



**UNC CHARLOTTE**  
**Department of Educational Leadership**  
**2010-2015 Strategic Plan**

**I. EXECUTIVE SUMMARY**

<p>A. Mission and goals:</p>	<p>The Department of Educational Leadership's <b>mission</b> is threefold: (1) To support the University and the College by providing quality programs to prepare individuals for roles in school and non-school leadership, curriculum design, supervision of instruction, research, and technology; (2) to establish and promote a culture that emphasizes teaching, research, and service; and (3) to build strong relationships with and to serve schools and non-school institutions through special projects, consultation, and continuing educational opportunities.</p> <p>Specific <b>goals</b> of the Department of Educational Leadership, aligned with the College of Education's strategic goals, the Office of Academic Affairs' goals, and the goals/actions outlined in the UNC Tomorrow Report, include:</p> <ol style="list-style-type: none"> <li>1. The <i>Department of Educational Leadership</i> will recruit highly competent and effective professionals with diverse educational and personal backgrounds to enroll in and complete graduate preparation programs for careers in all levels of school leadership, instructional technology, research, measurement, and evaluation, community college, and other education-related positions and fields.</li> <li>2. The <i>Department of Educational Leadership</i> will regularly conduct and share outcomes of rigorous scientific inquiry and will direct and support graduate student research efforts focused on addressing problems and adding to the extant knowledge base in ways that provide comprehensive educational benefits to diverse groups of children and youth as well as their families, schools, and communities.</li> <li>3. The <i>Department of Educational Leadership</i> will establish and support professional learning environments and collaborative relationships with national, state, regional, and local education organizations and agencies to extend knowledge knowledge and practice in ways that provide varied and continuing educational benefits to our constituencies.</li> <li>4. The <i>Department of Educational Leadership</i> will recruit highly competent and effective faculty and students with diverse backgrounds to support its efforts to provide enriched and effective educational experiences at all levels of school leadership, instructional technology, research and evaluation, community college, and other education-related fields.</li> <li>5. The <i>Department of Educational Leadership</i> will develop, implement, and evaluate a new doctoral-level research program, technology-based and online programs and courses, and other learning experiences to support its preparation of high-quality graduates for careers in school leadership, research, measurement, and evaluation, instructional technology, higher education, community college, and other fields.</li> <li>6. The <i>Department of Educational Leadership</i> will provide continuous mentoring and support for new and experienced faculty in all areas of career development, including but not limited to: (1) establishing and documenting collaborative research, measurement, and evaluation projects; (2) promoting and documenting collaborative publications and scholarship; and, (3) organizing, scheduling, and conducting regular reviews of its efforts.</li> <li>7. The <i>Department of Educational Leadership</i> will conduct regular formative reviews and yearly summative evaluations of its efforts to prepare and support professionals for careers in all levels of school leadership, instructional technology, research, measurement, and evaluation, community college, and other education-related positions and fields.</li> <li>8. The <i>Department of Educational Leadership</i> will actively support the College of Education in its efforts to enhance the global awareness of faculty and students and prepare graduates for our globally interconnected world.</li> <li>9. The <i>Department of Educational Leadership</i> will actively support the College of Education in its efforts to secure resources to strengthen its mission and honor its 40th anniversary.</li> </ol>
<p>B. Summary of process used to develop unit goals:</p>	<p>These goals were established through consultation with members of the Department Leadership Council and through discussions with faculty members during Department meetings.</p>



<p>C. Summary of major goals in strategic plan:</p>	<p>The Department of Educational Leadership's <b>vision</b> is to function as a community of scholars helping practitioners gain the knowledge, skills, and dispositions (emphasizing diversity, equity, integrity, and ethics) necessary for professional success. Each of the goals and supporting activities identified in this Strategic Plan contributes to our attainment of this vision. To the extent that we accomplish these goals, we will continue to accomplish our fundamental objective of ensuring that our academic programs are the best in this region of the nation and the first choice of all prospective, current, and former students who seek personal and professional development.</p>
<p>D. Summary of new resources required to achieve new goals:</p>	<p>We seek no significantly new resources beyond our share of additional faculty, operating money, and office space to support our predicted growth needs.</p>

<p style="text-align: center;"><b>II. ENVIRONMENTAL SCAN/ UPDATES SINCE LAST FIVE –YEAR STRATEGIC PLAN</b></p>	
<p>A. Assessment of cumulative progress in meeting goals in current strategic plan:</p>	
<p>B. Environmental scan/updates of challenges, opportunities, and obstacles since last strategic plan:</p>	



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

1. The *Department of Educational Leadership* will recruit highly competent and effective professionals with diverse educational and personal backgrounds to enroll in and complete graduate preparation programs for careers in all levels of school leadership, instructional technology, research, measurement, and evaluation, community college, and other education-related positions and fields.

