



**UNC CHARLOTTE**  
**2015-2020 Strategic Plan Template**

**College of Education**

**I. EXECUTIVE SUMMARY**

1-2 pages

<p>A. Mission and goals:</p>	<p>The vision of the College of Education is to be a leader in educational equity* through excellence and engagement.</p> <p>The mission 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.</p> <p>* <b>Educational equity</b> is a measure of achievement, fairness, and opportunity in education. It is dependent on both fairness and inclusion. It should not be confused with educational equality. Equity recognizes that some are at a larger disadvantage and aims at compensating for an uneven playing field, whereas equality indicates the same for everyone, despite advantages some may already have.</p>
<p>B. Summary of process used to develop unit goals:</p>	<ol style="list-style-type: none"> <li>a. Goals from Academic Affairs were sent to all faculty and staff in College of Education and discussed at a College faculty meeting</li> <li>b. Six task forces were formed to focus on five goals; one task force designated to review draft and summarize feedback</li> <li>c. Key documents were provided to College faculty and staff: Current strategic plan, data on programs and the College, articles on strategic planning, and more; all documents uploaded on website for faculty and staff to review for a period before brainstorming open forums</li> <li>d. All task forces met in open forums for half a day to brainstorm new goals, actions, and metrics for measuring</li> <li>e. Two additional open forums were held for all faculty to participate and contribute to multiple sections of the new plan</li> <li>f. The dean took all ideas from group and drafted an initial plan</li> <li>g. First draft of plan was sent to the review task force for prioritizing, adding, and questioning content</li> <li>h. The College Leadership Council provided feedback on first draft</li> <li>i. The dean took feedback and created a second draft</li> <li>j. The second draft was sent to entire faculty for second review (March 16, 2015)</li> <li>k. Two more open forums scheduled for input (March 18, 20)</li> <li>l. On-line anonymous survey provided an additional opportunity for feedback (March 16-March 23)</li> <li>m. The third draft written by the dean and reviewed jointly by the dean and the associate deans for alignment, collapsing of actions, and prioritization</li> <li>n. The third draft was sent to the university assessment coordinator and provost (March 27)</li> <li>o. The three deans revised the document after much prioritization and a fourth draft was sent to the provost (April 15)</li> <li>p. Provost provided feedback</li> <li>q. Final draft written (May, 2015)</li> </ol>
<p>C. Summary of major goals in strategic plan:</p>	<p>Goal #1: The College of Education's <i>undergraduate and pre-service teacher preparation programs</i> will produce highly effective and engaged professionals for all</p>



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	<p>settings, including urban and high needs areas.</p> <p>Goal #2: To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs of <i>graduate education</i> (MEd, EdD, PhD) that span the disciplines.</p> <p>Goal #3: The College of Education will expand the frontiers of knowledge and leverage discovery for the public benefit through innovative <i>programs of research</i> that span the disciplines.</p> <p>Goal #4: The College of Education will <i>engage community partners</i> in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region.</p> <p>Goal #5: The College of Education will <i>increase visibility and connectedness</i> within the College of Education and across communities.</p>
<p>D. Summary of new resources required to achieve new goals:</p>	<p><u>New Positions:</u>          \$65K Permanent recruiter (done)          \$55K Data manager          \$75K Community liaison (done)</p> <p><u>Annual Funds:</u>          \$60K Annual funds for faculty/staff professional development          \$15-60K Annual funds for Faculty Fellows program for release of teaching          \$25K Annual funds for Ludwisburg program          \$20K Annual funds for speaker series</p> <p><u>One-Time Funds:</u>          \$30K One-time funds for doctoral program reviews</p> <p><u>Development Goals (some examples):</u>          \$1.5M Reading clinic          \$5M Teaching Scholars program          \$100K New Teacher Support program          \$100K Urban Education initiative          \$100K Veterans initiative          \$100K Language Education initiative</p>



1-2 pages

<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>	<p><u>Challenges the College Faces:</u></p> <ul style="list-style-type: none"> <li>a. Transition to and implementation of new Council for the Accreditation of Educator Preparation (<i>CAEP</i>) standards which will require higher levels of rigor, the development of new data systems, deeper and richer clinical experiences for candidates, etc.</li> <li>b. Develop systems to effectively respond to <i>The UNC Board of Governor's Recommendations</i> for Teacher and School Leader Quality including: 1) ensure greater public accountability through development of a UNC teacher quality dashboard to monitor and measure teacher education programs; 2) Create a structure for better assuring effective communication and collaboration about educator preparation among Colleges of Education and Arts &amp; Sciences as a shared responsibility; 3) Strengthen and align partnerships between the college of education and P-12 schools to achieve meaningful and mutually beneficial collaboration; 4) Improve teacher preparation through expanding high-quality, clinical practice, using research-based evidence to guide measurable improvement in teacher prep programs, and linking candidate performance with valid and reliable performance assessments that are data and evidenced-based; 5) Improve selection process and entry criteria for principal preparation programs and scale best practices in evidence-based models for school leadership prep and development; 6) Strengthen recruitment and selection criteria for prospective teacher candidates through establishing a public-private teacher scholarship program, supporting a pay differential for public school teachers with advanced degrees who are teaching in high need subject areas and schools, developing campus-based recruitment plans that reflect market research and regional school district needs; and 7) Improve support for early-career teachers by adopting and expanding the NC New Teacher Support Program (NC NTSP) statewide.</li> <li>c. <i>The state financial/political crisis</i> has led to fewer resources, larger class sizes, increased teaching loads, fewer electives, and fewer graduate assistants to support faculty instruction/research. Sustaining excellence through a period of diminished resources continues to be a big challenge for the next five years.</li> <li>d. <i>Educator pay</i>, particularly teacher pay is an inhibitor for recruitment and retention of teacher candidates. Early career pay inhibits recruitment efforts, and the inadequacy of funding for career teacher raises inhibit the retention of teachers in the classroom. Compounding this is the new state policy eliminating salary increases for teachers who obtain a masters degree.</li> <li>e. Policy discussions on new ways to structure teacher pay, with an emphasis on teacher performance have implications for the <i>role/value of advanced degrees for teachers</i>. 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>f. Maintaining the quality of program and course instruction and rapport with</li> </ul>



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students as the number of *online education* (ranging from hybrid to fully online) grows in the context of a traditional degree program.

