

Department of Curriculum and Instruction
ASU Box 32047
Boone, NC 28608-2047

Dr. Susan Colby, Members of the Departmental Personnel Committee, and Dean Groce:

Please accept this letter as part of my application for graduate faculty status. In the statements that follow, I provide a brief overview of my teaching, scholarship, and service that qualify me for graduate faculty status. Please note that I have had graduate faculty status in years past; it expired in Summer of 2013 and I did not pursue it because our program had no need for me to teach graduate courses. With the new Graduate Certificate in Middle and Secondary Teaching, it will be again necessary for me to teach graduate courses.

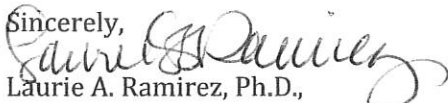
My teaching has advanced greatly in my time at Appalachian State University. I have had the wonderful opportunity to teach nine distinct courses in young adolescent development, diversity in education, teacher as researcher, and more. In doing so, I have been able to keep current in the research on middle level education, teacher education, reflective practice, and other related fields. As I have developed further as a teacher and scholar, my classroom has begun to look different. My classrooms have become more democratic and I look to students as co-constructors of knowledge. I see my students, especially at the graduate level, as peers rather than just students. Their contributions and lived experiences are often unique to mine and we can mutually grow from our time in the classroom together. I have a strong record of evaluations at the graduate level and have greatly appreciated the opportunity to work with those students.

In terms of research, I have engaged in presentations, conference attendance, and scholarly manuscript development each year. To date, I have 32 juried presentations, two invited presentations, nine articles in peer-reviewed scholarly journals, and five peer-reviewed articles in conference proceedings. The opportunity to network and engage with like-minded scholars is invaluable in furthering my professional development. The conversations, formal and informal, the sessions I am able to attend, and the chance to present and receive feedback has pushed my scholarship to the next level.

I am currently advising one graduate student, Brooksie Broome, who is working on her qualifying exams for her dissertation, focusing on teenage girls, their anger, and the ways those issues affect their academic progress in schools. Another advisee, Marion Johnson, recently completed her dissertation on diversity planning in higher education, the promises and pitfalls. Finally, I have been in communication with another student, Juan Ramirez, who is in his second year of doctoral work and who plans to study Latino parent involvement and how that leads students to pursue higher education. As a middle level educator, a believer in diversity planning, and a first-generation college student, all of these opportunities align with my scholarly interests. Working with these students helps keep me informed, as well, particularly in areas that are a bit outside my normal research agenda.

On my electronic portfolio, accompanying this letter, please find my application for Graduate Faculty Membership and a copy of my full curriculum vita. I appreciate your consideration of this application.

Sincerely,



Laurie A. Ramirez, Ph.D.,

Department of Curriculum and Instruction