



UNC CHARLOTTE

2010-2015 Strategic Plan Template

(Department of Middle, Secondary and K-12 Education {MDSK})
2010-2015 Strategic Plan

I. EXECUTIVE SUMMARY

1-2 pages

Table with 2 columns: Question (A. Mission and goals, B. Summary of process used to develop unit goals) and Answer (The Department of Middle, Secondary, and K-12 Education is committed to advancing education... MDSK 2010-2015 Goals... 1. The Department will enhance the internationalization... 2. The Department will aim to contribute to the College's distinguished record... 3. The Department will graduate highly effective and ethical 21st century professionals... 4. The Department supports the success of candidates through innovative programming... 5. The Department will lead the College in its pursuit of an expertise in urban education... 6. The department will infuse a deeper understanding of diversity... 7. The Department will receive external validation of its work... 8. The Department will strengthen effective partnerships with schools and communities... 9. The Department will participate in the College's 40th Anniversary celebration and campaign. A copy of the 2005-2010 Department goals as well as the 2010-2015 College of Education goals was distributed in an email to all MDSK faculty. A work session was scheduled during the department faculty meeting held on February 12, 2010.



	<p>The purpose of the work session was to discuss the 2010-2015 Department Goals. A discussion was held resulting in the identification of eight Department goals. At the close of the meeting MDSK faculty unanimously supported the generated goals.</p>
<p>C. Summary of major goals in strategic plan:</p>	<p>MDSK has three overarching goals for the period outlined in this strategic plan. To begin with the Department is committed in its pursuit of an expertise in urban education. As part of this commitment the Department will enhance the internationalization and global awareness of faculty and students. Secondly, the Department will spotlight an appreciation for diversity throughout its work. The third goal is to support the success of candidates and graduate highly effective and ethical 21st century teachers.</p>
<p>D. Summary of new resources required to achieve new goals:</p>	<ul style="list-style-type: none"> • Urban educator to work in the PhD program in C&I –tenure track assistant professor (replacement) • Middle Grades educator –tenure track assistant professor (replacement) • Middle Grades educator- tenure track assistant professor (new) • Clinical assistant professor [online] (new)



II. ENVIRONMENTAL SCAN/ UPDATES SINCE LAST FIVE –YEAR STRATEGIC PLAN

1-2 pages

A. Assessment of cumulative progress in meeting goals in current strategic plan:

MDSK Goal One: The Department will continue to respond to the increased demand for excellent teachers.

- The Department has actively recruited candidates who are interested in entering the teaching profession at all levels, including undergraduate, initial licensure, masters, and doctoral.
- The Department has made programs accessible to a wide variety of students through such efforts as an M.Ed. taught on-site at Concord Middle School (middle grades education), the Summer Pathway to Teaching (formerly the Lateral Entry Teacher Initiative), establishment of the graduate certificate program(GTC) and an online delivery of both the GTC and MAT program

MDSK Goal Two: The Department will continue to support and recognize the research work of its professors and students.

- The Department has encouraged collaborative publications, presentations, and grant work.
- The Department has encouraged joint scholarly efforts with our doctoral and masters degree candidates.
- Adoption of a new COED workload policy that Minimizes faculty loads to create time for this work.

MDSK Goal Three: The Department will spotlight an appreciation for diversity throughout its work.

- The department has revisioned its initial licensure programs infusing a deeper understanding of diversity
- The Department continues to recruit a diverse faculty.

MDSK Goal Four: The Department will lead the College in its pursuit of an expertise in urban education and will effectively prepare its candidates for work in urban centers.

- Recruited two faculty members professor who are experts in this area.
- In the revisioning of all initial licensure programs all courses were reviewed and an urban education strand was incorporated where appropriate.
- The Department assisted the local schools in better assessing and addressing their needs, and especially those found within the urban Charlotte Mecklenburg district.

MDSK Goal Five: The Department will target effective and accurate advising and other services that are readily available to all students in all programs.