B. Relationship of goal to next higher reporting unit goal:	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.
C. Action plans to achieve goal:	<ul style="list-style-type: none"> <li>* We will expand our advertising activities (in person, in writing, and on-line) in order to increase potential students' awareness of the quality of our programs.</li> <li>* Responding to the growing shortage of qualified educational leaders, we will actively recruit new students for our on-campus and distant education programs.</li> <li>* We will remain actively involved in the initiatives/activities of the Southwest Education Alliance in support of leader development in the region.</li> <li>* We will regularly review our programs so as to ensure their quality and will develop mechanisms by which to ensure that students progress satisfactorily through all phases of our programs.</li> </ul>
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> <li>* College and Department records indicating the quantity of new students enrolled in our on-campus and distant education programs.</li> <li>* Quantity and quality of new on-line course and program offerings.</li> <li>* Feedback from school district Superintendents regarding our success at finding new ways to enhance school leader development.</li> <li>* Records of the Director of the Southwest Education Alliance regarding our support of leader development in the region.</li> </ul>
E. Assessment schedule to assess goal:	Summative assessment annually and formative assessment after every semester
F. Person/group responsible:	Department Chair; Department Program Coordinators
G. Performance outcomes for goal:	An annual 5% increase in the quantity of graduates from our programs; increased effectiveness of graduates as reported by employers and mentors (IHE Performance Report); increased effectiveness of school leaders as reported by employers
H. Resources Required:	Additional resources for advertising and recruiting

### ANNUAL REPORT

I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	



**III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES**

2. The *Department of Educational Leadership* will regularly conduct and share outcomes of rigorous scientific inquiry and will direct and support graduate student research efforts focused on addressing problems and adding to the extant knowledge base in ways that provide comprehensive educational benefits to diverse groups of children and youth as well as their families, schools, and communities.

B. Relationship of goal to next higher reporting unit goal:	The College of Education will achieve a distinguished record of research that benefits children, youth, families, communities, schools and the broader educational community.
C. Action plans to achieve goal:	<ul style="list-style-type: none"> <li>* The Department will expand the Center for Educational Measurement and Evaluation that focuses on research and service and connects faculty expertise to the needs of schools and agencies.</li> <li>* The Department will emphasize collaborative research among faculty and students in order to increase the quantity and quality of contributions to selected areas.</li> <li>* Senior faculty will accelerate their creation of proposals for large-scale external funding and junior faculty will seek grants from the University and other local agencies for the purpose of developing their grant writing and grant administration skills.</li> <li>* The Department will work with schools, school systems, and community agencies to establish efficient and collaborative strategies for approving applications for research.</li> <li>* A team of Department faculty members, doctoral students, and school personnel will partner with one of the College of Education's Professional Development Schools, Central Cabarrus High School, to explore through a multi-faceted project (direct observations, surveys, individual interviews, focus groups, and/or reviews of archival data) the issues related to North Carolina's excessively high drop-out rate.</li> </ul>
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> <li>* Records produced by Office of Sponsored Programs that reveal which junior faculty sought grants from the University and other local agencies.</li> <li>* Lists of books, book chapters, and refereed articles created annually that reveal research productivity of Department faculty.</li> <li>* Ledgers maintained that indicate our Center for Educational Measurement and Evaluation's activities.</li> <li>* Faculty Annual Reports that reflect each faculty member's scholarly activity.</li> <li>* Assessments of impact of faculty writings produced through ERIC and Google Scholar.</li> </ul>
E. Assessment schedule to assess goal:	Summative assessment annually and formative assessment after every semester
F. Person/group responsible:	Department Chair; Department Program Coordinators; College Business Manager
G. Performance outcomes for goal:	An annual 5% increase in the quantity of refereed publications by Department faculty; an annual 5% increase in the amount of grant money acquired from external funding agencies
H. Resources Required:	Additional space to accommodate the projected growth of the Center for Educational Measurement and Evaluation

**ANNUAL REPORT**

I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	



**III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES**

3. The *Department of Educational Leadership* will establish and support professional learning environments and collaborative relationships with national, state, regional, and local education organizations and agencies to extend knowledge knowledge and practice in ways that provide varied and continuing educational benefits to our constituencies.

