

## College of Education 2010-2015 Strategic Plan

### I. EXECUTIVE SUMMARY

1-2 pages

<p>A. Mission and goals:</p>	<p>The mission of the College of Education at UNC Charlotte is to prepare highly effective and ethical professionals who have a positive impact on children, youth, families, communities, and schools and who are successful in urban and other diverse settings. This mission is accomplished through teaching, research, and community engagement that lead to improved practice and by working in partnership with schools, communities, and university colleagues.</p> <p><i>Approved by the College of Education faculty, 4-9-2010</i></p>
<p>B. Summary of process used to develop unit goals:</p>	<p>The following groups within the College of Education were actively engaged in developing the 2010-2015 Strategic Plan: the College of Education Leadership Council, the College of Education Faculty Council, the Committee on Accreditation/Continuous Improvement and the College as a whole. A 2010-2015 Strategic Plan Discussion blog was established to capture the ongoing discussion of the plan.</p> <p>Each of the four groups named above participated in the following analyses/discussions:</p> <ul style="list-style-type: none"> <li>• Points of pride, 2005-2010</li> <li>• "What is your vision for the College in 2015?"</li> <li>• Environmental scan</li> <li>• SWOT analysis: Strengths, Weaknesses, Opportunities, Threats</li> <li>• Review of Academic Affairs goals and University's strategic planning process</li> </ul> <p>The nine goals of the 2010-2015 Strategic Plan were unanimously approved by the College of Education on November 9, 2009. A draft of the goals and major actions was presented at the Academic Affairs Retreat in December.</p> <p>The four groups named above then generated lists of possible action steps that would lead toward the achievement of the goals. Additionally, the four groups identified actions that must occur during the next five years because of accreditation/ program approval demands. The Dean edited/consolidated these action steps and posted the draft for review/discussion on the Strategic Plan blog.</p> <p>The plan was presented to the College for a first reading on March 19, 2010. The College unanimously approved the plan on April 9, 2010.</p>
<p>C. Summary of major goals in strategic plan:</p>	<ol style="list-style-type: none"> <li>1. The College of Education will graduate highly effective and ethical 21<sup>st</sup> century professionals - child and family development professionals, teachers, school leaders, and counselors – who will have a positive impact on children, youth, families, communities and schools and who will be successful in urban and other high need settings.</li> <li>2. The College of Education will achieve a distinguished record of research that benefits children, youth, families, communities, schools and the broader education community.</li> <li>3. The College of Education will strengthen effective partnerships with schools, communities and alumni.</li> </ol>

	<ol style="list-style-type: none"> <li>4. The College of Education will promote appreciation of and experience with human diversity and will enumerate and measure its benefits.</li> <li>5. The College of Education will support the success of candidates through innovative programming and delivery, technology integration, excellent advising and academic services, and enrichment activities.</li> <li>6. The College of Education will support the success of faculty and staff through career development opportunities, mentoring, and access to supportive infrastructure.</li> <li>7. The College of Education will receive external validation of its work and its impact through accreditation reviews and increased recognition of its expertise and resources.</li> <li>8. The College of Education will enhance the global awareness of faculty and students and prepare graduates for our globally interconnected world.</li> <li>9. The College of Education will secure the resources needed to strengthen the mission of the College and will honor the College's 40<sup>th</sup> Anniversary.</li> </ol>
<p>D. Summary of new resources required to achieve new goals:</p>	<p><u>Faculty and staff:</u>          6 replacement faculty positions for which funding is currently available.          New: 1 distinguished professorship; 1 Associate/Full professor; 1 Associate Dean; 9 Assistant Professors; 2 lecturers. Funding request: \$1,049,400.          New staff: 1 Alumni Relations Director; 1 Post-award grants manager. Funding request: \$101,250 (salary and benefits).          Two vacant faculty holding positions to restore departmental level graduate assistantships for general faculty support. Most will be at the master's level @ \$10,000 each. Funding request: \$180,000*.</p> <p><u>Doctoral level graduate assistantships</u>          10 doctoral level graduate assistantships across five doctoral programs @\$18,000 each, along with GASP tuition support (not computed here.) Funding request: \$180,000.*</p> <p>*Total funding request for graduate assistants: \$360,000.</p> <p><u>Permanent operating budget increases</u>          Annual maintenance of data management system: \$85,000; annual Freedom School operating budget: \$36,000; College general operating funds (10% increase): \$34,383. Total operating funding request: \$155,383.</p> <p><u>Space</u>          This Strategic Plan calls for a net gain of 15 full-time faculty. There is no office space within the College of Education which can accommodate this growth. Office space for five research staff is currently borrowed from the College of Health &amp; Human Services. Thus, the College of Education is at least 20 offices under-capacity for current and near-future projected needs.</p> <p>Additionally, three College Centers, approved in 2008-2009, do not have assigned physical space, and this limitation is a barrier to Center visibility and expansion: the Center for Adolescent Literacies; the Center of Educational Measurement and Evaluation; and the Center for Multicultural Play Therapy Training.</p>

	The College of Education needs the help and support of Academic Affairs in developing a space plan and strategy to account for current and projected needs.