- g. *Fostering student success* in tandem with the expectations set forth by the UNC General Administration and the campus metrics to support timely progress to degree for all students, including native and transfers.
- h. The doctoral programs in the College of Education, which are growing in effectiveness and reputation, are facing the barrier of *non-competitive recruitment packages for graduate students*. Substantially more assistantships and tuition grants (GASP) are needed to respond to the increasingly excellent applicant pool.
- i. *Sustaining strong existing partnerships* for the College of Education that require resources, such as with Freedom Schools, Teach for America, and Professional Development Schools. Developing partnerships with the new Charlotte-Mecklenburg Schools Early College High School which is on the UNC Charlotte campus and provides many new and productive possibilities for education teacher and leader candidates and faculty, particularly in the areas of STEM education.
- j. 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.
- k. *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 interpretations by those who support non-university-based teacher recruitment and preparation.
- l. *The expectation that UNC Charlotte faculty teach five courses per year* (as a standard or default) has meant some faculty in the College of Education will have to increase their teaching load; currently, the majority of tenured faculty teach four courses per year as their base load.

### Opportunities for the College 2015-2020

- a. *New Leadership*: With the dean beginning her third year, 4 of 5 department chairs newly appointed, (possibly) a new community liaison, a new director of research office, and many new faculty, there is an opportunity to leverage practices from outside the university to bring in new ideas.
- b. *Strong stability and historical knowledge*: With some members of the Leadership Council and many faculty having long histories in the College, we can leverage deep content knowledge about what works in best in the College and who across the university to draw in to collaborate.
- c. *Award-winning teachers and scholars*: The College of Education boasts incredible talent in teaching, research, grant attainment, engagement with the community, and more. The faculty are the College's best resource and opportunity for innovation, facing difficult challenges, and quality work.
- d. *Strong community presence* of some members of the College on key



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	<p>community initiatives (e.g., Charlotte Bilingual Preschool, Read Charlotte) can be leveraged to enhance both community and College programs and initiatives.</p> <p>e. <i>State policy changes</i> can help us think in innovative ways to develop new programs.</p> <p>f. <i>Strong collaborative Colleges at UNC Charlotte</i> all have faculty interested in K-12 education and can be tapped for possible new interdisciplinary programs or initiatives.</p>
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### III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES FOR 2015-2020

A. Unit, Dept. or College Goal #1: The College of Education's undergraduate and pre-service teacher preparation programs will produce highly effective and engaged professionals for all settings, including urban and high needs areas.

B. Relationship of goal to next higher reporting unit goal:	ACADEMIC AFFAIRS: Goal 1: To educate a diverse student body through integrated academic experiences that positions graduates for personal success and civic responsibility in the global environment of the 21 <sup>st</sup> century.
C. Action plans to achieve goal:	<p><b>1. The College of Education will conduct a review of all undergraduate and initial licensure programs to: a) reflect new vision for the College, b) meet all new accreditation standards, and c) reflect civic responsibility in a global environment. Specific initiatives may include:</b></p> <p>a. Create a College Council for Accreditation for Educator Preparation (CAEP) Committee (CCC) to review all teacher (and leader) preparation programs, including all clinical and internship placements, against new CAEP standards, and revise programs as needed:</p> <ul style="list-style-type: none"> <li>i. Design and implement a plan to meet standard on pedagogical and content knowledge (Standard 1), including consideration of edTPA knowledge, skills, practice, and overall preparation in initial licensure programs.</li> <li>ii. Design and implement a plan to meet standard on clinical partnerships (Standard 2), including a review of all Professional Development School structures and practices.</li> <li>iii. Design and implement a plan to meet standard on candidate quality and recruitment (Standard 3).</li> <li>iv. Design and implement a plan to meet standard on program impact (Standard 4).</li> <li>v. Design and implement a plan to meet standard on program and provider quality assurance and continuous improvement (Standard 5).</li> <li>vi. Design and implement a plan for the CAEP pathway to accreditation (e.g., Transformative Initiative) that will guide the accreditation review for 2020.</li> </ul> <p>b. Review and revise all programs to reflect new vision for the College of equity through excellence and engagement within the context of our Conceptual Framework (e.g., inclusion of diversity topics and practices, service-learning projects, global and intercultural competencies, education abroad opportunities).</p>



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- c. Increase enrollment in shortage and high needs areas (e.g., middle grades education, special education, STEM, Foreign Language teachers, TESL) through recruitment, re-design of programs, feasibility studies of low enrollment programs, and by launching new community-based programs to prepare teachers.
- d. Implement Student Success initiatives (e.g., use SSB platform and Starfish to enhance advising practices, provide appropriate testing support to pass licensure exams, promote student knowledge transfer in critical thinking and written communication).

### **2. The College of Education will strengthen partnerships with schools and other agencies for the enhancement of programs:**

- a. Create structures to gain consistent and regular input and feedback from community stakeholders regarding educator preparation programs:
  - i. Survey all stakeholders (e.g., schools, Southwest Alliance district superintendents, TFA, MeckEd, Communities in Schools, Greater Enrichment Project, Discovery Place) for feedback on our educator preparation programs.
  - ii. Establish a P-12/IHE advisory board focused on issues of P-12 and IHE collaboration to create on-going and regular conversations on how we best serve each other and work together to meet the needs of learners.
- b. Enrich current partnerships and establish new partnerships to reflect community views to enhance program effectiveness:
  - i. Hold Teacher-to-Teacher conferences annually to support P12 partners in providing affordable and meaningful professional development opportunities.
  - ii. Explore and develop revised models of clinical and student teaching experiences that engage in deeper partnerships with P12 partners (e.g., extended placements in single sites, co-teaching models, etc.).
  - iii. Extend partnerships with C-STEM and develop new external partnerships with STEM providers (e.g., Discovery Place and Project Scientist) to enhance STEM learning in our programs and in the community.
  - iv. Partner with Regional Educational Laboratory (REL), a U.S Department of Education-funded agency for the enhancement of programs, as appropriate (e.g., Principal Effectiveness initiative, Read Charlotte initiative).

### **3. The College of Education will provide professional development opportunities for faculty and staff that will advance College programs:**

- a. Provide intensive professional development for faculty and staff on topics essential to program and student success (e.g., Council for Accreditation for Educator Preparation (CAEP) standards for all faculty involved in educator preparation, EdTPA, the primary assessment tool for teacher preparation, student success initiatives, Prospect for Success, strengthening working relationships, community related goals such as Read Charlotte).
- b. Provide opportunities for faculty professional development around diversity (e.g., encourage more faculty participation in Office of International Programs (OIP) events and initiatives (e.g., International Coffee Hour,





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International Women's Day, Muslim Women's Night, International Festival) and encourage and increase the number of faculty women and faculty of color who participate in a sustained way in the Ludwisburg program).

