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# Singleton Professor Works Toward Equity in Education

## Quick Facts

- Carol Marchel, assistant professor of education, has been chosen Singleton Endowed Professor in Teacher Education.
- Marchel came to Winthrop in 2003.



*Carol Marchel*

ROCK HILL, S.C. - Winthrop University has selected **Carol Marchel**, assistant professor of education, for its **Singleton Endowed Professorship in Teacher Education**.

In announcing the appointment, Winthrop President Anthony DiGiorgio noted: "As a faculty member for South Carolina's flagship of teacher preparation, Dr. Marchel is demonstrating daily that quality teaching must evolve to reflect 21st century changes in students, in classrooms and in society's expectations of education. This endowed professorship was created with just such professors in mind."

Those named as the **Singleton Endowed Professorship** are selected on a basis of a strong record for scholarship of discovery, integration of different disciplines on research and application of knowledge and teaching.

**Marchel** will be the fourth Winthrop education faculty member to hold the **Singleton Professorship**. Others have been Margaret Johnson, Jonatha Vare and Susan Green. The professorship will begin this fall and last for up to three years.

"Carol Marchel is an excellent example of a teacher/scholar. Her teaching informs her scholarship and her scholarly work informs her teaching and service. The activities she has planned as Singleton Endowed Professor will contribute to many facets of our teacher education program," said Patricia Graham, dean of the Richard W. Riley College of Education.

The professorship first became available at Winthrop in 1994 through a \$100,000 endowment. It was subsequently named the **Singleton Endowed Professorship in Teacher Education** for the late Elizabeth Singleton of Myrtle Beach, S.C., a Winthrop alumna and member of Winthrop's Board of Trustees who passed away in 2000.

**Marchel** joined the Winthrop faculty in 2003. She teaches courses in human development, educational psychology, educational issues for educational leaders and legal, management and assessment issues in education.

While conducting research at Winthrop, **Marchel** and a colleague studied the causes and impacts of a high-profile high school drug raid in 2003 in Goose Creek, S.C. Their work was presented at a national conference, she said, and carried broad implications for school administrators and policy makers interested in school safety and school climate, particularly in schools with a history of racial tension.

For several years, **Marchel** worked as the university's professional development school liaison with Crowder's Creek School Complex with the Clover, S.C., school district. In 2005, **Marchel** collaborated with the school on an outdoor science classroom project. In addition, **Marchel** and an Appalachian State University counseling professor researched the effects of 9/11 counseling for Red Cross disaster counselors.

**Marchel** anticipates using her time as a **Singleton Endowed Professor** to research the theme of equity in education. The ultimate aim, she said, is for educators to be taught the skills and dispositions to provide a quality education to all students regardless of race, ethnicity or economic status. She anticipated using service-learning work to examine the best ways to prepare teacher candidates for careers with diverse populations. She also would seek to conduct research on the retention and support of diverse teacher candidates and with early career teachers.

She has worked as an adjunct assistant professor at Appalachian State University in the psychology department, as an instructor in the cultural studies department at University of Tennessee-Knoxville and as a school psychologist. During her 17 years as a school psychologist, **Marchel** worked in rural, urban, inner-city and suburban schools with students of all ages.

**Marchel** holds a bachelor's degree in psychology from the University of Wisconsin-Stevens Point, a master's degree in school psychology from the University of Wisconsin-La Crosse and a Ph.D. in educational psychology from the University of Tennessee.

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