

2010

8

Teaching, Learning and Culture External Review February 28, 2010—March 3, 2010



Volume 4: Resources

Texas A&M University

College of Education & Human Development

Department of Teaching, Learning
and Culture (TLAC)

Dr. Dennie Smith, Department Head

Dr. Cathleen Loving, Associate
Department Head

Dr. Cynthia Boettcher, Associate
Department Head



Table of Contents

Section 1:

Section 1: Fiscal Information.....	5
Brief Fiscal Description.....	5
Budget Information	5
Operating Funds	5
Support Staff.....	6
Funds Designated for Technology.....	7
Grant Funding.....	7
Faculty Salaries.....	7
Faculty Salaries by Rank.....	7
Grants and Contracts.....	9
State/University Department Funding Sources.....	9
ENDOWMENT/GIFT FUNDING.....	10
OTHER STUDENT SUPPORT.....	11
Graduate Assistant Funding, 50% time	12
Graduate Assistant Non-Teaching (GANT).....	12
Graduate Assistant Research (GAR).....	12
Graduate Assistant Teaching (GAT).....	13
Section 2: Resources to Enhance Learning.....	14
Student Advisers	14
College of Education and Human Development Advisor Evaluation Summary 1997 - 2006.....	14
Library Facilities.....	15
Undergraduate Student Organizations	16
Texas State Teachers Association - Student Program.....	16
Association for Childhood Education International - Texas A&M Bluebonnet.....	17
Graduate Student Organizations.....	17
Peer Mentor Program.....	18
Education Career Fair.....	20

Classroom of the Future and Technology Equipment	20
Committee of Online Learning and Evaluation (COLE)	22
Lohman Learning Community	22
Marilyn Kent Byrne Student Success Center.....	23
Center for Urban School Partnerships (CUSP).....	23
The State of Texas Education Research Center at Texas A&M University (ERC)	24
ERC STAFF.....	26

Section 1: Fiscal Information



Brief Fiscal Description

Budget Information

The department receives funds each year in state dollars and local dollars. Below is the information covering the past 3 years:

2006-2007	State Funds	\$3,778,590
	Local Funds	\$88,993
2007-2008	State Funds	\$4,251,835
	Local Funds	\$88,993
2008-2009	State Funds	\$4,397,824
	Local Funds	\$88,993
2009-2010	State Funds	\$4,481,139
	Local Funds	\$88,993

Operating Funds

The department receives the same amount each year in local funds. These funds are used to support supplies, equipment, travel, food, etc. The department allocates money each year to the faculty for professional development. These funds are to be used in support of travel to conferences where they present.

The department receives fee money from students who enroll in TLAC courses. Fees are attached to each course; the fees vary from \$50 to \$200. Online courses charge \$300. The fee money collected is to be used in support of students and the classroom (such as grading, equipment, supplies and materials used in classes, and furniture for classrooms).

The Online Ed.D. Program is supported through fees collected from online courses in TLAC. This Program has a separate account, but funds are transferred from the Distance Fee account to support the Online Ed.D. Program.

Fees collected from students have increased each year since 2005. There are 2 types of fees collected: Instructional Enhancement and Distance Education.

2005-2006	Instructional Enhancement Fees	\$593,035
	Distance Education Fees	\$216,270
2006-2007	Instructional Enhancement Fees	\$580,582
	Distance Education Fees	\$286,350
2007-2008	Instructional Enhancement Fees	\$647,004
	Distance Education Fees	\$252,160
2008-2009	Instructional Enhancement Fees	\$689,560
	Distance Education Fees	\$268,440

The department also received Graduate Enhancement funds each year. These funds depend on the number of graduate students in the TLAC graduate program. The amount of funds the department receives varies each year.