- c. Hold a forum on data related to teacher and leader preparation programs (e.g., data from UNC-GA data, NCTQ, SLO) for COED, CLAS and A&A faculty involved in teacher preparation to share program successes and areas for improvement.
- d. Establish a Faculty Fellows Program in the College that will provide leadership opportunities for faculty members in areas of teaching, engagement, diversity, and other areas as needed. For example, the College may:
  - i. Name a Diversity Faculty Fellow to oversee, monitor, develop, and (at times) provide equity, diversity and global initiatives for the College, including curriculum revision and recruiting a diverse workforce and student population for the College.
  - ii. Name a Teaching Faculty Fellow who will work with other faculty members on the improvement of teaching.
  - iii. Name at least one Engagement Faculty Fellow who will create an intensive, high impact community project that reflects the College vision and mission. (See Goal #4)

#### **4. The College of Education will launch new initiatives that link programs to community needs (see Goal #4 for more on this). For example:**

- a. Design, develop, and seek funding for a reading clinic to support reading teacher preparation and professional development at UNC Charlotte and in the community.
- b. Design a speaker series related to issues of educational equity.
- c. Explore funding for and develop a Teaching Scholars program for high needs areas. (e.g. Special Education, STEM)
- d. Offer technical assistance to agencies related to addictions counseling

#### **5. The College of Education will be at the forefront of the digital revolution in education.**

- a. Create a task force to explore changes likely to occur due to the increased use of digital resources in education with respect to curricular innovation, data use in classrooms, online professional development, meet individual needs.
- b. Develop a task force to explore research on cutting edge technological advances (with colleagues from Computing and Informatics, as appropriate). Establish relationships with corporate partners (such as those building technological education innovations) to promote effective ways to work across disciplines and skills (informatics, engineering, visual design, scientists, data analysts etc.)
- c. Create incentives for faculty and research staff to partner with corporations to bring digital education innovation to scale
- d. Use crowd-sourcing to build up and share the work of the College by using twitter, Facebook and other social media to build a cadre of our graduates who share in the College's efforts and successes.
- e. Increase access to and integration of technology within and across department boundaries that supports teaching and learning through:



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	<ul style="list-style-type: none"> <li>i. Increased funding to improve technology infrastructure.</li> <li>ii. Professional development for faculty and staff to support teaching, research and service, including training sessions in using online assessment systems.</li> <li>iii. New state-of-the-art technology teaching and integration classroom space consistent with technology trends in k-12 education and higher education.</li> </ul>
<p>D. Effectiveness measures/methods to assess outcomes/goal attainment:</p>	<p><b>1. The College of Education will review all undergraduate programs to: a) reflect new vision for the College, b) meet all new accreditation standards, and c) reflect civic responsibility in a global environment. Specific actions under this plan include:</b></p> <ul style="list-style-type: none"> <li>a. College Council for Accreditation for Educator Preparation (CAEP) Committee (CCC) Report</li> <li>b. College of Education Annual Report</li> <li>c. IHE Report</li> </ul> <p><b>2. The College of Education will strengthen partnerships with schools and other agencies for the enhancement of programs:</b></p> <ul style="list-style-type: none"> <li>a. Community survey results</li> <li>b. OEO Annual Report</li> <li>c. Institution of Higher Education (IHE) Report</li> <li>d. College of Education Annual Report</li> <li>e. P-12/IHE Advisory Board Meeting Minutes</li> <li>f. Partnership agreement with Regional Educational Laboratory (REL)</li> </ul> <p><b>3. The College of Education will provide professional development opportunities for faculty and staff related to programs:</b></p> <ul style="list-style-type: none"> <li>a. College of Education Annual Report</li> <li>b. Office of Educational Outreach Annual Report</li> </ul> <p><b>4. The College of Education will launch new initiatives that link programs to community needs:</b></p> <ul style="list-style-type: none"> <li>a. College of Education Annual Report</li> </ul> <p><b>5. The College of Education will be at the forefront of the digital revolution in education.</b></p> <ul style="list-style-type: none"> <li>a. College of Education Annual Report</li> <li>b. Information Technology Advisory Committee meeting minutes</li> </ul>
<p>E. Assessment schedule to assess goal:</p>	<p>Annually</p>
<p>F. Person/group responsible:</p>	<ul style="list-style-type: none"> <li>a. College Council for Accreditation for Educator Preparation (CAEP) Committee (CCC)</li> <li>b. Dean</li> </ul>





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	<ul style="list-style-type: none"> <li>c. Senior Associate Dean</li> <li>d. Program directors and faculty</li> <li>e. Director of Educational Outreach</li> <li>f. Director of Accreditation and Continuous Improvement</li> <li>g. Recruiter</li> <li>h. Director of the Center for STEM Education</li> <li>i. Development Officer</li> <li>j. Associate Dean for Research and Graduate Programs</li> <li>k. Faculty Fellows when identified</li> </ul>
<p>G. Performance outcomes for goal:</p>	<p><b>1. The College of Education will conduct a review all undergraduate and pre-service teacher preparation programs to: a) reflect new vision for the College, b) meet all new accreditation standards, and c) reflect civic responsibility in a global environment. Specific actions under this plan include:</b></p> <ul style="list-style-type: none"> <li>a. CAEP accreditation in 2020</li> <li>b. All programs will reflect the new vision, CAEP standards, civic and global responsibilities</li> <li>c. 10% enrollment increase in high needs areas across the five-year period</li> <li>d. 10% increase in student retention, progression, and time to graduation across the five-year period</li> <li>e. 10% increase in number of students with internship experiences in diverse settings</li> <li>f. 10% increase in number of students participating in global or study abroad experiences</li> </ul> <p><b>2. The College of Education will strengthen partnerships with schools and other agencies for the enhancement of programs:</b></p> <ul style="list-style-type: none"> <li>a. All programs reflect community input and involvement</li> <li>b. Documentation of all community engagement (see goal 4)</li> </ul> <p><b>3. The College of Education will provide professional development opportunities for faculty and staff related to programs:</b></p> <ul style="list-style-type: none"> <li>a. Annual increase in the number of faculty who participate in professional development provided by the College of Education and/or the university</li> <li>b. Criteria and rubric for application to faculty fellows program (year 1); multiple applicants for each position (years 2-5)</li> </ul> <p><b>4. The College of Education will launch new initiatives that link programs to community needs:</b></p> <ul style="list-style-type: none"> <li>a. Research or evaluation on new initiative indicates high impact of the work <b>(see Ellen’s outcomes – Goal 4)</b></li> </ul> <p><b>5. The College of Education will be at the forefront of the digital revolution in education.</b></p> <ul style="list-style-type: none"> <li>a. Taskforce will be representative of all units and departments in the College of Education</li> <li>b. The College of Education will establish new internal and external partners</li> </ul>