II. ENVIRONMENTAL SCAN/ UPDATES SINCE LAST FIVE –YEAR STRATEGIC PLAN	
1-2 pages	

<p>A. Assessment of cumulative progress in meeting goals in current strategic plan:</p>	<ol style="list-style-type: none"> <li>1. UNC Charlotte is ranked in the <i>US News</i> ratings of the Best Graduate Colleges of Education.</li> <li>2. UNC Charlotte continues to be a state leader in producing “more and better teachers” to respond to the needs of North Carolina’s schools. Last year, UNC Charlotte recommended 624 new teachers for the North Carolina teaching license, the 2<sup>nd</sup> highest number among North Carolina’s 47 colleges and universities. In teaching fields of highest need – mathematics, science, special education, and middle grades education – UNC Charlotte ranked first, second or third in the production of new teachers in these fields.</li> <li>3. UNC Charlotte has been selected for participation in the Science and Mathematics Teacher Imperative of the Association for Public and Land Grant Universities.</li> <li>4. The College has solidified programs to recruit second career professionals into teaching careers, through the <i>Pathway to Teaching</i> marketing campaign, launched in 2007, and through curriculum redesign of the Graduate Certificate in Teaching and the Master of Arts in Teaching.</li> <li>5. Curriculum developed at the graduate and undergraduate levels: The College has established new Graduate Certificates in School Counseling, School Administration, and Instructional Systems Technology. A new strand in Elementary Education has been established in the Ph.D. in Curriculum &amp; Instruction. The College was approved to offer an Honors in Education program. A dual licensure program in elementary education and special education has been designed.</li> <li>6. The College of Education has been recognized for excellence in teaching and research. Examples of recognition include the <i>Urban Impact Award</i> from the Council of the Great City Schools, the recognition of the Department of Counseling as the “outstanding program in the Southeast” by the Southeastern Association of Counselor Education and Supervision, and the special education faculty has been ranked in the top ten nationally in terms of scholarly productivity for the last three years.</li> <li>7. The four doctoral programs in the College have grown in size, effectiveness and reputation, with 60 doctoral graduates across the programs over the last three years. The Ed.D. in Educational Leadership has now graduated over 100 students since its inception in 1996. The Ph.D. programs in the College have been selected to participate in the <i>Assessment of Education Research Doctorate Programs</i>, conducted by the American Educational Research Association (AERA) and the National Academy of Education (NAEd.) The College has also been accepted for membership in CADREI (Council of Academic Deans of Research Education Institutions.)</li> <li>8. The research mission of the College has been enhanced by the establishment of three new centers: the Center for Educational Measurement and Evaluation; the Center for Adolescent Literacies; and the Center for Multicultural Play Therapy.</li> <li>9. The College established the goal of increasing the number/ percentage of faculty from traditionally underrepresented groups from 11% to at least 20% by the end of the planning cycle. That goal has been reached, with current representation at 21%.</li> <li>10. The College has been selected as a site for a Children’s Defense Fund Freedom School, a summer enrichment program for K-8 pupils who are impacted by poverty. The Freedom School will provide University summer school students with opportunities for clinical practice with urban learners.</li> <li>11. The most recent accreditation review of the College took place in Fall 2005 by the National Association of Accreditation of Colleges of Teacher Education (NCATE.) That</li> </ol>
---	--

	<p>review found that all standards were met and no weaknesses were identified.</p> <p>12. The College established a Business Officer (Assistant Dean for Administration) position, with responsibilities for business processes, budget, personnel issues, and supporting pre- and post-award grant processes.</p>
<p>B. Environmental scan/updates of challenges, opportunities, and obstacles since last strategic plan:</p>	<ul style="list-style-type: none"> <li>• The state financial crisis has led to fewer resources, larger class sizes, increased teaching loads, fewer electives, and fewer graduate assistants to support faculty instruction/ research. In responding to the required budget cuts in 2009, the College developed a list of shared values to guide the budget decisions, including the commitment to deliver the programs promised to our students. Sustaining excellence through a period of diminished resources is the big challenge for the next five years.</li> <li>• The state budget crisis has greatly impacted the employment market for education graduates since many school systems are cutting back on hiring, some school systems are laying off teachers and other school personnel, and many educators are delaying retirement. While the UNC General Administration still sets teacher production targets for each campus, with specific targets in the high need fields of science, mathematics, special education, and middle grades education, it is difficult to determine at this time the actual need and to project how long the hiring slow down will last.</li> <li>• The doctoral programs in the College of Education, which are growing in effectiveness and reputation, are facing the barrier of non-competitive recruitment packages. Substantially more assistantships and tuition grants (GASP) are needed to respond to the increasingly excellent applicant pool.</li> <li>• There is increased competition for the professional education programs at UNC Charlotte both from other universities and non-university alternatives, including a growing array of online programs.</li> <li>• Policy discussions on new ways to structure teacher pay, with an emphasis on teacher performance, have implications for the role/value of advanced degrees for teachers. A few large school systems wish to do away with the traditional practice of offering pay increases to teachers who hold advanced degrees.</li> <li>• New studies of teacher and school leader effectiveness, including work by the UNC General Administration, track student achievement back to the university that prepared the teachers/ school leaders. Recent studies linking teacher performance to the teachers' pathway to the profession (e.g., undergraduate UNC institution, lateral entry, out-of-state) have produced complex results which are at risk for oversimplified interpretation by those who support non-university-based teacher recruitment and preparation.</li> <li>• Accreditation processes and standards at both the national and state levels are undergoing major revisions, with an increased emphasis on outcomes and Twenty-first Century Skills.</li> <li>• The College will undergo accreditation reviews from the National Council for the Accreditation of Teacher Education (2013), the North Carolina Department of Public Instruction (2013), and the Council for Accreditation of Counseling and Related Academic Programs (2010) during this planning cycle. Additionally, the College will participate in the University's efforts to prepare for the reaccreditation review from the Southern Association of Colleges and Schools in 2013.</li> <li>• Strong new partnerships for the College of Education are being developed including the partnerships with Freedom Schools, Teach for America, Model Teacher Education Consortium, and Charlotte-Mecklenburg Schools, with the possibility of establishing a CMS School on the UNC Charlotte campus.</li> <li>• To generate new resources for the College, the Campaign for the College of Education, in honor of the College's 40<sup>th</sup> anniversary, will be launched in 2010-2011 and will extend through June 2013.</li> </ul>