2006-2007	Graduate Enhancement Funds	\$107,962
2007-2008	Graduate Enhancement Funds	\$121,746
2008-2009	Graduate Enhancement Funds	\$141,013
2009-2010	Graduate Enhancement Funds	\$176,127

The Graduate Enhancement funds are used to support graduate students working on journals with faculty, graduate students teaching and graduate student scholarships. The scholarships are awarded to graduate students presenting at conferences.

Support Staff

The department has seen some staff turnover in the past few years:

2006-2007	2
2007-2008	1
2008-2009	2

Total staff salaries are listed below:

2006-2007	\$415,368
2007-2008	\$464,139
2008-2009	\$683,081 3 positions were added in the budget for this year
2009-2010	\$19,711 - \$93,814 staff salary range for the current year

Funds Designated for Technology

Over the past few years, TLAC has used funds in support of technology to be used in the classroom at TAMU and in the public schools. These funds have come from instructional enhancement fees and salary savings generated by faculty on research funds.

Grant Funding

Faculty have been awarded a number of grants over the past few years, these grants can bring supplemental funding to the department in the form of salary savings. When a faculty member puts themselves on the grant during the 9 month period (September through May), that creates a savings for the department. The college keeps 20% and transfers the remainder (80%) to the department. The faculty member then gets 33% of the remainder and the department receives 67%. The total grant expenditures for the past six years are listed below. *A complete summary of individual faculty grants is listed in Volume II.*

2010	\$1,676,411
2009	\$1,868,781
2008	\$3,083,534
2007	\$2,055,195
2006	\$7,536,410
2005	\$1,947,231

Faculty Salaries

Assistant Professor	\$64,933 - \$67,971
Associate Professor	\$72,131 - \$103,621
Professor	\$92,223 - \$175,316
Clinical Assistant Professor	\$52,470 - \$70,695
Clinical Associate Professor	\$60,740 - \$72,393
Clinical Professor	\$74,770 - \$96,016
Assistant Lecturer	\$12,011 - \$20,845
Lecturer	\$14,850 - \$41,315

Faculty Salaries by Rank

	TLAC Monthly Faculty Salary based on 9 months FY08 (Tenure track)				
Rank	Lowest	Highest	Mean	College Mean	National Mean
Assistant Professor	\$6,944	\$7,061	\$6,972	\$7,093	\$6,738
Associate Professor	\$7,403	\$8,690	\$8,016	\$7,917	\$8,021
Full Professor	\$9,568	\$13,473	\$1,128	\$10,801	\$10,967

Graduate Student Funding

The TLAC department currently funds 3 graduate students (20 hours each) for each area (Reading, Math, Science, Early Childhood, ESL, Culture & Curriculum). Urban Education is a new area and right now it receives 1 graduate student (20 hours).

Graduate students allocated to the areas are funded by student fees. Graduate students who teach courses are funded by state dollars. In 2007-2008, the department started providing graduate student support to faculty that taught large enrollment courses, these students are funded by student fees. Priority is given to graduate students to teach courses in the department over part-time faculty. The number of courses available varies, but usually depends on if it is a base year. The number of graduate students assisting with large enrollment courses depends on student enrollment.

Ph.D. graduate students funded from department funds make \$1,500 per month. Graduate students funded on research dollars can make higher salaries; it depends on the budget for the grant. Current graduate student salaries, funded on research dollars, range from \$1,500 - \$2,100.

From 2005 to the present, Dr. Carol Stuessy has been PI of the PRISE project, funded by NSF. In this project, graduate students are funded full time as Research Fellows, earning \$30,000 per year. During 2005 and 2006 – 8 were funded; then in 2007 and 2008 – 6 were funded. In its fifth year, 3 doctoral students continue to be funded

TLAC Graduate Tuition Utilization Funds

Fiscal Year 2009

Total Semester Hours Fall 2008, Spring 2009, Summer 2009 6,904
(This represents 32.08% of the College of Education credit hours)

Total Allocations for Fiscal Year 2010

General Departmental Allocations	\$144,627.64
Special Initiatives	\$ 31,500.00
Total Allocations FY 2010	\$176,127.64

