Math-Minded Support

Students in Dr. Harel Barzilai’s class make math beautiful by relating it to real-life stuff. “Look at your camera lens,” offered student Dan Andrews. “See how it’s convex? You need math to make that. Or take that pencil behind your ear. It’s a cylinder. It takes math to make a cylinder. How about the ratio of your shirt to your body? Or the distance between trees in an apple orchard? We need math!”

Recognizing a Training Need

Andrews and his fellow students are teaching middle school mathematics such as algebra and geometry. But they didn’t start out this way. They are elementary-certified teachers who accepted the middle school challenge and have come to Barzilai’s class for help. A report released by the Maryland Mathematics Commission (M M C) in June 2001 recognized that over half of the middle school mathematics teachers in the state have only elementary certification.

Responding to the acute shortage of Maryland educators trained in teaching middle school math, faculty in the Henson School of Science and Technology and the Seidel School of Education and Professional Studies are collaborating to initiate the Allied Delmarva Enhancement Program for Teachers, or Math ADEPT. In support of their timely efforts they received a $513,000 grant from the National Science Foundation and a $95,000 Dwight D. Eisenhower Professional Development Grant from the Maryland Higher Education Commission (M H E C).

Going the Distance

ADEPT reaches out to the nine Eastern Shore of Maryland counties plus Accomack and Northampton counties in Virginia and Sussex in Delaware. One student drives an hour and a half from Queen Anne’s County every Monday to attend Barzilai’s class.

“They’re all heroes,” Barzilai said. “The distance people travel to attend this course speaks to the need for professional development opportunities for teachers of mathematics.”

A national commission, chaired by John Glenn, on K-12 science and math education reform, found not only that U.S. high school students are “devastatingly far from” the national goal of being first in the world in science and math, but also that “the basic teaching style in too many mathematics and science classes today remains essentially what it was two generations ago.”

Members of the Henson and Seidel schools strive to change that.

(Continued)
Collaboration is key at SU. Educators from both the Henson School of Science and the Seidel School of Education work together on Math ADEPT to help solve a community problem in math education.

Grants Continued

- P. Luft/L. May, Math/Computer Science, "Redesign of the Chesapeake Bay Observing System," Univ. of MD Center for Environmental Science/Horn Point, $7,500.
- G. Rossi/J. Buffone, Education, "Improving Teaching and Learning in Math through PDS," MHEC, $90,000.
- "Needs Assessment for Families in Worcester County," Worcester County Initiative to Preserve Families, $15,000.
- E. Venso/ M. Frana, Biology, "Identifying Sources of Pollution in the Wye River," MD Dept. of Environment, $103,213.

84 Proposals Submitted By School

<table>
<thead>
<tr>
<th>School</th>
<th>Proposals</th>
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<tbody>
<tr>
<td>Henson</td>
<td>27</td>
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<tr>
<td>Perdue</td>
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<td>Fulton</td>
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<td>Seidel</td>
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Total Award Dollars By School – $5,358,870

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<tr>
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<td>$374,540</td>
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Grant Submissions

- 1993: $2,928,251
- 1994: $2,281,917
- 1995: $2,062,281
- 1996: $2,781,972
- 1997: $3,156,829
- 1998: $5,387,571
- 1999: $7,223,563
- 2000: $9,137,717
- 2001: $10,437,567
- 2002: $12,380,407

Several faculty involved in Math ADEPT (from left): (front) Geraldine Rossi, Homer Austin (co-director), Harel Barzilai (co-director), Barbara Wainwright; (center) Edward Robeck, Robert Tardiff, Donald Cathcart; (back) Donald Spickler, John Bing, Kurt Ludwick and David Kanarr.
Although Salisbury University’s Operating Budget was faced with a mid-year reduction in general funds from the state and a hiring freeze for non-faculty state positions, the University still posted increased revenue in fiscal year 2002 as compared to fiscal year 2001. Changes in financial reporting due to new Governmental Accounting Standards make a direct comparison between the two years difficult, but the University experienced increases in all four of its major revenue sources (tuition and fees, state appropriation, government contracts and grants, and auxiliary services). Both the increase in expenditures and the total cost of expenditures by program reflect a spending pattern consistent with that of the previous year.

On the Capital Budget side, the state provided the funding for the capital equipment ($2.4 million) necessary to operate the new Henson Science Hall. In addition, preliminary planning monies for the new Teacher Education and Technology Complex are included in the Five-Year Capital Improvement Program.