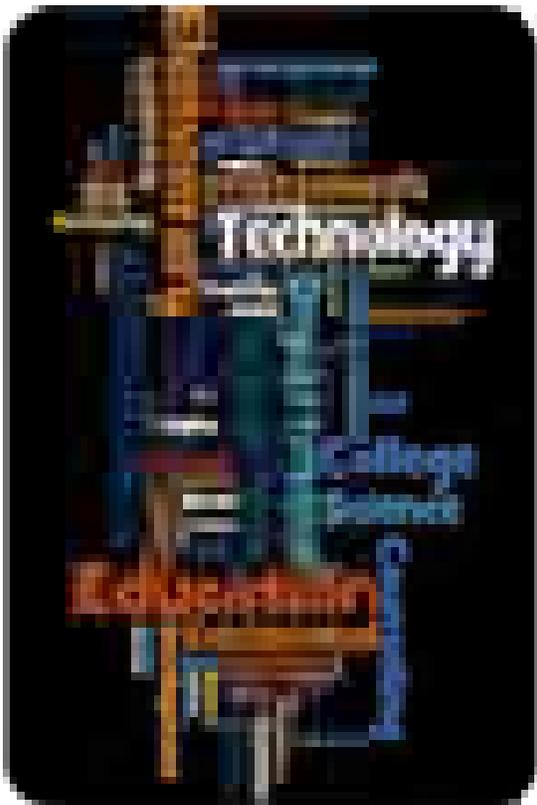# COLLEGE OF EDUCATION
NORTH CAROLINA STATE UNIVERSITY
STRATEGIC PLAN
2013-2020

Addressing the Grand Challenges of Education

Version 1.4

May 1, 2013

CONTENTS

<u>Introduction</u>

NC State's College of Education is an intimate unit within a large, comprehensive, research-oriented university. With more than 34,000 students, NC State is the largest institution in the University of North Carolina system. Yet the College of Education, with a student-faculty ratio of around 17-to-1 and student body of approximately 2000, is one of the smaller colleges within the university and the fifth largest College of Education in the UNC 16-campus system. Our size allows our students to enjoy extensive interaction with professors and develop their skills and abilities to their highest potential and our STEM strengths allow for multiple collaborations across our campus.

In keeping with our university identity as a STEM university, CED is typically the largest preparer of mathematics and science teachers. NC State also produces a large number of middle grades teachers. Mathematics, science and middle grades teachers are three of the four highest need areas for new teachers in the state. While there are eight Career and Technical Education programs in the state, there are only three Technology Education programs in the state (ASU, NCA&T, NCSU). Technology Education is a CTE program along with Agriculture, Business & Marketing, Family & Consumer Sciences, and Trade & Industrial Education. Technology Education is becoming a future focus area as K-12 engineering standards and the mathematics and science common core standards have been released.

The College of Education is divided into four academic departments: Curriculum, Instruction & Counselor Education; Elementary Education; Leadership, Policy and Adult & Higher Education; and Science, Technology, Engineering & Mathematics Education with approximately 1150 graduate students and 800 undergraduate students. Our Higher Education program is ranked 19th by *US News* and our Educational Technology Distance Education program is ranked 18th. This past year, we also became the only IHE in the state to be approved to offer teacher certification in Chinese. As a graduate-majority college, our core mission is preparing leaders and scholars to support and advance leadership, teaching, learning, and policy impact in K-20 educational and professional settings, especially in technologically enriched learning environments.   See Appendix 1 for additional summary data. Below are some facts about the College.

Facts, Fall 2012

Total Students	1,999	762 undergraduates 1,160 graduate students 67 alternative licensure
Number of Degrees Offered	*18 B.S.* *32 M.S./M.Ed./M.S.A./M.A.T.* *5 Ed.D.* *5 Ph.D. programs*	
Alumni	13,120	
Faculty and Staff	Tenure/Tenure Track Professional Teaching Core Staff	70 35 95

Financial Data (2011-2012)

- College endowment: $2.4 million
- Private Support: *$1,031,621*
- State appropriated budget: *$16.9 million*
- Active Research Grants: *$73 million*
  - Total Expenditures: *$30 million* (up 121% in ten years)
  - Research Expenditures: *$17.7 million* (up 69% in ten years)
    - Grants & Contracts: *$9.2 million* (up 583% in ten years)

Context

History of the College of Education[1]

The College of Education is part of NC State University. The University was established in 1889. By 1903, the University was offering normal courses (teacher preparation) and a summer school for teachers.

A Department of Education became part of the University in 1924 and the School of Education was established in 1927. After cutbacks during the Depression, the School of Education was reestablished in 1948 and included Agricultural Education, Psychology, Industrial Arts, Industrial Education, Recreation, Occupational Information and Guidance. By 1952, Mathematics and Science Education were added along with the Learning Resources Library. In 1960, the College became accredited through NCATE and has remained in good standing with NCATE ever since.

Doctoral programs were established in 1967, including Adult and Continuing Education. Poe Hall was dedicated in 1971, and Curriculum and Instruction and Graphic Communications became part of the College in the 1970s. The College added the William and Ida Friday Institute for Educational Innovation in fall of 2005. Elementary Education was established as a department in May 2007.

The Teaching Fellows Program began in 1987. Past deans and leaders of the College include: T. E. Browne, J. Bryant Kirkland, Carl J. Dolce, Joan Michael, and Kay Moore. The current dean, since 2010, is M. Jayne Fleener.

COLLEGE MISSION:

The College of Education is a voice of innovation for learning across the lifespan. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community. (approved 2004)

COLLEGE VISION:

To be a nationally ranked, research--intensive, professional college of education with distinction for work in teaching and learning in technology--enabled environments. (approved 2004)

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[1] http://ced.ncsu.edu/history-college-education. Also see history prepared by Barbara Paramore in the Dean's Office archives.