Total Allocations FY2009	\$114,750.00
Increase from 2009 to 2010	\$ 35,114.09

***Special Initiatives to be funded from Grad. Enhancement

TLAC	\$ 4,500.00	Rupley GA .25/12 mo.
	\$ 4,500.00	Kulm Ga .25/12 mo.
	\$ 9,000.00	Joshi 2 Ga .25/12 mo.
	\$4 ,500.00	Carpenter .25/12 mo.
	\$ 3,500.00	GA Reads and Counts
	\$31,500.00	

Grants and Contracts

State/University Department Funding Sources

1. State Academic Subvention. State subvention funding is determined by formula funding which is driven by two multipliers. The first multiplier is determined by the Texas Higher Education Coordinating Board program area, level of the course (lower division, upper division, masters, doctoral, professional), student level (lower division, upper division, masters, doctoral, professional), and the funding code for each course (CIP code). The second multiplier is applied if the instructor of record for an undergraduate course is tenured or tenure track. At present, this multiplier has been set at 1.05, indicating that there is a 5% premium when tenured or tenure track faculty members teach an undergraduate course.
2. Instructional Enhancement/Equipment Access Fees (IEEF). IEEF fees are assessed on TLAC courses to provide for a learning-rich environment for students taking the class. Expenditures include salary support for graduate assistants and technical personnel supporting delivery of course instruction, the purchase and maintenance of equipment, instructional supplies, and their instructional support.
3. Graduate Enhancement Funding. The \$50 incremental tuition that is charged for enrollment in graduate hours is allocated to academic departments based on student enrollment in graduate hours, and special funding initiatives to support enrollment growth or diversity. Funds are spent almost exclusively to fund graduate assistantships. Some increased funding is due to graduate assistant commitments to new faculty hires, and will cease upon faculty members achieving tenure.
4. Computer Access and Technology Fee.
Students are charged per semester credit hour fee to support equipment and services for student access to computing, networking, student administrative computing and instructional technology at the University.



TLAC submits proposals through the College of Education and Human Development to the University for funding that will improve classroom instructional multimedia equipment near state-of-the-art and to support faculty in utilizing instructional technology. Annual awards have averaged between \$20,000 and have been combined with instructional enhancement and equipment access fees, and other funding to improve student instructional facilities.

4. Faculty Workstation Program. The Faculty Workstation Program represents the commitment of the administration of Texas A&M University to replace computer workstations for faculty members at least every four years. Funds provided by the Vice President & Associate Provost for Information Technology require a minimum of 25% match by the college or the department. With the coordinated effort of TLAC and College of Education and Human Development, faculty workstations are replaced at least every 3 years.

5. Indirect Cost Return. IDC return is funding that is returned to the Department based on qualified sponsored research expenditures. In an effort to fund Startup commitments in the College of Education and Human Development, IDC return to the Department has been suspended. That practice is expected to change in FY 2010.

ENDOWMENT/GIFT FUNDING

TLAC is fortunate to be the recipient of several generous endowments that provide additional funding for support of special programs and projects.

Endowed Chairs

Gerald Kulm	Curtis D. Robert Math /Ed Endowed Chair
to provide endowed professorship in math education and to support the academic endeavors of the recipient of the Robert Professorship. Donor is the Ed Rachal Foundation	
Norvella Carter	Houston Endowment Endowed Chair
Support of College of Education Faculty for a program to provide quality teachers for greater Houston area	
Chance Lewis	Houston Endowment Endowed Chair
Support of College of Education Faculty for a program to provide quality teachers	

for greater Houston area	
Dennie Smith	Claude H Everett Jr. '47 Endowed Chair
Chair holder from College of Education to broaden students' education	
James Kracht	Byrnes Professor of Student Success
Chair holder from College of Education promoting academic success for all students	

OTHER STUDENT SUPPORT

1. Graduate Diversity Fellowships. These Fellowships provide new doctoral students who demonstrate some aspect of diversity in their personal or professional work and who also demonstrate academic potential for graduate study a fellowship opportunity. Students who qualify are nominated by the TLAC Graduate Advisor. Students who are awarded this fellowship package receive:



- Tuition exemption allowing them to pay Resident tuition and receive payment of \$8,000 toward tuition/fees for three years
- Departmental assistantship at \$13,500 a year for three years (The total fellowship package to the student \$40,500 over a three year period). The Department usually averages 1-2 Diversity Fellows annually.