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	<p>for technology advancement</p> <ul style="list-style-type: none"> <li>c. Increase in number of people we reach and engage with via social media (return on investment ROI)</li> <li>d. Increase in number of new projects/initiatives related to technology in the College of Education</li> </ul>
<p>H. Resources Required:</p>	<p><b>Primary Action 1:</b></p> <p>To accomplish all tasks under #1 Primary Action, we need the following new resources:</p> <ul style="list-style-type: none"> <li>1. A permanent recruitment officer</li> <li>2. A permanent data manager</li> </ul> <p><b>Primary Action 2:</b></p> <p>To accomplish all tasks under #2 Primary Action, we need the following new resources:</p> <ul style="list-style-type: none"> <li>1. A permanent community liaison</li> </ul> <p><b>Primary Action 3:</b></p> <p>To accomplish all tasks under #4 Primary Action, we need the following new resources:</p> <ul style="list-style-type: none"> <li>1. Approximately \$60K annually for professional development for faculty and staff</li> <li>2. Funds to replace faculty with reduced teaching load for Faculty Fellows positions (\$15K-\$60K annually)</li> <li>3. Bi-annual funding for Ludwigsburg program (\$25K)</li> </ul> <p><b>Primary Action 4:</b></p> <p>To accomplish all tasks under #4 Primary Action, we need the following new resources:</p> <ul style="list-style-type: none"> <li>1. Approximately \$6M in new gifts</li> <li>2. \$20K in state money for speaker series</li> </ul>

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>	



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

A. Unit, Dept. or College Goal #2: Expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs of graduate education (MEd, EdD, PhD) that span the disciplines.

<p>B. Relationship of goal to next higher reporting unit goal:</p>	<p>ACADEMIC AFFAIRS: Goal 2: To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs of research, creative activities, and graduate education that span the disciplines.</p>
<p>C. Action plans to achieve goal:</p>	<p><b>1. The College of Education will develop and maintain nationally recognized, competitive, and innovative graduate programs. Specific initiatives may include:</b></p> <ul style="list-style-type: none"> <li>a. Launch new programs or program strands (e.g., PhD program in Educational Research, Measurement, and Evaluation; Higher Education concentration of EdD program; MEd in Middle/Secondary in Union/Stanly counties; MEd in Urban Education)</li> <li>b. Conduct thorough reviews of all doctoral programs (e.g., external reviews of PhD in Counselor Education, PhD in Curriculum and Instruction; internal reviews of EdD in Educational Leadership and PhD in Special Education)</li> <li>c. Reestablish the doctoral council (advisory group) to monitor and revise doctoral programs, involve more faculty in doctoral mentoring, revise responsibilities of graduate program directors, revisit pay and reduced teaching structures to match work load of directors, and monitor work of program directors</li> </ul> <p><b>2. The College will increase enrollment of quality graduate candidates through effective and comprehensive efforts in the recruitment, marketing, and branding of graduate programs. Specific initiatives may include:</b></p> <ul style="list-style-type: none"> <li>a. Assess needs/interests of constituencies throughout the nation for current and proposed graduate programs and certificates offered by the College</li> <li>b. Using data identified in the 2014 Eduventures Graduate Enrollment Strategic Planning Report and the Graduate Enrollment Management (GEM) plan outlined in the Graduate School's 2015-2020 Strategic Plan, we will initiate new recruitment/marketing strategies of graduate programs (e.g., "Early Entry" program; increase the amount/quality of electronic advertising of programs; identify potential feeder schools/programs; leverage UNC Charlotte events for recruitment/showcasing of graduate programs)</li> <li>c. Expand graduate certificate options or new concentrations of current programs (e.g., Business Education/Nonprofit Leadership, Big Data Education, Health Education).</li> <li>d. Review distance education sites for appropriate graduate learning environments and develop new ones as needed</li> </ul> <p><b>3. The College will enhance the graduate experience for our students through financial support, mentorship opportunities, teaching experiences, and research. Specific initiatives may include:</b></p>



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	<ul style="list-style-type: none"><li>a. Working closely with the Graduate School’s Center for Graduate Life, help graduate students identify and procure financial support (e.g., identify untapped funding streams for graduate students; seek additional graduate student assistantships and re-distribute existing ones)</li><li>b. Provide graduate student development/mentorship opportunities (e.g., seminars/colloquia that promote intellectual/professional development; targeted assistance for struggling students; career development experiences for Principal Fellows and other groups of students)</li><li>c. Where appropriate, allow student involvement in course development/teaching activities (e.g., provide opportunities for students pursuing careers in higher education to engage in curriculum/pedagogy training and application)</li><li>d. Increase opportunities for graduate students to engage in meaningful research (e.g., link students with faculty on research topics of mutual interest; allow opportunities for faculty-student presentations and publications)</li></ul> <p><b>4. The College of Education will provide the appropriate professional development for faculty to enhance graduate programs. Specific initiatives may include:</b></p> <ul style="list-style-type: none"><li>a. Maximize faculty use of local resources designed to enhance understanding and support of graduate programs (i.e., participation in College Graduate Program Director meetings; knowledge of Graduate School’s Center for Graduate Life workshops)</li><li>b. Invite external entities/organizations to campus to engage faculty in developmental opportunities (e.g., sponsor a forum to explore UNC-GA and Institutional Research data on graduate programs; host internationally-acclaimed speakers to inform faculty on topics related to high quality graduate programs; identify graduate program best practices program features from top-ranked programs in country)</li></ul>
<p>C. Effectiveness measures/methods to assess outcomes/goal attainment:</p>	<p><b>Action 1. The College of Education will develop and maintain nationally recognized, competitive, and innovative graduate programs.</b></p> <ul style="list-style-type: none"><li>a. Completion/submission of appropriate appendices/documents to UNC-GA and SACS to gain approval to plan/establish the new programs or concentrations</li><li>b. Evidence that all doctoral programs have been reviewed and revised, as necessary</li><li>c. Agendas/minutes of faculty governance committee meetings that reflect progress on efforts to create nationally recognized, competitive, and innovative graduate programs</li><li>d. Number of graduate programs receiving local, regional, or national recognition</li></ul> <p><b>Action 2. The College will increase enrollment of quality graduate candidates through effective and comprehensive efforts in the recruitment, marketing, and branding of graduate programs.</b></p> <ul style="list-style-type: none"><li>a. Recruitment and retention data collected on graduate programs</li></ul>