- Required advising as a mandated part of registration, including a system for course permits.
- Worked closely with support areas within the unit, including the Office of Teacher Education, Advising, and Licensure, Teaching Fellows, and the Office of Field Experiences.
- Maintained an accurate data base of all students.
- Established a MDSK Advising Center and fulltime faculty advisor



	<ul style="list-style-type: none"> Maintained an equitable advising load across professors and programs. <p>MDSK Goal Six: The Department will review all programs and major outreaches, and will seek to improve their delivery and effectiveness.</p> <ul style="list-style-type: none"> Revisoning of all initial licensure programs. Infused diversity, technology, and urban education throughout all courses and all programs. Appointment of an online coordinator. .
<p>B. Environmental scan/updates of challenges, opportunities, and obstacles since last strategic plan:</p>	<p><u>Opportunities-</u></p> <ul style="list-style-type: none"> Online delivery of Graduate Certificate Program and MAT degree Development of online MAT courses Development of online advanced content course in social studies Implementation of the Graduate Certificate program Keeping faculty knowledgeable of new technologies and programs Remote Observation of Graduate Interns (ROGI) Initiative to support Junior Faculty and provide a stronger support network. Dispositions review. Putting the M.Ed. middle grades program online. <p><u>Challenges-</u></p> <ul style="list-style-type: none"> Having advanced content courses available for phase II MAT and MEd students, both online and face-to-face Reaching a point where department faculty have an intuitive understanding of urban education. Providing faculty the professional development for effective online instruction Creating a current and relevant curriculum Expanding the scope of the curriculum to include more complex issues such as globalization and internationalization Establishing a more holistic and comprehensive relationship with Central Cabarrus High School, our PDS high school Changing platforms- WEbCT to BlackBoard to Moodle Continually cover all courses with fulltime faculty <p><u>Obstacles</u></p> <ul style="list-style-type: none"> Budget constraints and its impact on personnel, support and programs Need for new faculty positions Unsuccessful search for a middle grades educator Lack of graduate assistantships, this impacts department in two ways- lack of support for faculty and financial support of prospective doctoral students Limited summer school offerings



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

A. Unit, Dept. or College Goal #1:

The Department will enhance the internationalization and global awareness of faculty and students and prepare graduates for our globally interconnected world.

B. Relationship of goal to next higher reporting unit goal:	1. 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:	<p>1.1 The Department will offer LBST 2102 Global Perspectives in Education during the fall and spring semesters.</p> <p>1.2 The Department will assume a leadership role on the College's Committee on Internationalization.</p> <p>1.3 MDSK faculty will participate in professional development focused on internationalization and global awareness.</p> <p>1.4 MDSK faculty will continue to attend sessions focused on internationalization and global awareness at professional conferences.</p> <p>1.5 Based on areas of interest, MDSK faculty will engage in scholarly activities focused on internationalization and global awareness.</p> <p>1.6 Course content focused on internationalization and global awareness will be infused in the appropriate courses of each and every program of study.</p> <p>1.7 Develop a globalization course.</p>
D. Effectiveness measures/methods to assess outcomes/goal attainment:	Evaluate efforts to achieve global awareness by student feedback, course evaluations, faculty feedback, faculty annual reviews and faculty program reviews.
E. Assessment schedule to assess goal:	Ongoing
F. Person/group responsible:	Department Chair
G. Performance outcomes for goal:	Increased application global awareness by students and faculty (teaching, scholarship and service)
H. Resources Required:	

ANNUAL REPORT

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



III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES

A. Unit, Dept. or College Goal #2:

The Department will aim to contribute to the College's distinguished record of engaged research, scholarly publications and grant writing.