2. Regent’s Fellowship Funding. The Regent’s Fellowship program provides first year academically excellent doctoral students with additional resources to support their initial year in a doctoral program. The award is designed to augment funding received from departmental sources. The amount varies based on the number of qualified students and averages \$3000-\$9500 per student. In 2009-2010 four TLAC students received a total of \$19,000.

3. Graduate Assistantship Research (GAR) Sponsored Research. TLAC Faculty will also provide an estimated \$172,166 (\$147,150 salary + 17% benefits) in GAR salary/benefit support from their sponsored research in FY 2010.

4. Other Fellowships Available to TLAC and other CEHD doctoral students
- Carolyn S. Lohman/Heep Fellowship. This fellowship recognizes an outstanding full-time doctoral student in the CEHD with demonstrated financial need. A total of \$10,000 per year is awarded to one student.

- Drs. Fred D. and Nancy Thornberry Endowed Fellowship. This fellowship recognizes one student in the CEHD (either in TLAC or EAHR) working towards a graduate degree with the aim of pursuing a career in the professoriate or as a K-12 school administrator. The fellowship provides \$500 a semester for the 2009-2010 academic year.
- Jane and Collie Conoley Fellowship. This fellowship recognizes an outstanding entry-level doctoral student in the CEHD with a demonstrated financial need. The fellowship provides \$1000 per semester for 2009-2010.

Graduate Assistant Funding, 50% time

Graduate Assistant Non-Teaching (GANT)

College		Graduate Assistant Non-Teaching			
		Masters		Doctorate	
		Min	Max	Min	Max
Education					
	EPSY	n/a	n/a	1500.00	1500.00
	TLAC	1000.00	1000.00	1500.00	1500.00
	EAHR	n/a	n/a	n/a	n/a
	HLKN	750.00	1250.00	750.00	1250.00
	CLED	1500.00			

Graduate Assistant Research (GAR)

College		Graduate Assistant Research			
		Masters		Doctorate	
		Min	Max	Min	Max
Education					
	EPSY	n/a	n/a	1500.00	1500.00
	TLAC	1000.00	1000.00	1500.00	1666.66
	EAHR	1500.00	1500.00	1500.00	1500.00
	HLKN	750.00	1500.00	1250.00	1680.00
	CLED	1500.00			

Graduate Assistant Teaching (GAT)

College		Graduate Assistant Teaching			
		Masters		Doctorate	
		Min	Max	Min	Max
Education					
	EPSY	n/a	n/a	1500.00	1500.00
	TLAC	1000.00	1000.00	1500.00	1500.00
	EAHR	n/a	n/a	n/a	n/a
	HLKN	750.00	1875.00	1250.00	2222.22
	CLED	1500.00			

Section 2: Resources to Enhance Learning



Student Advisers

Undergraduate Advisers are evaluated by students each year. The charts below indicate the improvement in student satisfaction since the annual survey began. To view the complete questionnaire and 2007 TLAC student responses see **Volume 7, Appendix 7.**

College of Education and Human Development Advisor Evaluation Summary 1997 - 2006

Knowledge	1	2	3	4	5	6	Average
1997	74.3	76.6	79.3	67	54.4	65.7	69.55
1998	71.6	72.5	73.7	69	52.1	64.3	67.20
2000	83.9	83.6	83	74	63.3	72	76.63
2001	83.7	82.3	77.6	77.1	70.9	78.9	78.42
2005	90.7	91.1	89	83.6	78.7	82.9	86.00
2006	97.3	92.5	89.9	74.3	79.5	85.4	86.48