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	<ul style="list-style-type: none"> <li>b. Quantities of candidate admissions and program completers, especially in the high need fields of mathematics, science, technology, special education, and middle grades education</li> <li>c. Evidence of effectiveness/impact of College program completers in local, regional, national, and international organizations/agencies</li> </ul> <p><b>Action 3. The College will enhance the graduate experience for our students through financial support, mentorship opportunities, teaching experiences, and research projects.</b></p> <ul style="list-style-type: none"> <li>a. Satisfaction data collected through surveys administered to completers of our graduate programs</li> <li>b. Number of support services (e.g., financial, mentoring, teaching, research) designed to enhance the educational experience of graduate students</li> <li>c. Number of participants participating in financial, mentoring, teaching, and research support services</li> </ul> <p><b>Action 4. The College of Education will provide the appropriate professional development for faculty to enhance graduate programs.</b></p> <ul style="list-style-type: none"> <li>a. Professional development activities included in meetings/workshops of the College Masters-level Graduate Program Directors and the Doctoral Council</li> <li>b. Number of professional development opportunities offered by the University's Center of Teaching and Learning attended by faculty involved in graduate student development</li> </ul>
<p>E. Assessment schedule to assess goal:</p>	<p>Semi-annual formative assessment; Annual summative assessment</p>
<p>F. Person/group responsible:</p>	<p>Associate Dean for Research and Graduate Programs; Department Chairs; Graduate Program Directors</p>
<p>G. Performance outcomes for goal:</p>	<p><b>Action 1. The College of Education will develop and maintain nationally recognized, competitive, and innovative graduate programs.</b></p> <ul style="list-style-type: none"> <li>a. New programs or program strands (e.g., PhD program in Educational Research, Measurement, and Evaluation; Higher Education concentration of EdD program; MEd in Middle/Secondary in Union/Stanly counties; MEd in Urban Education) are developed and approved by SACS and UNC-GA; projected enrollment goals are attained</li> <li>b. Reviews of doctoral programs (e.g., external reviews of PhD in Counselor Education, PhD in Curriculum and Instruction; internal reviews of EdD in Educational Leadership and PhD in Special Education) are completed; recommended improvements are incorporated into programs</li> <li>c. Doctoral Council is reconstituted and meets regularly to discuss and act upon issues of common concern and interest with resulting 10% increases in enrollment in doctoral programs, 10% increases in number of student publications across five years, and 10% increases in number of faculty involved in doctoral mentoring across the five years</li> <li>d. Graduate Program Director responsibilities are defined and GPD</li> </ul>



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performance regarding those responsibilities is evaluated annually by department chairs; GPD pay is increased per availability of funds

**Action 2. The College will increase enrollment of quality graduate candidates through effective and comprehensive efforts in the recruitment, marketing, and branding of graduate programs.**

- a. An audit of constituency needs for new graduate programs and certificates is completed
- b. New student-friendly, high quality, and innovative graduate certificate options or concentrations of current programs are operationalized based on the audit of constituency needs
- c. New recruitment/marketing strategies are implemented using data provided by Eduventures, Academic Affairs, and UNC-GA
- d. Feeder programs are identified with opportunities developed for those programs to become involved in UNC Charlotte events

**Action 3. The College will enhance the graduate experience for our students through financial support, mentorship opportunities, teaching experiences, and research projects.**

- a. New funding streams for graduate students are procured and additional/re-distributed graduate student assistantship positions are attained
- b. Plans by which to ensure that students receive appropriate programmatic and professional guidance are developed and implemented by all programs
- c. Opportunities for students pursuing careers in higher education to engage in curriculum/pedagogy training and application are created
- d. Opportunities for students to engage in meaningful research (e.g., students working with faculty on research topics of mutual interest and faculty-student presentations and publications) are realized with at least a 5% increase in student publications across the five years
- e. Resources offered by the University’s Center of Teaching and Learning, Writing Center, and Center for Graduate Life are capitalized upon, as appropriate, by selected students
- f. The Graduate School’s table (below) for projecting graduate enrollment increases in years 2019-2020 and 2024-2045 is completed and monitored regularly for compliance.

**2019-2020 Goals      2024-2025 Goals**

Program Name	Level	Low	Target	High	Low	Target	High

**Action 4. The College of Education will provide the appropriate professional development for faculty to enhance graduate programs.**

- a. Faculty use of local resources designed to enhance understanding and support of graduate programs (e.g., participation in College Graduate Program Director meetings; involvement in Graduate School’s Center for



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	<p>Graduate Life workshops) increases by 10% across five years</p> <p>b. College faculty engage in developmental opportunities (e.g., a forum to explore UNC-GA and Institutional Research data on graduate programs; a speaker series to examine topics related to high quality graduate programs; presentations of “best practices” of top-ranked graduate programs in country) offered by nationally and internationally-recognized external entities/organizations</p>
H. Resources Required:	<p>\$30K for doctoral program reviews;            \$30K in advertising/marketing/recruiting;            \$20K for speaker and workshop events;            Permanent position for education recruiter;            Additional graduate assistantships and GASP allocations;            Funds to replace faculty with reduced teaching load for Faculty Fellows positions (\$15K-\$60K annually)</p>

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 #3: The College of Education will expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs of research that span the disciplines.</p>	

B. Relationship of goal to next higher reporting unit goal:	<p>ACADEMIC AFFAIRS: To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs of research, creative activities, and graduate education that span the disciplines</p>
C. Action plans to achieve goal:	<p><b>1. The College of Education will increase both quantity and quality of scholarly productivity. Specific initiatives may include:</b></p> <ul style="list-style-type: none"> <li>a. Increase faculty awareness of and participation in research-related professional development opportunities in the College, University, and beyond (e.g., through research symposia, newsletters, Project Mosaic, Office of Research Development and Management, professional organizations)</li> <li>b. Ensure that College reappointment, promotion, and tenure procedures and documents reflect faculty research efforts in the variety of inquiry traditions (e.g., quantitative, qualitative, teaching/engagement traditions)</li> <li>c. Ensure experienced faculty members work with less experienced faculty</li> </ul>





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	<p>members on scholarly activities (e.g., department faculty mentors; Project Mosaic’s grant mentoring program; Center for Educational Measurement and Evaluation’s support of faculty research and evaluation activities)</p> <p><b>2. The College will increase the amount of external funding. Specific initiatives may include:</b></p> <ul style="list-style-type: none"> <li>a. Develop activities to inform, encourage, and support participation of faculty in the pursuit of external funding (e.g., disseminate information about potential funders; involve faculty in University grant-writing workshops; encourage faculty participation in Project Mosaic initiatives; provide opportunities/incentives for experienced faculty and less experienced faculty to collaborate; foster interdisciplinary relationships with faculty within the College and across the University)</li> </ul> <p><b>3. The College will increase student engagement in its research-related activities. Specific initiatives may include:</b></p> <ul style="list-style-type: none"> <li>a. Ensure multiple opportunities for students to become involved and proficient in research (e.g., support student involvement in on- and off-campus research-related symposia and workshops; encourage undergraduates to become involved in the Honors program)</li> <li>b. Incorporate more research courses in programs and infuse more research-related activities within existing courses</li> </ul> <p><b>4. The College will increase the Center for Educational Measurement and Evaluation (CEME)’s assistance on research design and statistical analyses in support of faculty and graduate students. Specific initiatives may include:</b></p> <ul style="list-style-type: none"> <li>a. Seek additional resources to support accomplishment of CEME’s mission (e.g., office space in which to work; incentives for faculty involvement in CEME activities; internships for students pursuing PhD in ERME)</li> <li>c. Create a system whereby all College faculty have the opportunity to become “affiliates” of the CEME and thereby engage in selected research, measurement, and evaluation activities for which they are qualified</li> <li>d. Develop a system whereby opportunities for CEME involvement in research, measurement, and evaluation activities are examined to determine relevance to CEME’s mission</li> </ul>
<p>C. Effectiveness measures/methods to assess outcomes/goal attainment:</p>	<p><b>Action 1. The College of Education will increase both quantity and quality of scholarly productivity.</b></p> <ul style="list-style-type: none"> <li>a. Number of faculty involved in professional development opportunities of the College, University, and professional organizations</li> <li>b. Annual list of published journal articles, book chapters, and books, aggregated from faculty annual reports</li> <li>c. Evidence of impact of College of Education scholarly activities (e.g.,</li> </ul>