About NC State[2]

Expanding from its historical roots in agriculture and engineering, NC State has emerged as a national leader in science and cutting-edge technology. NC State is located in the capital city of Raleigh, an integral part of the Research Triangle Park. The area consistently ranks as one of the country's best places to work and live and attracts scientists, scholars, and businesses from around the world. A research-intensive, land-grant institution, NC State has active partnerships with business, government, community, and schools creating a dynamic environment for student-centered learning.

NC STATE MISSION

As a research-extensive land-grant university, North Carolina State University is dedicated to excellent teaching, the creation and application of knowledge, and engagement with public and private partners. By uniting our strength in science and technology with a commitment to excellence in a comprehensive range of disciplines, NC State promotes an integrated approach to problem solving that transforms lives and provides leadership for social, economic, and technological development across North Carolina and around the world.

NC STATE VISION

NC State University will emerge as a preeminent technological research university recognized around the globe for its innovative education and research addressing the grand challenges of society.

NC STATE VALUES

Consonant with our history, mission, and vision, North Carolina State University affirms these core values:

• Integrity—in the pursuit, creation, application, and dissemination of knowledge

• Freedom—of thought and expression

• Respect—for cultural and intellectual diversity

• Responsibility—for individual actions and service to society

• Stewardship—in sustaining economic and natural resources

• Excellence—in all endeavors

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[2] See http://info.ncsu.edu/strategic-planning/overview/pathway-to-the-future/ for the University Mission, Vision, Values

NC STATE PEER INSTITUTIONS

- Cornell University
- Georgia Institute of Technology
- Iowa State University
- Michigan State University
- The Ohio State University
- Pennsylvania State University
- Purdue University—Main Campus
- Texas A&M University

- University of California—Davis
- University of Florida
- University of Georgia
- University of Illinois—Urbana
- University of Maryland
- University of Minnesota
- University of Wisconsin—Madison
- Virginia Polytechnic Institute

NORTH CAROLINA MOTTO

Esse quam videri -- "to be rather than to seem to be."

NC State's Strategic Planning Process – *Pathway to the Future*[3]

Chancellor Randy Woodson initiated the formation of a new strategic plan for the university in 2010 by charging the provost and chair of the faculty with directing the process with advice from an 11-member steering committee. Nine task forces comprised of faculty, staff and students produced white papers with recommendations for university strategies, specific initiatives and metrics. The resulting document, "The Pathway to the Future: NC State's 2011-2020 Strategic Plan," was endorsed by the Board of Trustees in April 2011 and will guide the university's vision and decision-making through the end of the decade.

"The Pathway to the Future: NC State's 2011-2020 Strategic Plan" is the framework that guides university administrators in long- and short-term planning and decision-making. It has five overarching goals: *enhance the success of students through educational innovation; enhance scholarship and research by investing in faculty and infrastructure; enhance interdisciplinary scholarship to address the grand challenges of society; enhance organizational excellence by creating a culture of constant improvement; and enhance local and global engagement through focused strategic partnerships*.

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[3] See also http://info.ncsu.edu/strategic-planning/

CED Strategic Planning Process – Building Capacity and Shared Understandings

The College of Education strategic planning process began in the fall of 2010 upon the arrival of Dean M. Jayne Fleener. All-college faculty meetings held twice a year addressed evolving perspectives and drafts of the strategic plan. The leadership team, which includes deans and department heads, meet regularly and likewise reviewed and discussed strategic plan drafts. During the last year, departments, units, and programs completed unit-level plans to address the college strategic areas of focus and to begin to develop their own metrics of success.

A part of the strategic planning process has been the negotiation of enrollment targets for all units in the College. These projections are also presented at the end of the strategic plan.

The strategic planning process has been organized around and based in learning organizational theory. The focus of this approach is strategic coordination of internal capacity with environmental factors that increases the capacity of an organization to change. Much of the first two years of discussions on the strategic plan developed clear understandings of shared purpose, common goals, and agreed upon strengths and opportunities. The strategic plan reflects the process and strategies of learning organizations. The structure of the process is captured in the diagram below.

A semester-by-semester summary of the strategic planning process is provided in Appendix 2.

Environ-
mental
Connect-
edness

Shared
Purpose

Learning Organization
Dynamics for Adaptive
Sustainability and
Change

Relational
Openness

Common
Goals

Facilitating
Structures

Grand Challenges of Education

Our strategic planning process has taken into consideration the Grand Challenges of Education. While there is no agreed upon list of what these challenges are, below is a working sample of factors[4] that challenge K-12, higher education, professional education, and workforce development. These factors and challenges must be addressed in our plans for the future.

- **Learners are changing**

  o Millennial students are technologically savvy and connected; they are self-learners who maintain virtual friendships and strive for creative outlets.

  o They also tend to be more self-directed and self-motivated to learn. Rather than clear parameters for learning, they are comfortable with ambiguity and ill-defined problems, as long as they are allowed to engage in learning for which they can make connections.

  o Learners want to make a difference and to engage in meaningful work. They do not "live to work" but "work to live." They do not expect to stay in the same job for their entire work career and demand relevance in their living, learning and work environments.

- **Ideas about knowing are changing**

  o **Knowledge** used to be demonstrated by recitation of facts, quick calculations, or correct answers to questions on a test. Digital technologies have transformed what it means to know and be able to do. The educated person no longer needs to know everything about a subject and, in fact, cannot know all there is to know. The person who knows how to find and use information to solve problems or create new approaches or products is now considered knowledgeable.

  o **Digital Age Literacies** include scientific, technological, and visual ways of knowing and doing. Being able to use information in global and multiple cultural contexts is important for digital age learners and is the new benchmark for defining a literate person. To be literate in the 21st century, one must go beyond managing information to using and making sense of information to solve problems and create new knowledge.

  o **Interactive Communication** is a cornerstone of learning and knowing in the 21st century. Interactive communication entails collaboration, teamwork, and personal and social responsibility. Interactive communication is facilitated by technology and the 21st century learner must be able to communicate using technology across these dimensions of activity.