### III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES FOR 2010-2015

1. The College of Education will graduate highly effective and ethical 21<sup>st</sup> century professionals - child and family development professionals, teachers, school leaders, and counselors - who will have a positive impact on children, youth, families, communities and schools and who will be successful in urban and other high need settings.

<p>B. Relationship of goal to next higher reporting unit goal:</p>	<p>ACADEMIC AFFAIRS: To enhance educational opportunities at the baccalaureate, masters, and doctoral level that are responsive to the intellectual, cultural, and economic needs of the region and which serve a diverse community of learners.</p>
<p>C. Action plans to achieve goal:</p>	<ol style="list-style-type: none"> <li>1.1 The College, working with university partners in the College of Liberal Arts &amp; Sciences and the College of Arts &amp; Architecture, will meet or exceed the teacher education targets established for UNC Charlotte by the UNC General Administration. (The College will work in partnership with UNCGA to modify those targets based on the changing needs due to economic conditions.)</li> <li>1.2 The College, working in partnership with the College of Liberal Arts &amp; Sciences, will develop innovative ways to recruit and prepare teacher candidates in science and mathematics as part of the Science and Mathematics Teacher Imperative (Association of Public and Land Grant Universities.)</li> <li>1.3 The College will develop more focused clinical placements in diverse school and community settings.</li> <li>1.4 The College will design and implement new evaluation strategies which will measure the success of our graduates and their impact on children, youth, families, communities, and schools.</li> </ol>
<p>D. Effectiveness measures/methods to assess outcomes/goal attainment:</p>	<ul style="list-style-type: none"> <li>• Number of UNC graduates teaching in NC Public Schools one year after graduation (IHE Performance Report).</li> <li>• Number of program completers in all fields and in the high need fields of mathematics, science, special education, and middle grades education, as reported by the UNC General Administration. Track program completers by targets established by the UNC General Administration.</li> <li>• Science and Mathematics Teacher Imperative reports that focus on undergraduate preparation of science and mathematics teachers. Track progress toward goal of doubling production of mathematics and science teachers through undergraduate routes.</li> <li>• Impact of graduates on student achievement as measured by UNC Teacher Quality studies.</li> <li>• Evaluation of "Impact on Student Learning" projects in teacher candidate portfolios.</li> <li>• Effectiveness of graduates as reported by employers and mentors (IHE Performance Reports).</li> <li>• Effectiveness of school leaders as reported by employers (IHE Performance Report).</li> </ul>
<p>E. Assessment schedule</p>	<p>Annual: IHE Performance Report; UNC Program Completers Report; Title II Report; Science and Mathematics Teacher Imperative Annual Report.</p>

to assess goal:	To be determined: UNC Teacher Quality Report.
F. Person/group responsible:	Dean, Associate Dean, College of Education Assessment Coordinator, College of Education Assessment Committee
G. Performance outcomes for goal:	<ul style="list-style-type: none"> <li>• College of Education will meet or exceed annual teacher production targets established by the UNC General Administration.</li> <li>• College of Education will meet or exceed annual goals in science and mathematics teacher production as established by the Science and Mathematics Teacher Imperative.</li> <li>• College of Education graduates will meet or exceed the state average in all areas rated by employers and mentors in the IHE Performance Report on both teaching and school leadership scales.</li> <li>• Over 95% of teacher education graduates will be rated as “proficient” or “accomplished” on the Impact on Student Learning Project.</li> </ul>
H. Resources Required:	