Personal Skills	8	9	10	11	12	Average
1997	78	55.9	66.3	62	55.2	63.48
1998	81.9	56.8	66.8	53.2	49.4	61.62
2000	79.6	59.8	72.3	66	58.8	67.30
2001	89.8	72.6	85.1	76	74.9	79.68
2005	87	72.5	81.7	80.2	70.2	78.32
2006	86.7	71.4	82.3	79.2	71.4	78.20

Access	7	13	14
--------	---	----	----

				Average
1997	60.3	45.2	48.4	51.30
1998	61.3	46.2	53.2	53.57
2000	74.3	59.7	62.9	65.63
2001	67.1	59.7	59.4	62.07
2005	83	73.3	74.4	76.90
2006	79.3	71.6	70.3	73.73

Library Facilities

Texas A&M University Libraries serves both the research and study needs of students and faculty across campus. Online research collections and services include [Get it for me](#) and [Chat with Us](#), thousands of books and journals, subject guides and more. Study space and additional research help can be found in any of the libraries located across campus. The University Libraries encompasses five facilities plus the online library described below.



Sterling C. Evans Library and Library Annex, the main library facilities on Texas A&M's campus, offers the following features:

- Quiet and group study spaces

- Course reserves and textbooks

- General assistance and special expertise in library research for basic sciences, engineering, humanities, and social sciences

- General collections and state and federal depository for government documents

- [Map and GIS Collections and Services](#) with maps for check out, travel books and GIS services

The Library Annex is open 24/5 with extensive spaces for general and group study throughout the building. It also houses **Media and Reserves** with access to movies, CDs, multimedia equipment, and a presentation practice room.

Additional features of the Evans Library and Library Annex include:

Wireless Internet access for laptop users (Laptop computers can be checked out at the circulation desk for in library use.)

Group study room reservations with on call pagers at circulation desk

Poor Yorick's Coffee House on the Evans Library concourse for quick meals and snacks.

Undergraduate Student Organizations

Texas State Teachers Association - Student Program

TLAC undergraduate students have organized a Texas A&M Chapter of Texas State Teacher's Association – Student Program (TSTA – SP). The purpose of this organization is to provide up-to-date information about the world of education. TSTA – SP has various speakers



ranging from current student teachers to professionals in the field of education. The organization also brings in many TAMU and TLAC faculty to provide information about the College of Education. TSTA – SP also works with the community of many different occasions, allowing for its members to gain more experience with children. The organization's primary focus is on volunteer/community service and academics, and is targeted towards TLAC undergraduates (total annual membership dues are \$34).

Association for Childhood Education International - Texas A&M Bluebonnet

TLAC undergraduates have formed a Texas A&M chapter of the Association for Childhood Education International. ACEI members are guided by a dynamic philosophy of effective education, a philosophy that is flexible and responsive to human needs in a changing society. ACEI's constitutionally defined purpose is to:

- Serve members and society through dissemination of authoritative information on education and child development;
- Promote a sensitive and comprehensive view of child development from birth through early adolescence;
- Facilitate continuous professional growth of educators; and
- Focus the attention of the public on the educational needs and inherent rights of children and programs for their well-being - in their school, community and home.

In addition to monthly meetings with informative guest speakers, ACEI members participate in many volunteer opportunities, including Big Event, Children's Museum, Ross Buddies, Helping One Student To Succeed (HOSTS), and many others throughout the semester.