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[4] Adapted from 21st Century Workforce Commission National Alliance of Business
http://www.metiri.com/21st%20Century%20Skills/PDFtwentyfirst%20century%20skills.pdf

- o **Inventive Thinking** has become more important as a mode of learning for all students. All students must be given opportunities for self-directed, curiosity-driven learning opportunities to become adaptive learners and to develop the ability to manage complexity and ambiguity. Risk-taking and higher order thinking are vital to inventive thinking and learning environments must provide for these in order for students to develop their skills as critical thinkers and adaptive learners capable of inventive thinking.

  - o **Interdisciplinarity** is a vital part of how learning teams work and has become necessary to address some of the most intractable problems we face.

  - o **Making and Doing** have become more than extensions of learning but central to the learning process. Through making and doing, students learn to prioritize, plan, and manage for results. Students need to have opportunities to make effective use of real world tools in pursuing real-world applications with high quality results.

- **Technology is changing**

  - o **Information, communication and collaboration technologies** are continually changing, requiring opportunities for learners to have learning-to-learn skills and on-going opportunities to incorporate these technologies in their learning.

  - o **Internationally benchmarked curriculum** has made the world of education flat. As tests and measures allow us to make real comparisons about higher order thinking and learning skills, "being the best at mathematics" is no longer the apex of education. Preparing students to be inventive, technologically savvy, collaborative problem solvers and makers will be the difference between countries that direct emerging economies and those that only respond.

  - o **Big data** provides ways of turning information into knowledge, both in terms of students being able to make sense of the proliferation of information and in regard to being able to make sense of the complex patterns and relationships that provide a richer understanding of thinking and learning.

  - o **Massive Open On-line Courses (MOOCs)** challenge what it means to be credentialed, particularly challenging traditional credit-bearing approaches to education. Driven by the learner's desire to learn and know, MOOCs will make us re-think professional preparation and professional development as well as funding models for higher education. At the same time, college attainment rates in the US have remained steady over the past ten to twenty years while they are rising in most other industrialized countries.[5]

- **The shrinking middle class**

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[5] Auguste, B.G., Cota, A., Jayaram, K., Laboissiere, M.C.A., (2010). *Winning by degrees: the strategies of highly productive higher-education institutions* . New York: McKinsey & Company. www.mckinsey.com

- o **Access** to quality education and the **opportunity gaps** based on income are becoming huge challenges to a democratic way of life. We cannot tap the talents and hearts of our citizens if we do not address the access and opportunity gaps.

- o **Availability** of quality education that supports and addresses the grand challenges of education is a huge challenge for many of our students. Without 21st century learning environments and ways of understanding effectiveness of teaching from 21st century learning perspectives, availability of learning opportunities will be reserved for students in affluent areas or students whose parents can provide additional opportunities for developing 21st century learning capabilities.

- o **Financing** of schools has been affected both by shrinking economies and competing demands for financial investment of limited public funds. At the same time, too many schools and political leaders have visions for schooling and strategies for funding schools that are not supportive of 21st century learning environments.

- o The **lack of quality healthcare** and other social services to address the increasing number of children and families in poverty is a major challenge to quality education for all of our citizens.

- **Confidence in public institutions**

  - o **Decreased support for schools and public education** has occurred both as a consequence of economic challenges, but also as an overall mistrust and lack of confidence in all public institutions over the past fifty years has grown. Increased public scrutiny and demands for greater accountability have created a testing culture in schools that is antithetical to 21st century learning skills. Teacher and school accountability has created an entire industry of assessment and evaluation that, rather than supporting student learning reduces it to easily measurable outputs and results in punitive action against teachers and schools with the greatest challenges. Higher education has not been exempt from the decreased support for public education, as demands that Institutions of Higher Education (IHEs) provide direct evidence links to post-graduation employability without consideration of the less tangible and more-difficult-to-measure quality of life measures and 21st century skills outcomes have increased.

  - o The public demands for greater accountability of educational institutions and ways of examining success point to **conflicting goals** of the purpose of education and what is considered important measures of success for students.

The College of Education Strategic Plan takes into consideration these Grand Challenges of Education while situating our efforts within the framework of the University Strategic Plan: *Pathway to the Future*.

Addressing the Grand Challenges of Education: CED 2020 Strategic Plan

With the **shared purpose** of being the *voice of innovation for learning across the life span*, *preparing professionals who educate and lead while valuing inquiry and practice that reflect integrity and a commitment to social justice and the value of diversity in a global community,* and the common and agreed upon **vision** to be a *nationally ranked, research-intensive, professional college of education, distinguished for teaching and learning in technology enabled environments,* our strategic plan builds upon almost three years of conversations about college strengths, directions, and opportunities.

It is important for the college of education to be the "go to" place for addressing some of the most difficult challenges in education within the context of the Grand Challenges of Education. In order to do so, the college must build into its very structures and operational environments the ability to adapt and interact with our social, economic, political, organizational, and sustaining environments.

Building capacity as a learning organization with the ability to adapt, change, and thrive within our sustaining environments, we need to support our efforts through *Facilitating Structures, Relational Openness, and Environmental Connectedness* and develop metrics and measures that continually check the vitality or health of the system. Action plans must accommodate and lead the way in addressing the **grand challenges of education** (learners are changing, ideas about knowing are changing, technology is changing, the middle class is shrinking, and confidence in public institutions is decreasing) by examining and taking advantage of our adaptive advantages.

Our strategic plan thus examines each objective **through the lens of our adaptive advantages (environmental connectedness and relational openness) and facilitating structures.** Through these interactive dynamics, we hope to develop measures of success as checks of our continuing vitality as a learning organization working toward both long-range and short-range benchmarks as represented by the five strategic goals of the University strategic plan.