B. Relationship of goal to next higher reporting unit goal:	2 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:	<p>2.1 Encouraging collaborative publications, presentations, and grant work based on topics of current interest and need.</p> <p>2.2 Encouraging and celebrating joint scholarly efforts with our doctoral and masters degree candidates.</p> <p>2.3 Publishing in practitioner based journals.</p>
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> • Number of publications and presentations made by department faculty. • Number of publications and presentations made by doctoral students • Number of publications and presentations made by department faculty and students • Number of grants applied for and funded
E. Assessment schedule to assess goal:	Annually via faculty annual reviews
F. Person/group responsible:	Department Chair
G. Performance outcomes for goal:	Increased number of peer reviewed articles/presentations made by faculty and/or students
H. Resources Required:	

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

A. Unit, Dept. or College Goal #3:

The Department will graduate highly effective and ethical 21st century professionals – teachers, 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>1. The College of Education will graduate highly effective and ethical 21st 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>
<p>C. Action plans to achieve goal:</p>	<p>3.1 MDSK faculty will collaborate with colleagues in both the College of Liberal Arts and Sciences and the College of Arts and Architecture on programmatic issues and advising.</p> <p>3.2 MDSK faculty will collaborate with colleagues in the College of Liberal Arts and Sciences to recruit and prepare teacher candidates in all licensure areas with special emphasis on science and mathematics.</p> <p>3.3 The department will collaborate with the Office of Field Experiences to ensure that teacher candidates receive clinical placements in diverse school and community settings.</p> <p>3.4 As part of the revisioning process, 21st century goals and skills will be embedded in both initial and advanced licensure courses.</p> <p>3.5 Recruit undergraduate minors in TESL and FORL.</p> <p>3.6 The department will continue to collaborate with the Office of Field Experiences to provide quality supervision of MDSK licensure candidates.</p>
<p>D. Effectiveness measures/methods to assess outcomes/goal attainment:</p>	<ul style="list-style-type: none"> • Discussions among program coordinators with liaisons in the Colleges of Liberal Arts and Sciences and Arts and Architecture • Analysis of clinical placements on student teaching/graduate student internship applications • Revision course outlines to include 21st century goals and skills
<p>E. Assessment schedule to assess goal:</p>	<p>Ongoing, annual program review, revisioning meetings</p>
<p>F. Person/group responsible:</p>	<p>Department Chair, Department Program Coordinators Committee, Revisioning Committee</p>
<p>G. Performance outcomes for goal:</p>	<ul style="list-style-type: none"> • Increased communication with Colleges of Liberal Arts and Sciences and Arts and Architecture • Assignment of department faculty to supervision of MDSK licensure candidates • Increase of undergraduate minors in TESL and FORL. • Incorporation of 21st century goals and skills into course outlines



H. Resources Required:	
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ANNUAL REPORT

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I. Annual progress assessment of performance outcomes:	
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J. Follow-up plan to make changes as a result of assessment findings:	
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III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES

A. Unit, Dept. or College Goal #4:

The Department supports the success of candidates through innovative programming and delivery, technology integration, excellent advising and academic services, and enrichment activities.

<p>B. Relationship of goal to next higher reporting unit goal:</p>	<p>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.</p>
<p>C. Action plans to achieve goal:</p>	<p>4.1 Requiring advising as a mandated part of registration, including a system for course permits.</p> <p>4.2 Working closely with support areas within the unit, including the Office of Teacher Education, Advising, and Licensure, Teaching Fellows, and the Office of Field Experiences.</p> <p>4.3 Maintaining an accurate data base of all students.</p> <p>4.4 Maintaining a public, accurate posting of students and their advisors, including advisor contact information and dedicated office hours.</p> <p>4.5 Maintaining an equitable advising load across professors and programs.</p> <p>4.6 Maintaining a high-quality Advising Center so that students will have access to personal program information at all times, with questions answered and issues addressed as quickly as possible.</p> <p>4.7 Designing and implementing a new Minor in Teaching English as a Second Language.</p> <p>4.8 Supporting the development of the new B.A. in Comprehensive Science (College of Liberal Arts and Sciences) as an opportunity for teacher candidates to earn a “comprehensive science” teaching license.</p> <p>4.9 Expanding program delivery partnerships with entities such as Teach for America and the Model Teacher Education Consortium.</p> <p>4.10 Expanding its list of courses offered online.</p> <p>4.11 Offering an online M.Ed. program in both middle grades and secondary education.</p>