Graduate Student Organizations

Within the College of Education and Human Development, Department of Teaching, Learning, and Culture, is the Graduate Student Association (GSA). The GSA is a student-led organization founded to assist graduate



students as they matriculate through their master's and doctoral programs. The organization offers monthly professional development by faculty members within and outside the college as well as opportunities to meet other graduate students and network beyond this experience. Funding to support the GSA comes from dues collected by student members. The GSA Officers are elected during the Spring semester and include the President, Vice President, Secretary, Treasurer, Professional Development Coordinator, and Technology Coordinator. Other team members include one student representative from each of the program areas within the department. Faculty member Cathleen Loving serves as sponsor and as the liaison between the GSA and the department. For more information about the Graduate Student Association, visit our webpage: tlac-gsa.tamu.edu or Facebook page:

<http://tinyurl.com/tlac-gsa-facebook>.

Peer Mentor Program

To contribute to the success of its students, the Department of Teaching, Learning and Culture (TLAC) implemented the Undergraduate Peer Mentor (UPM) program to provide aid for undergraduate students struggling in writing-intensive (W) courses.



Through this program, students who excelled in their writing-intensive courses (W courses) are given the chance to serve as mentors to their undergraduate peers who are taking W courses.

Following a pilot semester this past spring, the fall semester marked the official opening and implementation of the UPM program. The mentors - 16 in all - provided services for 18 sections of W courses.

The program was created after Dennie Smith, TLAC department head, suggested the idea to faculty members. Patricia Wiese, clinical assistant professor and program coordinator of UPM, worked closely with TLAC administrators and W course instructors to perfect the program.

"All in all, we believe the program is a 'win, win, win' program that recognizes outstanding TLAC students as mentors and provides them meaningful opportunities for professional development," Wiese says. "The program helps all undergraduates with the challenges of their W courses and provides truly excellent course support to W instructors."

The mentors worked with individual W instructors to help with a variety of specific projects including evaluating online assignments and counseling peers on various assignment guidelines.

"Since this fall semester was the first semester for the full UPM project, the mentors have been instrumental in establishing the program for future semesters," Wiese says.

In order to strengthen the program, the mentors participated in a workshop on peer tutoring at the University Writing Center. They also met regularly as a group to brainstorm ways to improve the program and their teamwork skills.

In December, the mentors attended a reflective workshop and a celebratory luncheon to recognize their accomplishments during the semester.

Plans to continue the program include replacing the graduating mentors with students who are recognized in their W courses for exceptional work and conducting research to evaluate the program results.

Education Career Fair

The Education Career Fair is sponsored by the Department of Teaching, Learning, and Culture with major assistance provided by Career Fair Hostesses. The Career Fair is held each Fall and Spring



Semester. There are over 100 school districts represented at the career fair each semester. For a list of school districts which participated in Fall 2009, please visit the following website.

http://tlac.tamu.edu/uploads/files/tlac_student_teaching/jobs/Fall2009-CareerFair-RegionLists.pdf

Classroom of the Future and Technology Equipment

TLAC has a computer lab that was originally funded by a grant from Verizon. The main purpose of the lab was to create a space for our undergraduate students to have access to 35 Gateway Tablet laptops and 5 Dell desktop computers in order to complete many of their electronic course work assignments. At that time each undergraduate student was required to create and maintain a website that would be used as their electronic portfolio. This portfolio was used to provide a reference to

each undergraduate student's coursework and accomplishments. However, all this has recently changed.

With Verizon no longer funding the classroom and the aging of the technology equipment, the time for change had arrived. A major change came about when the electronic portfolios were moved from the College of Education's servers and transferred to University servers. The students were then able to maintain their portfolio through a content management system for more ease of use. Now the lab could be used for other initiatives with the biggest focus being on digital media as it pertains to classroom education. The goal is to create a "The Classroom of the Future and Learning Studio" where students can gain access to many of the newest technologies that are applicable to the elementary classroom. The previous technology has been replaced with (some of the listed items are owned in conjunction with the Dean's office):

- 10 Apple Macbook Pro's,
- 10 Macbooks,
- 10 Dell Mini's,
- 10 iPod touches
- 30 Flip Mino flash cameras,
- 4 Sony Handycam HDD cameras,
- and a Smartboard.