Goal 1: Enhance the success of our students through educational innovation

Objectives	Facilitating Structures	Environmental Connectedness	Relational Openness	Vitality Checks/ Metrics
1.1 Create more and involve more students in high impact (including international) experiences	Passport to Success; UNG and GRAD advising; expansion of I+DEA to support international travel; revised Teaching Fellows	Restructuring of the doctoral programs and degrees; field based learning and partnerships;	Facilitate interdisciplinary and international learning; use 21st century learning tools; support high impact signature pedagogies	University demographic profile, including – increase retention and graduation rates; develop analyses of high impact learning experiences (e.g., SAY Village, TFs, Student Teaching Abroad)
1.2 Right-size programs	Develop clear program enrollment plans; develop better articulation agreements and matriculation plans for inter- and intra-university transfer students	Increase selectivity; set clear program entrance requirements;	Increase faculty participation across programs and colleges; create more interdisciplinary programs;	Evaluate programs for efficiency and quality using inputs and outputs; examine faculty workloads; increase the number of transfer students into undergraduate programs; meet university enrollment profile targets
1.3 Prepare students for careers, life satisfaction and opportunities	Revise doctoral programs for greater flexibility; provide mentoring and support structures, especially for graduate students; be strategic about cohort program offerings; maintain effective student support through the UNG SUCCESS	Incorporate multiple evidences (edTPA), program comparisons (program effectiveness studies from UNC GA), student preparation and effectiveness measures (EVAAS, MTEL and Teacher Effectiveness) and accreditation reviews to make program adjustments;	Increase student participation and research on policy impact studies; develop articulation of traditional classes with MOOC offerings; make better use of alumni networks	Graduation and pre-graduation student surveys and focus groups input; graduate success after graduation; job placement and retention
1.4 Provide better financial aid packages and supports for students	Create a "Teaching Fellows" program that provides programmatic and financial support for students; redistribute college resources	Synergize grant opportunities for long-range funding of graduate students	Develop corporate and private foundations support for specialty programs	Increase the number of funded graduate students, increase the number and amount of scholarships awarded
1.5 Increase the number of international students at the graduate level	Provide better support for faculty, programs, and students through IDEA; utilize distance education courses and programs	Provide better support for departments who are hosting visiting scholars and students	Work with campus and international partners to determine student needs	Develop formal agreements with international university partners

Goal 2: Enhance scholarship and research by investing in faculty and infrastructure

Objectives	Facilitating Structures	Environmental Connectedness	Relational Openness	Vitality Checks/ Metrics
2.1 Recruit and retain leading scholars whose work is widely acknowledged as influential in their fields and on the world	Strengthen and support faculty and graduate student research infrastructure including grant support and preparation of policy briefs; provide clear expectations through SMEs and FARs; redistribute vacant faculty lines to support areas of strength	Support interdisciplinary opportunities within the college and across campus; connect faculty research with grand challenges of education; create a culture of connectedness; support work-life balance; increase and support diversity among the faculty across all domains; support the DTE interdisciplinary cluster hire	Provide opportunities for faculty to work with and serve on legislative and other policy-making committees and boards; increase faculty participation on local and state-level policy making bodies and professional practice organizations (e.g. CAEP, CACREP, implementation of the new Common Core Standards)	Retention of outstanding faculty; recruitment of outstanding faculty; increased influence of faculty on policy; college publications and outlets providing information about research impact; faculty awards and recognitions; faculty satisfaction on Well-Being and COACHE Surveys; increase faculty and student racial, ethnic, and origin diversity
2.2 Provide more and varied opportunities for faculty professional development, especially in international and policy domains	Increase support for faculty international travel; provide support for faculty to take their research and describe policy implications; provide opportunities for dissertations to include policy impact	Increase and encourage participation and leadership of faculty at high profile conferences; support research that addresses the grand challenges of education	Provide opportunities for faculty to work across disciplinary and programmatic boundaries; continue to support faculty to seek Off-Campus Scholarly Leaves	Increased and/or sustained funding for international travel; increased number of policy publications; increased participation and impact of faculty on policy issues
2.3 Increase interdisciplinary research	Revise doctoral programs to support interdisciplinary research; support faculty publishing in interdisciplinary teams across disciplinary boundaries through SME and RTP guidelines	Identify research that addresses the Grand Challenges of Education	Facilitate joint faculty status with faculty across campus; provide opportunities for co-teaching courses across disciplines	Graduate student committees with interdisciplinary focus; increased research that crosses traditional disciplinary boundaries
2.4 Develop graduate student advising infrastructure that provides for high impact experiences, facilitates program completion, and enhances the student research experience	Develop a graduate student tracking and advising system to support faculty advising efforts;	Encourage and support through partnerships research that has clear practical impact and/or policy implications	Expand partnerships as sites for research and internships for graduate students	Graduate student matriculation through programs; quality and nature of graduate student research
2.5 Extend opportunities for the	Develop grant swing spaces for funded	Work with campus leaders to identify	Partner with external agencies or partners	Increase our space allocations for

convergence of teaching, research and outreach missions by addressing current challenges of lack of space	projects; find space for diagnostic teaching clinics in reading, counseling, special education, and literacy professional development	and accommodate space needs	for space	combined research and teaching clinics and funded projects

Goal 3: Enhance interdisciplinary scholarship to address the grand challenges of society