<p>D. Effectiveness measures/methods to assess outcomes/goal attainment:</p>	<ul style="list-style-type: none"> • Development of an online MEd program in both middle grades and secondary education • Facilitating the development of online graduate content courses • Ongoing dialogue with entities such as Teach for America and the Model Teacher Education Consortium • Development of the new B.A. in Comprehensive Science • Designing a new Minor in Teaching English as a Second Language • Compare and contrast faculty advising loads • Assess the effectiveness of the MDSK Advising Center • Maintaining an accurate data base of all students. • Maintaining a public, accurate posting of students and their advisors, including advisor contact information and dedicated office hours. • Ongoing discussions with support areas within the unit, including the Office of Teacher Education, Advising, and Licensure, Teaching Fellows, and the Office of Field Experiences • Ongoing assessment of both advising and registration
<p>E. Assessment schedule to assess goal:</p>	<p>Ongoing</p>
<p>F. Person/group responsible:</p>	<p>Department chair, Department faculty</p>
<p>G. Performance outcomes for goal:</p>	<ul style="list-style-type: none"> • Implementation of an online MEd program in both middle grades and secondary education • Development of online graduate content courses • Establishing partnerships with entities such as Teach for America and the Model Teacher Education Consortium • Implementation of the new B.A. in Comprehensive Science • Implementing the new Minor in Teaching English as a Second Language • Adjusting faculty advising loads as needed • Assess the effectiveness of the MDSK Advising Center • Maintaining an accurate data base of all students. • Maintaining a public, accurate posting of students and their advisors, including advisor contact information and dedicated office hours. • Ongoing discussions with support areas within the unit, including the Office of Teacher Education, Advising, and Licensure, Teaching Fellows, and the Office of Field Experiences • Ongoing assessment of both advising and registration
<p>H. Resources Required:</p>	

ANNUAL REPORT	
<p>I. Annual progress assessment of performance outcomes:</p>	
<p>J. Follow-up plan to make changes as a result of</p>	



assessment findings:	
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III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES

A. Unit, Dept. or College Goal #5:

The Department will lead the College in its pursuit of an expertise in urban education and will effectively prepare its candidates for work in urban centers.

<p>B. Relationship of goal to next higher reporting unit goal:</p>	<p>1 The College of Education will graduate highly effective and ethical 21st 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>
<p>C. Action plans to achieve goal:</p>	<p>5.1 Recruiting a second professor who is an expert in this area, and immediately enlisting this person as a source of teaching and information for department and college faculty, as well as for doctoral and other students.</p> <p>5.2 Reviewing all programs and courses, and infusing an urban education component within each.</p> <p>5.3 Tapping into the growing knowledge bases of those Ph.D. candidates who are studying and researching within the urban education component of their doctoral program. Among other things, offer them opportunities to teach within other programs, thus connecting their knowledge to our goal of infusing urban education throughout all programs and courses.</p> <p>5.4 Encouraging faculty to attend sessions related to urban education as found within their professional conferences of choice.</p> <p>5.5 Assisting the local schools in better assessing and addressing their needs, and especially those found within our urban region.</p> <p>5.6 Continuing to recruit new faculty who have experiences teaching in and working with large urban districts.</p> <p>5.7 Recruitment of endowed professor.</p>
<p>D. Effectiveness measures/methods to assess outcomes/goal attainment:</p>	<ul style="list-style-type: none"> • Searching for a second professor who is an expert in Urban Education • Revisioning all programs and courses, and infusing an urban education component within each • Assess the knowledge base of PhD candidates with an eye towards tapping them to teach courses in the department • Analysis of faculty annual reports • Assisting the local schools in better assessing and addressing their needs, and especially those found within our urban region • Searching for an endowed professor.



E. Assessment schedule to assess goal:	Ongoing
F. Person/group responsible:	Department chair, Department faculty
G. Performance outcomes for goal:	<ul style="list-style-type: none"> • Hiring a second professor who is an expert in Urban Education • An urban education component within each revisioned program • Appointing PhD candidates to teach courses in the department • Analysis of faculty annual reports • Assisting the local schools in better assessing and addressing their needs, and especially those found within our urban region • Hiring an endowed professor.
H. Resources Required:	

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

A. Unit, Dept. or College Goal #6:

The department will infuse a deeper understanding of diversity throughout all programs and courses, thus increasing our candidates' ability to respond to the diverse nature of the students and the communities they serve.