B. Relationship of goal to next higher reporting unit goal:	The College of Education will strengthen effective partnerships with schools, communities and alumni.
C. Action plans to achieve goal:	<ul style="list-style-type: none"> <li>* The Department will work to enhance its partnership with and support for the thirteen school districts of the Southwest Education Alliance.</li> <li>* We will respond to the needs of local and regional organizations that assist schools and districts in our area and the students within those learning environments.</li> <li>* The Department will assist the College's Assessment Committee's efforts to develop a systematic method of tracking alumni for the purposes of alumni relations and examining the success of our graduates.</li> <li>* We will work with the Office of Alumni Affairs to create an affinity group of alumni from educational leadership programs.</li> <li>* The Department will explore ways in which we can engage independent school networks.</li> </ul>
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> <li>* Feedback from our graduates and from members of the Department Advisory Committee will reveal activities/areas in which we can better support our graduates.</li> <li>* School districts' willingness to accept and place Principal interns in their districts will reflect their level of support for our programs and for our graduates.</li> </ul>
E. Assessment schedule to assess goal:	Summative assessment annually and formative assessment after every semester
F. Person/group responsible:	Department Chair; Department Program Coordinators
G. Performance outcomes for goal:	At least one new strategy per year to better support our graduates; creation of a systematic method by which to locate and communicate with graduates of our programs
H. Resources Required:	No additional resources needed

**ANNUAL REPORT**

I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	



### III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES

4. The *Department of Educational Leadership* will recruit highly competent and effective faculty and students with diverse backgrounds to support its efforts to provide enriched and effective educational experiences at all levels of school leadership, instructional technology, research and evaluation, community college, and other education-related fields.

B. Relationship of goal to next higher reporting unit goal:	The College of Education will promote appreciation of and experience with human diversity and will enumerate and measure its benefits.
C. Action plans to achieve goal:	<ul style="list-style-type: none"> <li>* Active recruitment of a more diverse faculty will occur in order to hire more females and persons of color.</li> <li>* Populations traditionally under-represented in professional education will be recruited into our degree and licensure programs.</li> <li>* More foreign study and travel opportunities will be developed to enhance students' exposure to the educational processes of different cultures.</li> <li>* Greater participation by Department faculty in international research and study programs (e.g., the annual German-American Symposium) will be encouraged.</li> <li>* We will encourage faculty to participate in more on-campus workshops and seminars designed to enhance awareness of diversity issues (e.g., UNC Charlotte's Summer Diversity Workshop).</li> </ul>
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> <li>* Expenditures in support of advertising and recruitment specifically for minority candidates.</li> <li>* Reports produced by the Office of International Programs regarding the overseas study and travel opportunities offered by the Department.</li> <li>* Rosters maintained that reveal percentages of under-represented populations enrolled in our degree and licensure programs.</li> </ul>
E. Assessment schedule to assess goal:	Summative assessment annually and formative assessment after every semester
F. Person/group responsible:	Department Chair; Department Program Coordinators
G. Performance outcomes for goal:	A 10% increase in the quantity of females and racial minorities on the Department faculty; an increase in the quantity of faculty participating in on-campus diversity-related workshops and seminars; a 5% increase in the percentage of under-represented populations enrolled in our degree and licensure programs
H. Resources Required:	Travel grants to support students' overseas studies

### ANNUAL REPORT

I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	



**III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES**

5. The *Department of Educational Leadership* will develop, implement, and evaluate a new doctoral-level research program, technology-based and online programs and courses, and other learning experiences to support its preparation of high-quality graduates for careers in school leadership, research, measurement, and evaluation, instructional technology, higher education, community college, and other fields.

