and licensure completion have been reviewed and confirmed by the campuses. The enrollment data in the report are based on upper-division enrollment of traditional teacher education degree seekers at the campuses as reported by the campus Office of Institutional Research at the fall census date. Some campuses keep a record of majors in the college of education so there may be some variation between the two sources. Fall enrollment of upper-division, traditional teacher education majors is only a small portion of all the students who may be pursuing teaching credentials on the campus.

We are pleased to learn of the specific actions you are taking to increase the production of mathematics and science teachers on Western Carolina University's (WCU) campus. It is equally important that you maintain a focus in preparing more middle grades and special education teachers. Greater focused attention in these identified areas (traditional and alternative preparation routes) is a noteworthy goal. The strategies you have identified in WCU's Teacher Recruitment Plan will be key in pursuit of meeting targeted increases in these areas.

As President Bowles stated in his March 15, 2007 letter to all Chancellors, "all levels of campus leadership...must focus their efforts in support of this overall initiative." It is our shared expectation that campus leadership will address this priority jointly and that the analysis of data in next year's report will show increased production of teachers at both the system and campus level, including increases in the areas you have identified as a priority for WCU: mathematics education, middle grades education, and special education. We look forward to working with WCU in the coming year on this very important matter.

Sincerely,

A handwritten signature in black ink, appearing to read "Alan Mabe", written in a cursive style.

Alan Mabe

cc: President Erskine Bowles
Senior Vice President Harold Martin
Assistant Vice President Alisa Chapman
Provost Kyle R. Carter
Dean A. Michael Dougherty, College of Education and Allied Professions
Interim Dean Robert Kehrberg, College of Arts and Sciences



The University of North Carolina

GENERAL ADMINISTRATION

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May 30, 2007

Interim Chancellor Michelle Howard-Vital
Winston-Salem State University
200 Blair Hall
Winston-Salem, NC 27110

Dear Chancellor Howard-Vital:

President Bowles has forwarded to me your letter of April 5, 2007 regarding concerns about teacher education. He asked me to review this correspondence and respond on his behalf. As a result, Alisa Chapman and I met to discuss the points you and other constituent campuses have addressed in responding to the President's urgent call for action in preparing more and better teachers for the public schools of North Carolina. While we commend UNC schools, colleges, and departments of education for their concerted efforts toward meeting the targets identified in UNC's *Plan to Address the Shortage of Teachers in North Carolina (December 2004)*, a greater effort is needed in responding to this challenge, especially in producing teachers for the high-need licensure areas of mathematics, science, middle grades, and special education.

The data on graduation and licensure completion have been reviewed and confirmed by the campuses. The enrollment data in the report are based on upper-division enrollment of traditional teacher education degree seekers at the campuses as reported by the campus Office of Institutional Research at the fall census date. Some campuses keep a record of majors in the college of education so there may be some variation between the two sources. Fall enrollment of upper-division, traditional teacher education majors is only a small portion of all the students who may be pursuing teaching credentials on the campus.

The Winston-Salem State University (WSSU) campus-based teacher recruitment plan should be used as a strategic guide in meeting targeted increases in mathematics, science, middle grades and special education. The areas you have identified for improvement in your letter to President Bowles should be incorporated in this plan. Feedback specific to this plan will be provided by our office within the next few weeks.

As President Bowles stated in his March 15, 2007 letter to all Chancellors, "all levels of campus leadership...must focus their efforts in support of this overall initiative." It is our shared expectation that campus leadership will address this priority jointly and that the analysis of data in next year's report will show increased production of teachers at both the system and campus level, including increases in the areas you have identified as a priority for WSSU: collaboration between education and arts and sciences faculty, focused recruitment efforts, PRAXIS I preparation, and production of teachers in mathematics, science, middle grades, and special education. We ask that you provide us with a report on your progress in the areas outlined above at the end of the Fall 2007 semester. If we can be of assistance, do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink, appearing to read "Alan Mabe", with a stylized, cursive script.

Alan Mabe

cc: President Erskine Bowles
Senior Vice President Harold Martin
Assistant Vice President Alisa Chapman
Provost Pedro L. Martinez
Dean Cynthia Jackson-Hammond, School of Education and Human Performance
Interim Dean Merdis J. McCarter, School of Arts and Sciences