Objectives	Facilitating Structures	Environmental Connectedness	Relational Openness	Vitality Checks/ Metrics
3.1 Strengthen and promote the interdisciplinary and innovative work of our faculty and students that address the grand challenges of education	Lower the barriers and increase the support and rewards for interdisciplinary and innovative work; identify areas of strength across the college for innovative and interdisciplinary teaching, research, and engagement; develop an infrastructure that better tracks and promotes interdisciplinary and innovative work of faculty and students; maintain cutting-edge technology tools and practices within the college; hire faculty with interdisciplinary focus	Utilize METRC, Friday Institute, and Educational Research staff to ensure teaching and research are using the most advanced teaching, learning, and researching technologies and tools available; engage in research, teaching and funding collaborations with partners across campus; enhance faculty and graduate student research opportunities across programs to explore more diverse topics in a collaborative, interdisciplinary environment; continue the Friday Faculty Fellows program	Work with partners across campus and in K-12, HE, and industry; promote and support seminars and speakers who are doing interdisciplinary or innovative work; develop integrated course assignments that cut across disciplinary areas and courses; develop non-credit experiences and opportunities for students to address the grand challenges of education	Document how teaching, research and engagements are supporting 21st century learners, taking into consideration how knowledge and technology are changing; promote innovative and interdisciplinary activities to our various constituencies as evidence of impact; monitor teaching, advising, research, and engagement for balance across faculty and programs ; solicit faculty satisfaction for support and promotion of innovative and interdisciplinary activities; hire faculty with interdisciplinary focus
3.2 Become an important resource through our research for affecting policies and practices in K-12, higher education and work force development	Structure graduate programs that support "big picture" perspectives while also encouraging research with policy and practice impact for our various constituencies	Utilize interdisciplinary perspectives across the college and campus to support identification and strategies for affecting policies and practices	Work with external partners and constituents to identify important areas of research of practical and policy importance	Increase the number of policy briefs and interactions with policy makers that have an impact on policy and practice; gather and disseminate impact data on practices in the field
3.3 Reorganize graduate training into more flexible graduate fields of study	Redesign the doctorate into fewer, more flexible graduate fields of study that transcend departmental structures	The *scholar leader* will be prepared to lead and influence policy; throughout the doctoral experience, our aim is to develop a culture of inquiry, evidence, and action in our graduates. The college will establish and support a culture of innovation that promotes the next generation of	Better utilize faculty and partners outside of the college for designing and supporting experiences and focus of the new doctorate; regularly convene policy and research communities for joint opportunities for in-depth exploration of major challenges in education and direction of the	Reduce the number of doctoral degrees; increase the number and quality of doctoral students; ensure flexibility of programs that supports interdisciplinarity and innovation

		scholars engaged in leading and negotiating change, and a climate of inclusivity that encourages effective responses to the opportunities and challenges of social and cultural diversity.	doctorate	

Goal 4: Enhance organizational excellence by creating a culture of constant improvement

Objective	Facilitating Structures	Environmental Connectedness	Relational Openness	Vitality Checks
4.1 Strengthen use of research and data results for program improvement	University and college data systems as well as program evaluation data to be compiled and distributed to program areas; program areas need to identify and develop their own quality metrics and means for collecting and analyzing some data	UNC GA data on program quality and comparisons needs to be broken down by programs and shared;	Use national comparisons data for program improvement	Programs set, analyze and reassess program quality on a regular basis; programs maintain accreditation; college metrics of success collected and shared on a regular basis
4.2 Increase opportunities for formal and informal communications within and across departments and the college	Revisit department practices and procedures to more closely align SME, FARs, and dossier and use the SME as a communication tool between untenured faculty and DVF;	Communicate and celebrate successes; better utilize faculty/department meetings as well as administrative leadership team meetings to share successes;	Utilize critical friends and external advisory boards to both communicate successes and provide opportunities for sharing	Increase college notification system of faculty and student activities and successes
4.3 Encourage and support faculty continuous improvement	Revisit and revise faculty SMEs on a regular basis; examine expectations and support across departments for faculty productivity and citizenship; support faculty development	Create a climate that supports risk taking and encourages everyone to do their fair share; utilize campus resources for leadership and professional development	Involve faculty with external critical friends and advisory boards;	Make better use of FARs as the basis for encouraging faculty improvement; develop more coherent expectations and evaluations across departments
4.4 Encourage and support a climate of cooperation, appreciation, respect, and pride in our community	Support a culture of excellence through formal and informal means, including strong work and service ethics; Utilize College COMID committee and Assistant to the Dean for Diversity	Keep diversity and climate concerns at the forefront of our operations, curricula and decision making; facilitate work-life balance	Enhance institutional pride among all staff, faculty, and students; maintain a welcoming, service-oriented culture with our external constituents and students	Faculty satisfaction on Well-Being and COACHE surveys; use of data from department head ADVANCE Climate participation
4.5 Ensure college support structures are effective, relevant and efficient	Ensure, especially with the advent of BOCs, that existing support structures remain in place;	Maintain a culture of service; continue to ensure good stewardship of resources	Coordinate efforts across campus; support clients locally	Periodically seek survey input on support structure effectiveness and usefulness

Goal 5: Enhance local and global engagement through focused strategic partnerships

Objective	Facilitating Structures	Environmental Connectedness	Relational Openness	Vitality Checks
5.1 Increase, support and, where appropriate, strengthen strategic partnerships that are aligned with research, teaching and service missions of the College	Re-vision the CED Office of International and Distance Education (IDEA) to better provide for a full range of international supports and services; support internship and service learning for students through IDEA; enhance OPE data collection of partnership effectiveness	Continue to work closely with International Programs and other NC State colleges, departments, and offices that support international and engagement partnerships and programs; build on established NC State partnerships with over 150 institutions in more than sixty countries	Increase international research partnerships; engage external constituents in identifying and strengthening engagements; provide opportunities for partnership feedback and input; work closely with internship partners; continue, expand, and improve partnerships with school districts, community colleges, UNC-GA, other postsecondary institutions, and non-profit organizations	Formalize and expand existing partnerships; reassess partnerships on a regular basis; continue to support and expand opportunities for teacher education candidates to student teach abroad; elicit feedback from internship partners on a regular basis;
5.2 Support and provide incentives for faculty and staff to engage in collaborative global scholarship	Continue to support faculty international travel for research and teaching; expand the capacity of IDEA to support faculty global research and engagement initiatives; expand IDEA capacity to support departments as they support international scholars; expand IDEA to support more of our students and faculty engaged in Fulbright Awards	Utilize visiting scholars and international student relationships to extend international efforts;	Increase international research collaborations; be open to but strategic about pursuing new partnerships; examine partnerships for richness (of experiences and/or opportunities); continue to welcome Visiting Scholars who are willing to work with faculty in both teaching and research and provide our students with international perspectives	Metrics to include numbers and kinds of experiences of faculty; depth and synergy of partnership regularly reassessed; faculty input and satisfaction of support; increase the number of international scholars hosted by department faculty members; increase the number of Fulbrights awarded to faculty and students
5.3 Support through research, teaching and civic engagement, global awareness and a commitment to diversity	IDEA to build capacity to assess impact of experiences; COMID; Assistant to the Dean for Diversity	Continue to work closely with International Programs and OIED	Enhance active and sustainable partnerships, locally, regionally, and globally	Assess global and civic engagement experiences impact on students and faculty
5.4 Global and civic experiences are tied to local impact	IDEA and OPE to build capacity to access local impact of experiences ; Passport to Success	Develop and promote existing domestic intercultural immersion experiences	Work with partners to assess impact of our students; Work closely with NCSU CSLEPS; provide PGEs for students	Assess global and civic engagement experiences impact on students and faculty local impact; Metrics to include IDI, NCBI and guided critical reflection