## UNC CHARLOTTE

	<p>citations, awards, replication efforts, field-based applications)</p> <p><b>Action 2. The College will increase the amount of external funding.</b></p> <ul style="list-style-type: none"> <li>a. Number of research teams/research collaborations established within and beyond the College of Education</li> <li>b. Annual tabulation of grant proposals, grant awards, and number of faculty engaged in grant submissions</li> </ul> <p><b>Action 3. The College will increase student engagement in its research-related activities.</b></p> <ul style="list-style-type: none"> <li>a. Number of students involved in research-related professional activities (e.g., conferences, symposia, research competitions)</li> <li>b. Number and quality of scholarly publications and presentations by students</li> <li>c. Reports of Department Chairs and Doctoral Graduate Program Directors regarding inclusion of research courses and requirements in the doctoral programs</li> </ul> <p><b>Action 4. The College will increase the Center for Educational Measurement and Evaluation (CEME)'s assistance on research design and statistical analyses in support of faculty and graduate students.</b></p> <ul style="list-style-type: none"> <li>a. Number of College faculty designated "affiliates" of the CEME and engaged in research, measurement, and evaluation activities for which they are qualified.</li> <li>b. Number of faculty and graduate students benefiting from CEME support in research design and statistical analyses.</li> </ul>
<p>E. Assessment schedule to assess goal:</p>	<p>Semi-annual formative assessment; Annual summative assessment</p>
<p>F. Person/group responsible:</p>	<p>Associate Dean for Research and Graduate Studies; Department Chairs; Director of the Center for Educational Measurement and Evaluation</p>
<p>G. Performance outcomes for goal:</p>	<p><b>Action 1. The College of Education will increase both quantity and quality of scholarly productivity.</b></p> <ul style="list-style-type: none"> <li>a. Sustained annual growth in aggregate number of faculty publications (i.e., books, book chapters, refereed articles) for a 10% increase in five years.</li> <li>b. Sustained annual growth in the number of faculty publications in high impact research journals for a 10% increase in five years.</li> </ul> <p><b>Action 2. The College will increase the amount of external funding.</b></p> <ul style="list-style-type: none"> <li>a. At least 30% of College faculty will use the services of the College's Office of Research Development and Management across the five years.</li> <li>b. At least a 10% increase in number of faculty who secure external funding</li> </ul>



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	<p>for research/service across five years.</p> <p>d. At least a 10% increase in external funding in the College across five years.</p> <p><b>Action 3. The College will increase student engagement in its research-related activities.</b></p> <p>e. At least 20% increase in number of students participating in research-related activities across five years.</p> <p>f. All graduate programs experience at least a 10% increase in research-related activities within their curricula.</p> <p><b>Action 4. The College will increase the Center for Educational Measurement and Evaluation (CEME)'s assistance on research design and statistical analyses in support of faculty and graduate students.</b></p> <p>g. At least a 30% increase in the number of faculty members involved in CEME-supported research, measurement, and evaluation activities.</p> <p>h. A system is developed whereby opportunities for CEME involvement in research, measurement, and evaluation activities are examined to determine relevance to CEME's mission.</p>
<p>H. Resources Required:</p>	<p>\$30K for support of faculty and graduate student research and grant-related activities (e.g., professional conferences, internships);          Funds to replace faculty with reduced teaching loads (\$15K-\$60K annually);          Additional work space for faculty and students involved in CEME-related projects</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>	

III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES	
<p><b>B. Unit, Dept. or College Goal #3: To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs of research that span the disciplines.</b></p>	

