



2010-2015 Strategic Plan Template

Department of Reading and Elementary Education
2010-2015 Strategic Plan

I. EXECUTIVE SUMMARY

1-2 pages

<p>A. Mission and goals:</p>	<p>The following goals, tied closely to the College of Education strategic goals, drive this strategic plan for the Reading and Elementary Education Department. The Department will:</p> <ol style="list-style-type: none">1. Respond to the increased demand for excellent teachers in the North Carolina public schools. (COED Goal 1)2. Continue to explore and implement outreach efforts to regional school districts, at both the undergraduate and graduate levels. (COED Goal 3)3. Continue to support high quality graduate routes to elementary education licensure for second career professionals, and seek stable funding to maintain these initiatives. (COED Goal 1)4. Identify major research themes or pressing importance to children, families and schools, and develop an action plan to secure funding to support faculty and student research agendas. (COED Goal 2)5. Promote and value student research and collaborative faculty-student research. (COED Goal 2)6. Recruit and retain excellent and diverse faculty and students. (COED Goal 4)7. Increase the capacity of our graduates to respond effectively to diverse student populations. (COED Goal 4)8. Support the College in efforts to move toward national rankings of excellent graduate and undergraduate programs. (COED Goal 7)9. Develop and support expertise in urban education and prepare excellent teachers who can be successful in diverse school settings. (COED Goal 4)10. Provide timely and accurate advising and support to students to support student achievement. (COED Goal 5)11. Increase engagement and support for program graduates working in regional school settings. (COED Goal 6)12. Engage in continuous program improvement by examining relevant program data and revising program requirements as appropriate, to insure the maintenance of high-quality programs. (COED Goal 1)
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	<p>13. Continue its efforts with the Longview Foundation Project to incorporate internalization modules into undergraduate coursework. (COED Goal 8)</p> <p>14. Seek and provide ongoing professional development opportunities for faculty in the area of globalization to help with the infusion of global activities and awareness.(COED Goal 8)</p>
<p>B. Summary of process used to develop unit goals:</p>	<p>The current plan is based on previous academic plans developed by the department. The last version of the plan, 2005-2010, was used as the baseline to extend and refocus the current plan.</p> <p>The current plan is based on the College of Education goals outlined in the 2010-2015 Strategic Plan and the revised Department Goals. The revised goals were drafted by the Department Chair and a four-member faculty committee consisting of Drs. Jack Piel, Tehia Starker, D. Bruce Taylor, and Jean Vintinner with input from the faculty at the February 5, 2010 department meeting. The revised goals were unanimously approved by the department faculty on March 19, 2010, by a 27-0 vote.</p> <p>Once the Department’s goals had been approved, the committee met on March 26th to draft an initial version of the Department’s Five-Year Strategic Plan based upon the Department’s Goals, the College of Education’s goals, and the previous academic plan.</p> <p>Jan Hinson, the Department Chair, circulated a first draft of the 2010-2015 Strategic Plan to the four-member faculty committee on March 29, 2010 and asked them to edit it. Each committee member focused on one goal and submitted the changes to Jan. The committee met again on April 6, 2010 to review the plan one more time. This draft was circulated electronically to faculty for review and feedback on April 7, 2010. The faculty approved the 2010-2015 plan at the April 9, 2010, faculty meeting by a vote of 23-0.</p>
<p>C. Summary of major goals in strategic plan:</p>	<ol style="list-style-type: none"> 1. The Department will work toward establishing and maintaining an electronic record keeping system to include: Student records, advising materials and all pertinent documentation to improve issues related to access, confidentiality and data integrity. 2. The Department will increase graduate enrollments by exploring alternative delivery systems such as distance, online, and hybrid courses. 3. The Department will examine appropriate data related to the PhD., M.Ed., MAT, GCT., and make necessary revisions to programs as needed.



	<ol style="list-style-type: none"> 4. The Department will demonstrate a commitment to diversity by developing coursework at all levels related to diversity, as well as develop substantive ways to recruit and retain diverse faculty and students in all programs. 5. The Department will demonstrate a commitment to globalization by developing coursework at all levels related to global perspectives. 6. The Department will work to achieve a distinguished record of scholarship. 7. The department will develop highly-qualified school professionals who are valued by prospective employers for their ability to organize classrooms, reflect global perspectives, respond to diversity, and use differentiated instructional strategies effectively.
D. Summary of new resources required to achieve new goals:	Create REEL Strategic Plan Committee to implement and monitor progress toward the completion of all department goals.