Enrollment Targets: Undergraduate Programs

UNG	Fall 2012	Fall 2013	Fall 2014	Fall 2020 Pgm Targ	% Change from 2012
UNDERGRADUATE					
By Department & Program					
Elementary	**241**	**240**	**240**	**270**	**12.0%**
CICE					
Bus. & Mkt	39	40	40	40	2.6%
Middle Grades					
MSL	80	75	75	75	-6.3%
SUBTOTAL CICE	**119**	**115**	**115**	**115**	**-3.4%**
STEM					
Middle Grades					
MSM	15	20	30	50	233.3%
MSS	6	10	15	25	316.7%
TDEBS	64	65	65	65	1.6%
TECEDBS	21	25	30	40	90.5%
Science Ed	65	70	75	90	38.5%
Mathematics Ed	194	180	190	215	10.8%
Graphic Comm (cert.)					
SUBTOTAL STEM	**365**	**370**	**405**	**485**	**32.9%**
EDU - non-cert degree	26	25	20	15	**-42.3%**
EGS	21	10	10	0	**-100.0%**
MSD				0	
SUBTOTAL CED	**47**	**35**	**30**	**15**	**-68.1%**
TOTAL UNDERGRAD PROJECTIONS	**772**	**760**	**790**	**885**	**14.6%**
UNIV. PROJ. TARGETS				**900**	
UNG Difference with Targets				-15	

Enrollment Targets: Graduate Programs

College Programs – Administered out of the dean's office

MAT	Fall 2012	Fall 2013	Fall 2014	Fall 2020 Pgm Targ	% Change from 2012
GRADUATE					
MAT					
ESL	19	20	20	20	5.26%
Reading	2	1	0	0	-100.00%
Elementary	63	55	45	40	-36.51%
English	17	20	20	20	17.65%
Mathematics	9	12	15	20	122.22%
Middle Grades	21	20	20	20	-4.76%
Science	27	25	20	20	-25.93%
Social Studies	41	40	40	40	-2.44%
Special Education	26	30	35	40	53.85%
Technology	1	0	0	0	-100.00%
SUBTOTAL MAT	**226**	**218**	**205**	**200**	-11.50%

Graduate Enrollment Targets by Department By Program

CICE	Actual Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2020 Pgm Targ	% Change from 2012
CICE Department						
Clinical Mental Health Counseling Degrees						
TOTAL CICE Masters CMHC	18	19	19	19	19	0%
College Couns & Student Devel Degrees						
TOTAL CICE Masters CC&SD	20	20	20	20	20	0%
Counseling & Counselor Ed Degrees						
TOTAL CICE C&CE Doctorate	40	40	40	40	40	0%
School Counseling masters degrees						
TOTAL CICE SC Masters	23	28	30	30	30	7%
Curriculum & Instruction Combined Master's Degree	Actual Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2020 Pgm Targ	% Change from 2012
C&I Masters	**119**	**86**	**107**	**129**	**152**	**77%**
C&I General		4	4	4	4	0%
Business and Marketing Ed (DE)		12	18	20	20	67%
Curr & Dev Supervision		22	22	22	22	0%
EDP		7	8	10	14	100%
MSUREC		0	4	8	12	
New Literacies & Global Learning		**41**	**51**	**65**	**80**	95%
NLGL Sub-plans appear below						
Reading -22						
Social Studies -6						
English Ed- 7						
Middle Grades -2						
TOTAL C&I Masters enrollments	**119**	**86**	**107**	**129**	**152**	**77%**
Instructional Technology Master's Degree	Actual Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2020 Pgm Targ	% Change from 2012
TOTAL CICE IT Masters	34	41	**45**	**50**	**80**	95%

Special Education Master's Degree	Actual Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2020 Pgm Targ	% Change from 2012
TOTAL CICE SPED Masters	12	6	9	10	18	200%

C&I PhD - Doctorate	Actual Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2020 Pgm Targ	% Change from 2012
CICE TOTAL COMBINED PhD	62	64	65	70	80	25%
CICE TOTAL Masters	226	200	230	258	319	60%
CICE TOTAL DOCTORATE EdD	40	40	40	40	40	0%
CICE TOTAL DOCTORATE PhD	62	64	65	70	80	25%
CICE TOTAL	328	304	335	368	439	44%

ELM	Actual Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2020 Pgm Targ	% Change from 2012
ELEMENTARY						
TOTAL ELM MASTERS	19	25	25	30	30	20%