B. Relationship of goal to next higher reporting unit goal:	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.
C. Action plans to achieve goal:	<ul style="list-style-type: none"> <li>* We will create and administer a new Ph.D. in Educational Research, Measurement, and Evaluation degree program.</li> <li>* We will administer our recently re-visioned/ revised Master of School Administration program in accordance with guidance from the State Board of Education, the North Carolina Department of Public Instruction, and UNC General Administration.</li> <li>* To broaden the quantity and quality of on-line instruction in our academic programs, we will continue to infuse technology into many of our courses through the use of Centra, Camtasia, Blackboard, Moodle, Wimba, and other delivery systems.</li> <li>* On-line course offerings will be increased in order to support the academic needs of students outside our geographic region.</li> <li>* We will begin new distance education cohorts of Master of School Administration students in Union County, Rowan County, and Gaston County and will establish another cohort in UNC Charlotte's new Center City facility in 2012.</li> </ul>
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> <li>* Quantity and quality of students enrolled in our new Ph.D. in Educational Research, Measurement, and Evaluation degree program</li> <li>* Enrollment figures at our Master of School Administration distance education sites .</li> <li>* Feedback from the North Carolina Department of Public Instruction and from UNC General Administration regarding our compliance with the pre-established standards.</li> </ul>
E. Assessment schedule to assess goal:	Summative assessment annually and formative assessment after every semester
F. Person/group responsible:	Department Chair; Department Program Coordinators
G. Performance outcomes for goal:	An annual 3% decrease in the quantity of concerns expressed on the student surveys; a reduction in the error rates on graduation and licensure documents produced by students; infusion of technology in at least 20% of our courses
H. Resources Required:	One additional educational leadership faculty member to supervise principal interns

**ANNUAL REPORT**

I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	



**III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES**

6. The *Department of Educational Leadership* will provide continuous mentoring and support for new and experienced faculty in all areas of career development, including but not limited to: (1) establishing and documenting collaborative research, measurement, and evaluation projects; (2) promoting and documenting collaborative publications and scholarship; and, (3) organizing, scheduling, and conducting regular reviews of its efforts.

B. Relationship of goal to next higher reporting unit goal:	The College of Education will support the success of faculty and staff through career development opportunities, mentoring, and access to supportive infrastructure.
C. Action plans to achieve goal:	<ul style="list-style-type: none"> <li>* The Department Chair will conduct at least four meetings each year during which tenure-eligible faculty will discuss issues in teaching, research, and service that are of particular interest to junior faculty.</li> <li>* The Department will emphasize collaboration between faculty with similar research interests in order to refine and improve the quality of teaching, research, and service by the faculty involved in this collaboration.</li> <li>* Expand the involvement of faculty in the activities of the Center for Educational Measurement and Evaluation.</li> <li>* Conduct four research colloquia per year during which Department faculty share their ongoing collaborative and independent research efforts.</li> <li>* The Department will assign and encourage the support of senior faculty to assist junior faculty as professional mentors.</li> </ul>
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> <li>* Number of Department faculty who experience successful reappointment, tenure, and promotion decisions.</li> <li>* Quantity of collaborative research and publishing efforts among Department faculty.</li> <li>* Involvement of Department faculty in the measurement and evaluation activities of the Center for Educational Measurement and Evaluation.</li> </ul>
E. Assessment schedule to assess goal:	Summative assessment annually and formative assessment after every semester
F. Person/group responsible:	Department Chair; Department Program Coordinators; Department Review Committee
G. Performance outcomes for goal:	100% success of all faculty who seek reappointment, promotion, and/or tenure; a 5% annual increase in the overall level of collaborative research activities among Department faculty
H. Resources Required:	No additional resources needed

**ANNUAL REPORT**

I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	





**III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES**

7. The *Department of Educational Leadership* will conduct regular formative reviews and yearly summative evaluations of its efforts to prepare and support professionals for careers in all levels of school leadership, instructional technology, research, measurement, and evaluation, community college, and other education-related positions and fields.