<p>B. Relationship of goal to next higher reporting unit goal:</p>	<p>ACADEMIC AFFAIRS: To expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs of research, creative activities, and graduate education that span the disciplines.</p>
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<p>C. Action plans to achieve goal:</p>	<p><b>1. The College of Education will increase both quantity and quality of scholarly productivity. Specific initiatives may include:</b></p> <ul style="list-style-type: none"><li>a. Increase faculty awareness of and participation in research-related professional development opportunities in the College, University, and beyond (e.g., through research symposia, newsletters, Project Mosaic, Office of Research Development and Management, professional organizations)</li><li>b. Ensure that College reappointment, promotion, and tenure procedures and documents reflect faculty research efforts in the variety of inquiry traditions. (e.g., quantitative, qualitative, teaching/engagement traditions)</li><li>c. Ensure experienced faculty members work with less experienced faculty members on scholarly activities (e.g., department faculty mentors; Project Mosaic’s grant mentoring program; Center for Educational Measurement and Evaluation’s support of faculty research and evaluation activities)</li></ul> <p><b>2. The College will increase the amount of external funding. Specific initiatives may include:</b></p> <ul style="list-style-type: none"><li>a. Develop activities to inform, encourage, and support participation of faculty in the pursuit of external funding (e.g., disseminate information about potential funders; involve faculty in University grant-writing workshops; encourage faculty participation in Project Mosaic initiatives; provide opportunities/incentives for experienced faculty and less experienced faculty to collaborate; foster interdisciplinary relationships with faculty within the College and across the University)</li></ul> <p><b>3. The College will increase student engagement in its research-related activities. Specific initiatives may include:</b></p> <ul style="list-style-type: none"><li>a. Ensure multiple opportunities for students to become involved and proficient in research (e.g., support student involvement in on- and off-campus research-related symposia and workshops; encourage undergraduates to become involved in the Honors program)</li><li>b. Incorporate more research courses in programs and infuse more research-related activities within existing courses.</li></ul> <p><b>4. The College will increase the Center for Educational Measurement and Evaluation (CEME)’s assistance on research design and statistical analyses in support of faculty and graduate students. Specific initiatives may include:</b></p> <ul style="list-style-type: none"><li>a. Seek additional resources to support accomplishment of CEME’s mission (e.g., office space in which to work; incentives for faculty involvement in CEME activities; internships for students pursuing PhD in ERME)</li><li>c. Create a system whereby all College faculty have the opportunity to become “affiliates” of the CEME and thereby engage in selected research, measurement, and evaluation activities for which they are qualified.</li></ul>
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	<p>d. Develop a system whereby opportunities for CEME involvement in research, measurement, and evaluation activities are examined to determine relevance to CEME's mission</p>
<p>C. Effectiveness measures/methods to assess outcomes/goal attainment:</p>	<p><b>Action 1. The College of Education will increase both quantity and quality of scholarly productivity.</b></p> <ul style="list-style-type: none"> <li>a. Number of faculty involved in professional development opportunities of the College, University, and professional organizations.</li> <li>b. Annual list of published journal articles, book chapters, and books, aggregated from faculty annual reports.</li> <li>c. Evidence of impact of College of Education scholarly activities (e.g., citations, awards, replication efforts, field-based applications)</li> </ul> <p><b>Action 2. The College will increase the amount of external funding.</b></p> <ul style="list-style-type: none"> <li>a. Number of research teams/research collaborations established within and beyond the College of Education.</li> <li>b. Annual tabulation of grant proposals, grant awards, and number of faculty engaged in grant submissions.</li> </ul> <p><b>Action 3. The College will increase student engagement in its research-related activities.</b></p> <ul style="list-style-type: none"> <li>a. Number of students involved in research-related professional activities. (e.g., conferences, symposia, research competitions)</li> <li>b. Number and quality of scholarly publications and presentations by students.</li> <li>c. Reports of Department Chairs and Doctoral Graduate Program Directors regarding inclusion of research courses and requirements in the doctoral programs.</li> </ul> <p><b>Action 4. The College will increase the Center for Educational Measurement and Evaluation (CEME)'s assistance on research design and statistical analyses in support of faculty and graduate students.</b></p> <ul style="list-style-type: none"> <li>a. Number of College faculty designated "affiliates" of the CEME and engaged in research, measurement, and evaluation activities for which they are qualified.</li> <li>b. Number of faculty and graduate students benefiting from CEME support in research design and statistical analyses.</li> </ul>
<p>E. Assessment schedule to assess goal:</p>	<p>Semi-annual formative assessment; Annual summative assessment</p>
<p>F. Person/group responsible:</p>	<p>Associate Dean for Research and Graduate Studies; Department Chairs; Director of the Center for Educational Measurement and Evaluation</p>



<p>G. Performance outcomes for goal:</p>	<p><b>Action 1. The College of Education will increase both quantity and quality of scholarly productivity.</b></p> <ul style="list-style-type: none"> <li>a. Sustained annual growth in aggregate number of faculty publications (i.e., books, book chapters, refereed articles) for a 10% increase in five years.</li> <li>b. Sustained annual growth in the number of faculty publications in high impact research journals for a 10% increase in five years.</li> </ul> <p><b>Action 2. The College will increase the amount of external funding.</b></p> <ul style="list-style-type: none"> <li>a. At least 30% of College faculty use the services of the College’s Office of Research Development and Management across the five years.</li> <li>b. At least a 10% increase in number of faculty who secure external funding for research/service across five years.</li> <li>c. At least a 10% increase in external funding in the College across five years.</li> </ul> <p><b>Action 3. The College will increase student engagement in its research-related activities.</b></p> <ul style="list-style-type: none"> <li>a. At least 20% increase in number of students participating in research-related activities across five years.</li> <li>b. All graduate programs experience at least a 10% increase in research-related activities within their curricula.</li> </ul> <p><b>Action 4. The College will increase the Center for Educational Measurement and Evaluation (CEME)’s assistance on research design and statistical analyses in support of faculty and graduate students.</b></p> <ul style="list-style-type: none"> <li>a. At least a 30% increase in the number of faculty members involved in CEME-supported research, measurement, and evaluation activities.</li> <li>b. A system is developed whereby opportunities for CEME involvement in research, measurement, and evaluation activities are examined to determine relevance to CEME’s mission.</li> </ul>
<p>H. Resources Required:</p>	<p>\$30K for support of faculty and graduate student research and grant-related activities (e.g., professional conferences, internships);          Funds to replace faculty with reduced teaching loads (\$15K-\$60K annually);          Additional work space for faculty and students involved in CEME-related projects</p>

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



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

1) College Goal #4: The College of Education will engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region.

B. Relationship of goal to next higher reporting unit goal:	ACADEMIC AFFAIRS: Goal 3: To engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region.
C. Action plans to achieve goal:	<p><b>1. Build and enhance relationships and partnerships with schools and community agencies.</b></p> <ul style="list-style-type: none"> <li>a. Develop a new College Advisory Board with expertise in education, strategic planning, community relationship building, fundraising, and communication.</li> <li>b. Restructure (and better resource) the Office of Educational Engagement to better coordinate and do more outreach, which may include: Hiring Community Liaison and additional clerical support; establishing regular meetings with existing and new partners (e.g., non-profits, businesses, schools/districts, gov't agencies, parents/students, community organizations, volunteers, foundations, Teacher Corps, Teach for America, new teacher support, cross campus faculty such as CLAS, NC Inspire), conducting a needs assessment with existing partners, collecting feedback from partners, assessing and mapping the College community engagement, offering resources to partners, and providing more opportunities for faculty to participate in community projects.</li> <li>c. Restructure the Office of Field Experience, which may include re-thinking Professional Development School (PDS) partnerships (see Goal 1), establishing stronger partnerships with internal organizations such as SWEA, OEO, and C-STEM, developing stronger ties to the community, and focusing on the vision for educational equity through excellence and engagement</li> <li>d. Develop/enhance research partnerships (e.g., with school districts and the Institute for Social Capital).</li> </ul> <p><b>2. Increase the community engagement of faculty, staff, and students in the College of Education.</b></p> <ul style="list-style-type: none"> <li>a. Define a systemic challenge our community currently faces and organize College faculty, staff, and leaders to work with the community on addressing this challenge.</li> <li>b. Use the Faculty Fellows Program (see Goal 1 in this Strategic Plan) to name at least one Engagement Faculty Fellow who will create an intensive, high impact community project that reflects the College vision and mission</li> <li>c. Create an annual legislative agenda plan (with University's Special Assistant to the Chancellor on Legislative Affairs) to address and respond to specific</li> </ul>