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:	OVERALL PROGRESS IN ACHIEVING GOALS IN 2005-2010 STRATEGIC PLAN:
B. Environmental scan/updates of challenges, opportunities, and obstacles since last strategic plan:	<ol style="list-style-type: none"> 1. <u>The Department will propose a new Elementary Education specialization within the current Ph.D. program in Curriculum and Instruction, including courses to be taught by department members on a regular cycle.</u> This program was approved by the Faculty Council in January, 2009. The first cohort of students was screened and accepted into the program, and began taking classes in the Fall, 2009 semester. 2. <u>The Department will explore alternative methods for effectively advising BA students in the Elementary Education program.</u> During the past year, our halftime undergraduate advisor, Crystal Glover, has expanded her role in the second year. As reported in the department highlights, she put a new advising webpage on the Internet, and formally advises over 200 undergraduate students. She held eight large group advising sessions for newly admitted students, and scheduled over 230 advising appointments each semester. Her role will need to be re-examined in the coming year, to insure that she has a fair and equitable number of advisees, in line with her half-time advising status.



3. The Department will consider, and develop as appropriate, additional programs in Distance Education, including, but not necessarily limited to, additional 2+ cohorts in the BA program in Elementary Education. The new Stanly County 2+ program began in the fall of 2007 and currently has about 18 students enrolled. Several students left the cohort to come to classes on campus, in order to complete their degree faster. With the completion of two off-campus master's cohorts in 2007-2008, a new cohort in Reading began in the Fall, 2008 semester, targeting teachers in the Kannapolis City and Rowan-Salisbury Schools. Classes meet at Jesse C. Carson High School in China Grove, NC. Currently 24 students are enrolled in that cohort.
4. The Department will examine appropriate data related to the M.Ed., MAT, and fast-track licensure programs in Elementary Education, and make necessary revisions to programs as needed. The 2008-2009 academic year focused on revisioning initial licensure programs, as mandated by the North Carolina Board of Education. Faculty committees were formed for both the undergraduate and graduate licensure programs, and the department faculty met twice (once each semester) for an all-day retreat to help plan these changes. A full report for revisioning was submitted to the Dean, and was part of a college report sent to the State Board during Summer, 2009. After state approval, the program will be implemented during the Fall 2010 semester.
5. The Department will demonstrate a commitment to diversity by developing coursework at all levels related to diversity, as well as develop substantive ways to recruit and retain diverse faculty and students in all programs. Several faculty are members of the UNCC Black Faculty Caucus on campus. Stephen Hancock chairs the American Education Research Association's (AERA) Scholars of Color in Education Committee, a standing committee. Faculty frequently present and write about topics related to diversity in the schools. For instance, Brian Kissel published a paper titled, "Promoting writing and preventing writing failure in young children." Paola Pilonieta and Adriana Medina published a book chapter titled "Meeting the needs of English language learners."
6. The Department will work to achieve a distinguished record of scholarship. As highlighted in the first section, department faculty members have increased the levels of scholarship across both publications and seeking and securing grants. In looking at published books, book chapters and journal articles (and not counting other publications, such as conference proceedings book reviews, etc.), faculty produced 34 publications compared to 26 the previous year. A



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	<p>huge increase was in the area of successful grants, mainly to the efforts of Drew Polly, who worked with David Royster and David Pugalee on several major grants. In money secured as PI or co-PI, the department went from \$118,850 to \$2,113,476 in a single year. Drs. Polly and Ausband were also very involved in writing up a \$1.6 million state IMPACT grant, submitted through the Kannapolis City Schools. Since this grant was funded to the school system, it was not included in this report, but is still a major accomplishment for our faculty and the school system.</p>
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III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES FOR 2010-2015

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

The Department will work toward establishing and maintaining an electronic record keeping system to include: Student records, advising materials and all pertinent documentation to improve issues related to access, confidentiality and data integrity.