B. Relationship of goal to next higher reporting unit goal:	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.
C. Action plans to achieve goal:	<ul style="list-style-type: none"> <li>* The Department will conduct regular meetings during which progress toward accomplishing the goal of ensuring that its academic programs are the best in this region of the nation and the first choice of all prospective, current, and former students who seek personal and professional development.</li> <li>* With the help of Department faculty, Program Coordinators will review the program data to ensure that each program's effectiveness is maximized.</li> <li>* The Department will seek membership in the acclaimed University Council for Educational Administration.</li> <li>* We will participate actively in the College's NCATE reaccreditation review in 2013.</li> </ul>
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> <li>* Enrollment figures in all degree and licensure programs.</li> <li>* Feedback from NCDPI, UNC-GA, and other external agencies as to the quality of our programs.</li> <li>* Progress toward gathering/completing the application materials for membership in the University Council for Educational Administration will occur during the first three years of this Strategic Plan.</li> </ul>
E. Assessment schedule to assess goal:	Summative assessment annually and formative assessment after every semester
F. Person/group responsible:	Department Chair; Department Program Coordinators
G. Performance outcomes for goal:	Enrollment figures will increase annually in all programs; we will receive positive feedback from NCDPI, UNC-GA, and other external agencies as to the quality of our programs; we will annually demonstrate at least one area improved by information attained through analysis of program data; membership in the University Council for Educational Administration will be attained
H. Resources Required:	No additional resources needed

**ANNUAL REPORT**

I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	



**III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES**

8. The *Department of Educational Leadership* will actively support the College of Education in its efforts to enhance the global awareness of faculty and students and prepare graduates for our globally interconnected world.

B. Relationship of goal to next higher reporting unit goal:	The College of Education will enhance the global awareness of faculty and students and prepare graduates for our globally interconnected world.
C. Action plans to achieve goal:	<ul style="list-style-type: none"> <li>* We will actively seek candidates from diverse environments for our academic programs and will support the placement and hiring of our programs' graduates in diverse settings.</li> <li>* Additional collaborative relationships will be established with Charlotte-Mecklenburg Schools to ensure effective research efforts around the needs of this large urban school district.</li> <li>* Additional emphasis will be placed on efforts to involve our faculty and students in internationalization efforts, such as study-abroad, webinars, etc.</li> <li>* We will seek more substantive involvement of visiting foreign scholars in our educational and professional activities.</li> </ul>
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> <li>* Quantity of students recruited from and placed into diverse multicultural settings.</li> <li>* Number of research and service relationships with Charlotte-Mecklenburg Schools.</li> <li>* Participation levels by faculty and students in internationalization efforts.</li> <li>* Contributions of visiting foreign scholars to our organizational and professional endeavors.</li> </ul>
E. Assessment schedule to assess goal:	Summative assessment annually and formative assessment after every semester
F. Person/group responsible:	Department Chair; Department Program Coordinators
G. Performance outcomes for goal:	Enrollment of minority students in our programs will increase by 3% annually; more intentional faculty involvement in internationalization activities will occur; specific teaching, research, and/or service contributions will be attained from our visiting foreign scholars
H. Resources Required:	No additional resources needed

**ANNUAL REPORT**

I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	



**III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES**

9. The *Department of Educational Leadership* will actively support the College of Education in its efforts to secure resources to strengthen its mission and honor its 40th anniversary.

B. Relationship of goal to next higher reporting unit goal:	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.
C. Action plans to achieve goal:	<ul style="list-style-type: none"> <li>* We will seek opportunities to enhance the College's efforts to solicit funds in support of common and specific needs.</li> <li>* We will explore the creation of an alumni affinity group.</li> <li>* We will collaborate with agencies and organizations in the local community to engage in mutually benefitting activities.</li> <li>* The Department will demonstrate better stewardship of existing resources.</li> </ul>
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> <li>* The quantity and size of public and private gifts.</li> <li>* The number of doctoral assistance packages.</li> <li>* Accountability and serviceability of Department property and equipment.</li> </ul>
E. Assessment schedule to assess goal:	Summative assessment annually and formative assessment after every semester
F. Person/group responsible:	Department Chair; Department Program Coordinators
G. Performance outcomes for goal:	A 3% annual increase in public and private gifts; establishment of an alumni affinity group; 100% accountability of Department property and equipment.
H. Resources Required:	No additional resources needed

**ANNUAL REPORT**

I. Annual progress assessment of performance outcomes:	
J. Follow-up plan to make changes as a result of assessment findings:	