LPAHE	Actual Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2020 Pgm Targ	% Change from 2012	On Campus	Off Campus
LPAHE							2012 % OC	2012 % DE
Adult & CCE								
Masters	28	25	30	35	40	60%		
Doctorate (EdD)	82	70	70	75	75	7%		
SUBTOTAL Adult & CC	110	95	100	110	115	21%	66.3%	33.7%
Ed Research & Pol Analysis								
Doctorate (PhD)	108	88	115	120	135	53%		
SUBTOTAL ERPA	108	88	115	120	135	53%	100%	0%
Higher Ed Admin								
Masters	41	39	40	40	40	3%		
Doctorate (EdD)	24	20	15	10	0	-100%		
CT	0	0	1	2	2			
SUBTOTAL HEA	65	59	56	52	42	-29%	100%	0%
Human Resource Devt								
Masters	13	16	18	20	20	25%		
SUBTOTAL HRD	13	16	18	20	20	25%	100%	0%
School Admin								
Masters	132	102	80	80	80	-22%		
SUBTOTAL SA	132	102	80	80	80	-22%	27.5%	72.5%
Training and Devt								
Masters	59	59	60	60	60	2%		
SUBTOTAL TD	59	59	60	60	60	2%	0%	100%
Ed Adm & Supervision								
Doctorate (EdD)	110	93	95	100	100	8%		
CT	0	0	5	5	5			
Ed.D. Cohort (Recommended)				12	17			
SUBTOTAL EAS	110	93	100	117	122	31%	63.4%	36.6%

Subtotal LPAHE Masters	273	241	228	235	240	0%	
Subtotal LPAHE CT/ES	0	0	6	7	7		
Subtotal LPAHE EdD	216	183	180	197	192	5%	
Subtotal LPAHE PhD	108	88	115	120	135	53%	
SUBTOTAL LPAHE	**597**	**512**	**529**	**559**	**574**	**12%**	

STEM	Actual Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2020 Pgm Targ	% Change from 2012	On Campus	Off Campus
Mathematics Education							2012 % OC	2012 % DE
Masters	27	21	20	20	25	19%		
Doctorate PhD	24	27	30	30	38	41%		
CT	0	0	2	2	2			
SUBTOTAL ME	51	48	52	52	65	35%	100%	0%
Science Education								
Masters	20	31	30	25	25	-19%		
Doctorate PhD	27	21	25	27	30	43%		
CT	0	0	2	2	2			
SUBTOTAL SE	47	52	57	54	57	10%	65.4%	34.6%
Technology Education								
Masters	7	8	13	23	33	313%		
Doctorate EdD	15	17	20	25	30	76%		
CT	0	0						
SUBTOTAL TE	22	25	33	48	63	152%	100%	0%
SUBTOTAL STEM MASTERS	**54**	**60**	**63**	**68**	**83**	**38%**		
SUBTOTAL STEM CT	**0**	**0**	**4**	**4**	**4**			
SUBTOTAL STEM PhD	**51**	**48**	**55**	**57**	**68**	**42%**		
SUBTOTAL STEM EdD	**15**	**17**	**20**	**25**	**30**	**76%**		
SUBTOTAL STEM	**120**	**125**	**142**	**154**	**185**	**48%**		

Grand Total Enrollment Projection Targets Compared to University Targets

GRAD TOTAL TARGETS	Fall 2012	Fall 2013	Fall 2014	Fall 2020 Pgm Targ	% Change from 2012
Grand Total Headcount Targets					
Total MAT Across the College	226	218	205	200	-12%
Total Masters Across All Depts	526	546	591	672	28%
Total EdD Across All Depts	240	240	262	262	9%
Total PhD Across All Depts	200	235	247	283	42%
Total CT Across All Depts	0	10	11	11	
Total Graduate	966	1031	1111	1228	27%

UNIVERSITY TARGETS	Fall 2012	Fall 2013	Fall 2014	Fall 2020 Pgm Targ	% Change from 2012
Grand Total Headcount					
Total Masters	731	721	721	800	9.44%
Total PhD/EdD	439	435	470	550	25.28%
Total Graduate	1170	1156	1191	1350	15.38%

DIFFERENCE (Projection - Target)	Fall 2012	Fall 2013	Fall 2014	Fall 2020 Pgm Targ	
Total Masters	21	43	75	72	
Total PhD/EdD	1	50	50	6	
Total Graduate	22	93	125	78	

Total Enrollment Projections and Target Comparisons

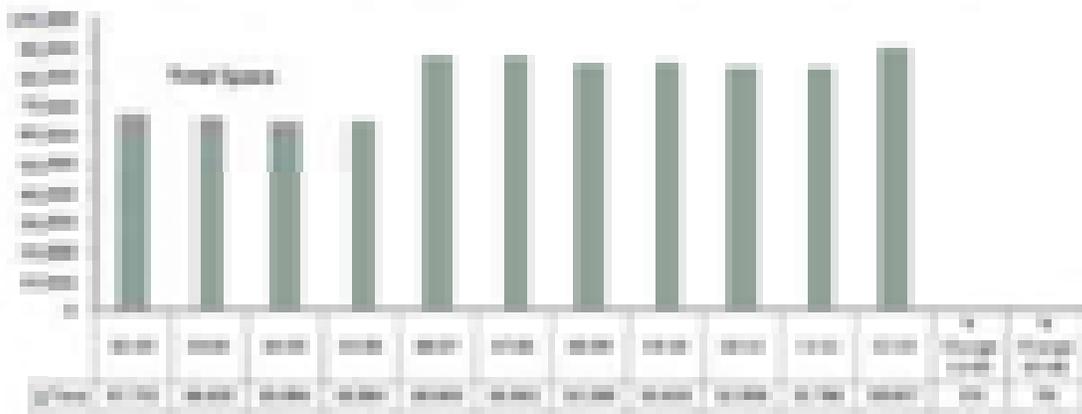| SUMMARY TABLE DIFFERENCES	2020 Projections	Fall 2020 Targets	Differences
Total UNG	885	900	-15
Total Masters	872	800	72
Total PhD/EdD	556	550	6
Total Targets	2313	2250	63