With the available technology, undergraduate students are able to work on projects such as audio and video podcasts, digital story books, and to create

Smartboard lessons. Additionally, Texas A&M participates in iTunes, and educational content is available in acceptable format for iPod's.

Besides "The Classroom of the Future," TLAC maintains 6 classrooms and 2 conference rooms. Most all of the rooms have a ceiling mounted projector, desktop computer, Smartboard, document camera, and Sympodium.

Committee of Online Learning and Evaluation (COLE)

A committee was established to propose a management system for online courses which would give TLAC faculty better tools for making online courses more consistent. The faculty who served on the committee met with Technology Services to seek their assistance in designing the system to best serve faculty and students. For a complete report, see **Volume 7, Appendix 11**

Lohman Learning Community

The Lohman Learning Community is a First Year Experience program for students pursuing education majors. Funded through the generosity of Carolyn S. Lohman, the member students have a common first year experience through shared courses and activities. Students chosen to participate in the Learning Community have declared majors in TLAC, EPSY, EAHR, and General Studies, and are a diverse mix of interests and backgrounds.

Dr. Cynthia Boettcher, Assistant Department Head for Undergraduate Programs, leads the Learning Community. As part of the experience, students will take at least one class together per semester, which are specifically designed with this group in mind. Outside of class, the Learning Community members share fun activities that help them get to know each other. Activities include group dinners, movie nights, MSC OPAS performances, and field trips, such as the Holocaust Museum of Houston, TX.



Lohman Learning Community Class of 2013

Marilyn Kent Byrne Student Success Center

The Marilyn Kent Byrne Student Success Center, operated by the College is dedicated to the enhancement and promotion of academic success for education majors at Texas A&M University. The center measures student success in terms of academic performance, retention through graduation, and career placement. To further promote student success, the center collaborates with key stakeholders, including students, faculty, advisors, student affairs professionals and academic departments.

Center for Urban School Partnerships (CUSP)

The Center for Collaborative Learning Communities in the College has a new face and a new name. Approved by the Texas A&M University Board of Regents, the center, which was originally established in 1995 under the leadership of then Dean Jane Stallings, will now operate under the name, Center for Urban School

Partnerships (CUSP). Urban education faculty Norvella Carter and Chance W. Lewis will serve as the center's new co-directors.

"We felt the time was right to put Texas A&M at the forefront of this global effort for large-scale change in urban education," Carter said. "We hope to lead this center in such a way that many students in urban educational environments can have a greater chance to improve their lives via education because of our work."

Under the leadership of Carter and Lewis, the center will continue to conduct research and offer support to a variety of externally funded research and service projects that focus on collaborative learning communities in urban education environments, such as mentoring veteran teachers through professional development.

Unlike the old center, CUSP will be involved in learning opportunities for the next generation of scholars; research/evaluation and dissemination; consulting; technical assistance to clients in education, community organizations, and businesses; and direct partnerships with national and international school districts.

"Our vision is to be the preeminent national and international research center in urban education," Lewis said. "CUSP also will provide opportunities for the next generation of scholars to be engaged in high-level scholarly investigations, external funding opportunities, and outreach in Texas, the nation and the global community."

The State of Texas Education Research Center at Texas A&M University (ERC)

In 2006, the 79th Legislature authorized the Texas Higher Education Coordinating Board (THECB) and the Texas Education Agency (TEA) to

establish three centers for education research. One such center, the *State of Texas Education Research Center at Texas A&M University* (the ERC at TAMU), was established within the College of Education and



Human Development. The ERC is responsible for conducting research on P-16 education issues for the benefit of education in Texas, disseminating results and findings, and providing access to student level education data for other researchers.

To facilitate the work of the center, the THECB--under an interagency contract with TEA--provides the ERC at TAMU with both P-12 and higher education data. This practice makes the ERC a primary source of access to student level education data for researchers across Texas. Student level data provided to the ERC, for example, includes attendance, achievement, disciplinary, and course completion records.