B. Relationship of goal to next higher reporting unit goal:	College Goal #5 The College of Education will support the success of students through innovative programming and delivery, technology integration, excellent advising and academic services, and enrichment activities.
C. Action plans to achieve goal:	1.1 The faculty will define what student records and advising records will be kept confidential (disposition statements and anecdotal faculty records). 1.2 A faculty committee will work with university to explore options for online advising systems (get a head start on university's 5-year plan). 1.3 The Department will collaborate with COED ITS staff and the UNCC Legal Services to pilot/develop an electronic record keeping system that allows for off-site access to student records and increased confidentiality.
D. Effectiveness measures/methods to assess outcomes/goal attainment:	Faculty feedback survey (maintain integrity of student records; maintain and increase confidentiality)
E. Assessment schedule to assess goal:	Annual survey; Interviews with student advisors, and office staff, and ITS staff
F. Person/group responsible:	Ad-hoc interdepartmental (ITS, legal, department, TEAL, OFE) committee , data maintenance worker
G. Performance outcomes for goal:	<ul style="list-style-type: none"> ▪ Reduced paperwork, traffic in office, increased confidentiality, increased security, more efficient use of office staff time, more efficient use of space
H. Resources Required:	Increased server space, staff training on data entry

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 #2:

The Department will increase graduate enrollments by exploring alternative delivery systems such as distance, online, and hybrid courses.

B. Relationship of goal to next higher reporting unit goal:	COED Goal 5: The College of Education will support the success of students through innovative programming and delivery, technology integration, excellent advising and academic services, and enrichment activities.
C. Action plans to achieve goal:	<p>2.1 Faculty will develop a rationale for what is appropriate for an online course.</p> <p>2.2 Faculty will review course offerings to determine which courses could be transitioned to an online/hybrid format .</p> <p>2.3 Faculty will pilot online/hybrid courses in MAT and M.Ed programs.</p> <p>2.4 Faculty will evaluate effectiveness of online MAT and M.Ed. courses.</p> <p>2.5 The Department will collaborate with CTL to provide faculty with opportunities to increase skills of online/hybrid delivery.</p> <p>2.6 Degree programs will explore opportunities to increase distance offerings either electronically or through face-to-face cohorts.</p> <p>2.7 Faculty and department will work with the Office of Distance Education to develop ways to market online and distance programs to increase enrollments.</p> <p>2.8 Degree programs will continue to explore and implement outreach efforts to regional school districts, at both the undergraduate and graduate levels.</p> <p>2.9 Department will work with appropriate stakeholders (i.e. CMS and other school districts, CMES, research faculty) to study the impact of graduate programs on teacher retention, teacher effectiveness, and student learning.</p>
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> ▪ Evaluate effectiveness of distance courses through student feedback, course evaluations, faculty feedback and discussions ▪ Study the impact of graduate programs on teacher retention, teacher effectiveness, and student learning based on rates of teacher retention, state assessment data, teacher evaluations, and additional data collected from candidates. ▪ Gather data via faculty program reviews
E. Assessment schedule to assess goal:	Each semester
F. Person/group responsible:	Department Chair
G. Performance outcomes for goal:	Increased graduate enrollment
H. Resources	CTL in-services, DE collaboration



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 #3:

The Department will examine appropriate data related to the Ph.D., M.Ed., M.A.T., and G.C.T. and make necessary revisions to programs as needed.

<p>B. Relationship of goal to next higher reporting unit goal:</p>	<p>COED goal #1 The College of Education will graduate highly effective 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 The Department will assist College's efforts to recruit and prepare teacher education candidates in science and mathematics as part of the Science and Mathematics Teacher Imperative.</p> <p>3.2 The Department will assist College's efforts to meet or exceed the teacher education enrollment and graduation targets established for the UNC Charlotte by the UNC General Administration.</p> <p>3.3 The Department will collaborate with the College to develop a plan for tracking and evaluating graduates to determine levels of success in areas of impact on student learning, employment, and professional accomplishment.</p> <p>3.4 The Department will provide timely, efficient, and accurate advising and support to students based on the needs of students and goals of the program.</p> <p>3.5 The Department will increase engagement and support for program graduates working in diverse regional school settings.</p> <p>3.6 The Department will engage in continuous program improvement by examining relevant program data and revising program requirements as appropriate to insure the maintenance of high-quality programs.</p>
<p>D. Effectiveness measures/methods to assess outcomes/goal attainment:</p>	<p>Identify faculty leadership from REEL to work with the College of Education Assessment Committee to collect data (feedback from site-based principals and support staff, OFE, Cooperating Teachers, University Supervisors, TEAL, alumni, and students through surveys, interviews, assessments, and evaluations) to determine effectiveness of the programs in the Department .</p>
<p>E. Assessment schedule to assess goal:</p>	<ul style="list-style-type: none"> ▪ Annually identify areas of concern and develop a plan of action. ▪ Work with stakeholders to establish and continue an ongoing data collection plan (school districts, schools, ISC, OFE, COED faculty). ▪ Annually collect and analyze data. ▪ Make ongoing program revisions as necessary.