B. Relationship of goal to next higher reporting unit goal:	4 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:	6.1 Ensuring that all candidates participate in multiple, diverse experiences throughout their initial licensure work, including both clinical and (if applicable) student teaching/internship placements. 6.2 Continuing to recruit and retain diverse faculty and teacher candidates. 6.3 Revision EDUC 5100
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> Assessing that all candidates participate in multiple, diverse experiences throughout their initial licensure work, including both clinical and (if applicable) student teaching/internship placements. Recruiting and retaining both a diverse faculty and teacher candidates Revisioning EDUC 5100
E. Assessment schedule to assess goal:	Ongoing
F. Person/group responsible:	Department chair, Department faculty, Search committees, Revisioning committee
G. Performance outcomes for goal:	<ul style="list-style-type: none"> Candidates participating in multiple, diverse experiences throughout their initial licensure work, including both clinical and (if applicable) student teaching/internship placements. Recruiting and retaining both a diverse faculty and teacher candidates A revised EDUC 5100
H. Resources Required:	Two faculty positions (One at the assistant professor level one endowed professor)

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

A. Unit, Dept. or College Goal #7:

The Department will receive external validation of its work and its impact through accreditation reviews and increased recognition of its expertise and resources.

B. Relationship of goal to next higher reporting unit goal:	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.
C. Action plans to achieve goal:	<p>7.1 Evaluating all programs offered by the Department, with areas for improvement determined and addressed, including varied delivery platforms; for example: on campus, on line, and off site via the Summer Pathway to Teaching Initiative and our Professional Development Schools.</p> <p>7.2 Infusing diversity, technology, and urban education throughout all courses and all programs.</p> <p>7.3 The Department will successfully complete the design and implementation of “revised” undergraduate and graduate programs according to new guidelines from the State Board of Education/Department of Public Instruction.</p> <p>7.4 The Department will prepare for and complete the 2013 accreditation review by NCATE.</p> <p>7.5 Encourage programs to participate in the SPA review.</p>
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> • Reports from accrediting bodies: NCATE; NC Department of Public Instruction
E. Assessment schedule to assess goal:	Annually
F. Person/group responsible:	Chair, program coordinators, department faculty
G. Performance outcomes for goal:	<ul style="list-style-type: none"> • All professional education programs will meet the program approval standards of the North Carolina Department of Public Instruction
H. Resources Required:	



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

A. Unit, Dept. or College Goal #8:

The Department will strengthen effective partnerships with schools and communities.

B. Relationship of goal to next higher reporting unit goal:	3 The College of Education will strengthen effective partnerships with schools, communities and alumni.
C. Action plans to achieve goal:	8.1 The Department will continue to define and strengthen its collaborative efforts with its three professional development schools and explore additional urban partnerships. 8.2 The Department will continue to provide professional development to teachers at area schools. 8.3 Actively participate in the College's efforts to maintain relationships with alumni. Build on existing community partnerships and explore new alternatives.
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> Faculty annual reports
E. Assessment schedule to assess goal:	Annually
F. Person/group responsible:	Chair
G. Performance outcomes for goal:	<ul style="list-style-type: none"> On-going activities for candidates, teachers and students at our PDS (middle and high)
H. Resources Required:	

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

B. Unit, Dept. or College Goal #9:

The Department will participate in the College's 40th Anniversary celebration and campaign.

B. Relationship of goal to next higher reporting unit goal:	9 The College of Education will secure the resources needed to strengthen the mission of the College and will honor the College's 40 th Anniversary.
C. Action plans to achieve goal:	9.1 Department faculty will participate in College of Education 40 th Anniversary functions.
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> Faculty annual reports
E. Assessment schedule to assess goal:	Annually
F. Person/group responsible:	Department faculty
G. Performance outcomes for goal:	<ul style="list-style-type: none"> On-going activities for 40th Anniversary Celebration
H. Resources Required:	

ANNUAL REPORT

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