The ERC studies major issues in education reform and school governance in order to improve policy and decision-making in P-16 education. Researchers from TAMU's College of Education and Human Development, Bush School of Government and Public Service, and College of Liberal Arts and from Texas A&M International University are involved in a number of projects investigating the nature and impact of school resources and educational practices on student learning and on gaps in achievement among diverse groups in Texas. Most of the studies take

advantage of the data warehouse the THECB and TEA have developed for the centers.

ERC STAFF

Hersh Waxman, Director
Jacqueline Stillisano, Associate Director
Amber Hopkins, Administrative Assistant
Yuan-Husan Lee (EPSY), Data Manager
Beverly Alford (TLAC), Research Associate
Danielle Brown (TLAC), Research Associate
Rhonda Goolsby (TLAC), Research Associate
Judy Hostrup (TLAC), Research Assistant
Kayla Rollins (TLAC), Research Assistant
Siwei Qi (TLAC), Research Assistant
Chyllis Scott (TLAC), Research Assistant

2010 ERC INTERNS

Allison Huie (TLAC)
Sencer Corlu (TLAC)
Melanie Woods (TLAC)
Roslinda Rosli (TLAC)

2010 UNDERGRADUATE ASSISTANTS

Tania Guajardo
John Goldgar

PROGRAM AREA LEADERS

Yolanda Padron, EPSY
Lori Taylor, Bush School of Government and Public Service
Chance Lewis, TLAC
Anthony Rolle, EAHR

PRINCIPAL INVESTIGATORS AND OTHER RESEARCHERS

Nandita Chaudhuri, Public Policy Research Institute
Humberto Gonzalez, Texas A&M International University
Timothy Gronberg, Department of Economics
Dennis Jansen, Department of Economics
Miner P. Marchbanks III, Public Policy Research Institute
Dennie Smith, TLAC

THECB PROJECTS

Evaluation of Pathways Project (\$30,000)
Evaluation of Houston ISD Gates GO Centers (\$130,000)
Evaluation of Exemplary College-Going Centers in Texas (\$95,000)
Evaluation of CCRI Faculty Collaboratives (\$52,500)
Evaluation of Math, Science, and Technology Academies (\$52,500)
Texas A&M University Educator Preparation Collaborative for Enhancing College and Career Readiness in Texas Schools (\$499,738)

TEA PROJECTS

Evaluation of School Leadership Academies in Texas (\$250,000)
Evaluation of Dual Credit Programs in Texas (\$300,000)
Professional Development Activities for Teachers and Administrators: Mathematics College and Career Readiness Standards (\$500,000)

OTHER FUNDED PROJECTS

Evaluation of Creative IT Program (NSF/A&M; ~\$25,000)
Evaluation of IB Programs in TX (International Baccalaureate Organization; \$75,000)
Evaluation of Region VI T3 Project (TEA/Region VI, \$10,000)
What Works in Texas Schools (TEA/THECB; \$75,220)
The Long-term effects of MTC (TEA/THECB; \$52,265)

SERVICE-RELATED PROJECTS

Evaluation of Online EdD
Evaluation of Student Surveys for TLAC Program Review

COMPLETED PROJECTS

Evaluating Districts' Readiness for Online Testing (TEA/Pearson; \$216,794)

SUBMITTED GRANTS

Evaluation of GEN Delta Project: Game Education Network for Change (\$500,000; NSF/Austin CC; HW, DS, CL; JS)
Research on the Effectiveness of Alternative Pathways for the Development of Education Leaders in the Houston Metropolitan Area (\$773,334; IES; HW, JS; LT)
State of Texas Educational Research Center at Texas A&M University Middle School Research Collaborative (\$107,662; Houston Endowment; HW, CL, YP, JS)

See Volume 7, Appendices 12, 13, and 14 for recent newsletters from the Educational Research Center (ERC)