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	<p>legislation related to education.</p> <ul style="list-style-type: none"> <li>d. Create a Community Engagement Committee to provide more opportunities to engage with the community through programs and outreach (e.g. community-based/service learning projects in programs, work in community reading projects, work with veterans, explore lab school possibility)</li> <li>e. Increase opportunities to utilize our presence in Center City (e.g., begin a "Saturday Academy," increase the number of courses held on CC campus, partner with community agencies to offer speaker events at CCB. )</li> </ul>
<p>D. Effectiveness measures/methods to assess outcomes/goal attainment:</p>	<ul style="list-style-type: none"> <li><b>1. Build and enhance relationships and partnerships with schools and community agencies.</b> <ul style="list-style-type: none"> <li>a. Board of 8-10 established by fall 2015. First meeting September 2015.</li> <li>b. Annual reports from Office of Educational Outreach (OEO) and Community Liaison (see Goal 1)</li> <li>c. Annual report OEO and from Community Liaison.</li> <li>d. Annual report from OEO and Community Liaison.</li> <li>e. Communication between Community Liaison and Advisory Board; website invitations.</li> <li>f. Annual report of OEO and Community Liaison.</li> <li>g. Annual report of OEO and Community Liaison.</li> <li>h. Annual report of Senior Associate Dean, Office of Field Experience, and OEO.</li> </ul> </li> <li><b>2. Use the Faculty Fellows Program (see Goal 1 in this Strategic Plan) to name at least one Engagement Faculty Fellow who will create an intensive, high impact community project that reflects the College vision and mission.</b> <ul style="list-style-type: none"> <li>a. Reports of Dean and Director of Development</li> </ul> </li> <li><b>3. Increase the community engagement of faculty, staff, and students in the College of Education.</b> <ul style="list-style-type: none"> <li>a. Reports of OEO and Community Liaison</li> <li>b. Annual reports of Program Directors</li> <li>c. Dean</li> <li>d. Explore the possibilities of the development of an early childhood lab school in collaboration with the community.</li> <li>e. Explore the possibility of a K-12 lab school on campus, with community partners.</li> <li>f. OEO report</li> </ul> </li> <li><b>4. Develop/enhance an explicit research partnership with local schools and the Urban Institute.</b> <ul style="list-style-type: none"> <li>a. Report of Associate Dean for Research and Graduate Studies</li> </ul> </li> <li><b>5. Develop a plan to serve the area veterans and their families more deeply.</b> <ul style="list-style-type: none"> <li>a. Report of Community Liaison</li> </ul> </li> </ul>



<p>E. Assessment schedule to assess goal:</p>	<ul style="list-style-type: none"> <li>a. College Advisory Board established by fall 2015</li> <li>b. Community Liaison position hired for fall 2015</li> <li>c. Office of Educational Outreach restructured to implement ideas in strategic plan (2015-2016)</li> <li>d. Needs assessment and mapping of community engagement will occur annually, beginning 2016-2017</li> <li>e. Faculty Fellow/s named for fall 2016</li> <li>f. Faculty Fellows program established 2015-2016</li> <li>g. First Fellows named for 2016-2017</li> <li>h. All other actions assessed annually in reports.</li> </ul>
<p>F. Person/group responsible:</p>	<p>Dean          Director of Development          Director of Communications          Community Liaison          Faculty Engagement Committee</p>
<p>G. <u>Performance outcomes for goal:</u></p>	<p>The College will have an established Advisory Board that meets four times a year; the board will provide strategic direction and act as advocates for the College.</p> <p>The College will have a restructured Office of Educational Outreach which will document a 10% increase over the five years of the number of faculty who participate in engagement initiatives with the community.</p> <p>There will be a 10% increase in faculty publishing engaged scholarship.</p> <p>There will be a 20% increase in the number of clinical placements in schools serving kids of poverty.</p> <p>Clinical field placements will meet new CAEP standards.</p>
<p>H. Resources Required:</p>	<p>Community liaison (\$65K)          Clerical support (\$20K)          \$20-60K (Faculty Fellow/s course releases)</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>	

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



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A. Unit, Dept. or College Goal #5: Increase visibility and connectedness within the College of Education and across communities.
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B. Relationship of goal to next higher reporting unit goal:	ACADEMIC AFFAIRS: Goal 3: To engage community partners in mutually beneficial programs that enhance the economic, civic, and cultural vitality of the region.
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C. Action plans to achieve goal:

**1. Establish a clear and common understanding of COED's vision and mission statements.**

- a. Develop a compelling case for support to help promote the College's vision, mission, and priorities.
- b. Develop a framework so faculty and staff can effectively submit stories and content to public relations office.
- c. Plan ways each semester to connect and communicate the work across the College.

**2. Expand and enhance internal and external communications.**

- a. Work closely with the new Director of Communicators to establish a public relations profile within University Communications.
- b. Enhance the COED social media presence.
- c. Use students and alumni as ambassadors for getting the word out about our College (e.g., develop a plan for communicating to newly arriving teachers, counselors, and others to cultivate awareness of our College; engage future alumni before they graduate; recruit and incentivize alumni to play leadership roles in the forward movement of the College.
- d. Develop an annual advertising plan to promote signature programs that have deep connection to the community (e.g., veterans program, Read Charlotte, addictions counseling, bilingual education)

**3. Develop a comprehensive, integrated, multi-faceted case for support to be used to establish relevancy and impact on the community.**

- a. Establish a clear and common understanding of the role of development in advancing the vision and mission of the College.
- b. Have a rotation of multiple faculty, student, and alumni stories ready to be used in public relations efforts.
- c. Collect testimonials about impact of educators on notable community leaders.

**4. Provide points of leverage to the new College of Education Advisory Board and other external partners in their work of developing resources for the College.**

- a. Work with Advisory Board to leverage relationship networks which can connect priorities and programs to donor prospects.
- b. Create compelling and forward thinking philanthropic content on each department web page. Develop a funding call-to-action on each departmental/center/unit page, including main website.
- c. Create a plan for annual small-group (e.g., Jeffersonian Dinner), family-friendly, or student events that are easy to execute and replicate to engender awareness and goodwill about the College.



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D. Effectiveness measures/methods to assess outcomes/goal attainment:	<ul style="list-style-type: none"> <li>a. Social media presence</li> <li>b. College newsletter, College magazine</li> <li>c. Annual reports of Dean, Director of Development, and Director of Communications</li> </ul>
E. Assessment schedule to assess goal:	Annually
F. Person/group responsible:	Dean, Director of Development, and Director of Communications Faculty members
G. Performance outcomes for goal:	<p>Increase gifts to the College by 50% across the five years.</p> <p>Increase visibility of the College in the community (e.g., more positive media coverage).</p> <p>Increase visibility of the College nationally, as shown in national metrics (e.g., higher <i>U.S. News and World Report</i> rankings).</p> <p>Increase enrollment by numbers established in Goals #1 and #2.</p>
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:	