F. Person/group responsible:	Department committee
G. Performance outcomes for goal:	Revised programs that better meet the needs of students, schools, communities, and College.
H. Resources Required:	Collaboration with the UNC Charlotte Institute of Social Capital



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

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

The Department will demonstrate a commitment to diversity by developing coursework at all levels related to diversity, as well as develop substantive ways to recruit and retain diverse faculty and students in all programs.

B. Relationship of goal to next higher reporting unit goal:

The College of Education will promote an environment that embraces the benefits of diversity.

C. Action plans to achieve goal:

- 4.1 The department will continue to recruit and retain an excellent diverse faculty
- 4.2 The Department will discuss and implement ways to recruit and retain students from traditionally underrepresented groups
- 4.3 Faculty will seek experts in the field of diversity to provide professional development opportunities, discuss current efforts to address diversity in our teaching, and brainstorm additional ways to infuse diversity into program curricula.
- 4.4 Faculty will increase the capacity of our graduates to respond effectively to diverse student populations.
- 4.5 Faculty will support the Colleges efforts to establish and maintain a Freedom School on the UNC Charlotte campus.



<p>D. Effectiveness measures/methods to assess outcomes/goal attainment:</p>	<ul style="list-style-type: none"> ▪ Assessments of demographic data tables related to diverse faculty and students across time. ▪ Student and faculty retention will also be assessed by examining demographic data across time on an annual basis. ▪ Faculty will set students recruitment goals from underrepresented populations by program and these will be assessed annually. ▪ The Department will seek ways to identify, recruit, and retain qualified faculty members from underrepresented populations by developing a written recruitment/retention plan. ▪ The department will also study the possibility of adding coursework at both the undergraduate and graduate levels related to training teachers in poverty and/or urban schools, and programs will be adjusted, as appropriate, to accommodate these changes. In addition, faculty will provide in-service opportunities to teachers and staff in regional schools on STAR teachers.
<p>E. Assessment schedule to assess goal:</p>	<p>Ongoing</p>
<p>F. Person/group responsible:</p>	<p>The Department Chair will reappoint a REEL Diversity Taskforce, including student representatives, to plan and implement the focus group and draft the plan.</p> <p>The Department will assess progress toward meeting the plan goals at a spring department meeting each year.</p> <p>Collaboration with University programs (multicultural agencies, 49'er-ships) that support underrepresented groups.</p>
<p>G. Performance outcomes for goal:</p>	<p>Increased populations of underrepresented groups in programs as well as faculty hires who are retained.</p>
<p>H. Resources Required:</p>	<p>Collaboration with multicultural agencies on campus.</p>

ANNUAL REPORT	
<p>I. Annual progress assessment of performance outcomes:</p>	



<p>J. Follow-up plan to make changes as a result of assessment findings:</p>	
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III. New Strategic Goals, Action Plans and Performance Outcomes for 2010-2015

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

The Department will demonstrate a commitment to globalization by developing coursework at all levels related to global perspectives.

B. Relationship of goal to next higher reporting unit goal:	COED Goal # 8: 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>5.1 The Department will collaborate with the appropriate individuals as well as College and university committees, specifically the Office of International Programs, to establish as well as expand current international university partnerships.</p> <p>5.2 The Department will continue its efforts with the Longview Foundation Project to incorporate internalization modules into undergraduate coursework.</p> <p>5.3 The Department will seek and provide ongoing professional development opportunities for faculty in the area of globalization to help with the infusion of global activities and awareness.</p> <p>5.4 Faculty will seek and obtain external sources of funding to support student/faculty travel and study abroad.</p>
D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> ▪ Increased participation in programs with an international/ global focus ▪ Increased awareness of global concerns within their coursework (surveys, class assignments, student/faculty travel, increased faculty scholarship aimed at impact of globalization efforts on undergraduate and graduate curriculum.)
E. Assessment schedule to assess goal:	Ongoing; pre-post surveys within courses; international awareness survey in 2100 (pre), then again in student teaching (post), increased number of published research products by faculty as well as faculty/student collaboration.
F. Person/group responsible:	Jack Piel with support from internationalization committee.
G. Performance outcomes for goal:	Increased application of global awareness through teaching, scholarship and service.
H. Resources Required:	Collaboration with international programs university-wide; active participation in college efforts



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 FOR 2010-2015

<p>A. Unit, Dept. or College Goal #6: The Department will work to achieve a distinguished record of scholarship</p>	
<p>B. Relationship of goal to next higher reporting unit goal:</p>	<p>COED GOAL # 2 The College of Education will achieve a distinguished record of research that benefits children, youth, families, communities and schools.</p> <p>College GOAL # 6 The College of Education will support the success of faculty and staff through career development opportunities, mentoring, and access to supportive infrastructure.</p> <p>College Goal # 7: The College of Education will receive external validation of its work through accreditation reviews and increased recognition of its success and impact.</p>
<p>C. Action plans to achieve goal:</p>	<p>6.1 The Department will achieve a distinguished record of scholarship that in terms of both impact and quality rivals records of research extensive universities by continuing to stress the importance of research, encouraging inter-disciplinary studies, and mentoring of junior faculty by senior faculty.</p> <p>6.2 The Department will seek ongoing professional development opportunities to help faculty locate appropriate external funding opportunities and assist with the application process.</p> <p>6.3 The Department will identify major research themes or pressing importance to children, families and schools, and develop an action plan to secure funding to support faculty and student research agendas.</p> <p>6.4 Program area faculty will promote and value student research and collaborative faculty-student research.</p> <p>6.5 The Department will support the College in efforts to move toward national rankings of excellent graduate and undergraduate programs.</p>
<p>D. Effectiveness measures/methods to assess outcomes/goal attainment:</p>	<ul style="list-style-type: none"> ▪ Number of publications/presentations within the department ▪ Number of grants applied for and funded
<p>E. Assessment schedule to assess</p>	<p>Annually via Faculty Annual Reviews</p>



goal:	
F. Person/group responsible:	Department Chair and individual faculty members
G. Performance outcomes for goal:	Annual reports, RPT and post tenure dossiers, graduate faculty appointment reviews
H. Resources Required:	No additional 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

<p>A. Unit, Dept. or College Goal #7: The department will develop highly-qualified school professionals who are valued by prospective employers for their ability to organize classrooms, reflect global perspectives, respond to diversity, and use differentiated instructional strategies effectively.</p>	
<p>B. Relationship of goal to next higher reporting unit goal:</p>	<p>COED Goal #1: The College of Education will graduate highly effective 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>7.1 The Department will continue to support high quality graduate routes to elementary education licensure for second career professionals, and seek stable funding to maintain these initiatives 7.2 Department will work with appropriate stakeholders to study the impact of undergraduate and graduate programs on teacher retention, teacher effectiveness, and student learning. 7.3 Department will respond to increased demand for excellent teachers in NC public schools. 7.4 Department will increase engagement and support for program graduates working in regional school settings.</p>
<p>D. Effectiveness measures/methods to assess outcomes/goal attainment:</p>	<ul style="list-style-type: none"> ▪ Study the impact of undergraduate and graduate programs on teacher retention, teacher effectiveness, and student learning based on rates of teacher retention, state assessment data, teacher evaluations, and additional data collected from candidates.
<p>E. Assessment schedule to assess goal:</p>	<p>Yearly</p>
<p>F. Person/group responsible:</p>	<p>Chair and REEL Strategic Plan Committee</p>
<p>G. Performance outcomes for goal:</p>	<p>Evaluate data to determine effectiveness of programs and use findings to revise programs appropriately.</p>
<p>H. Resources Required:</p>	<p>No additional resources required.</p>

ANNUAL REPORT

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