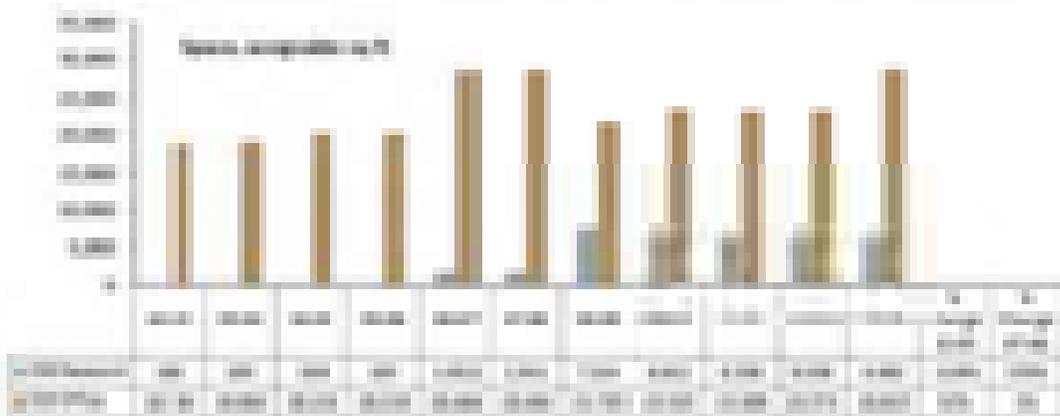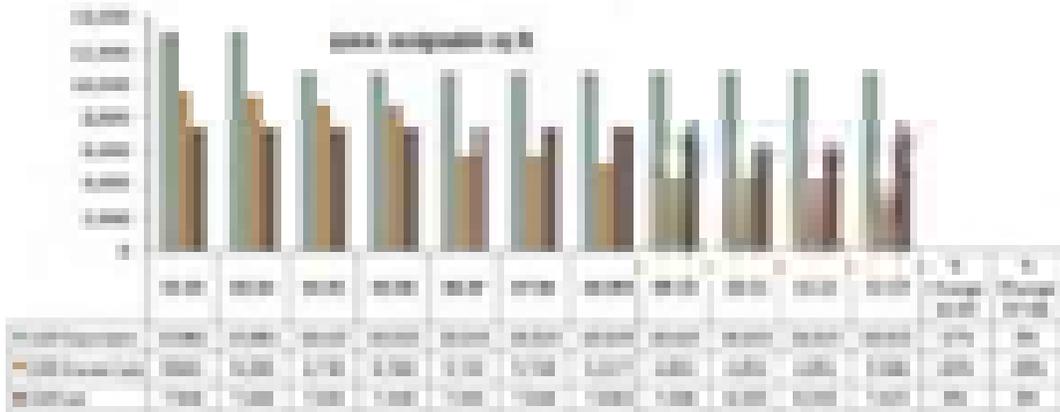# APPENDICES

College of Education Demographics
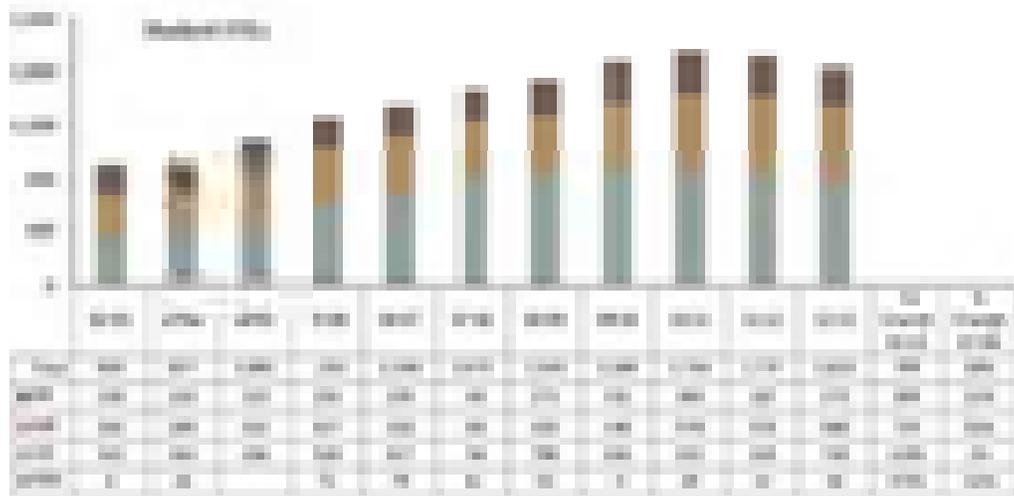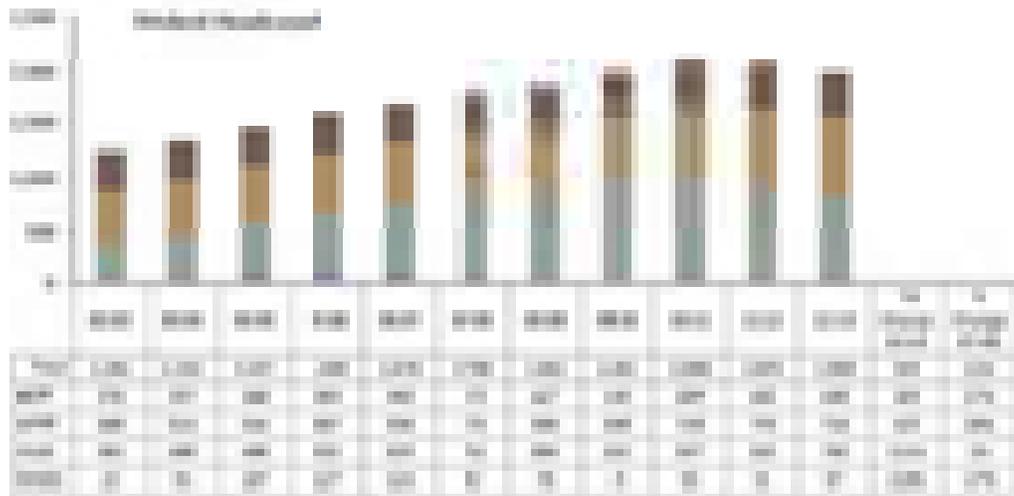

College of Education
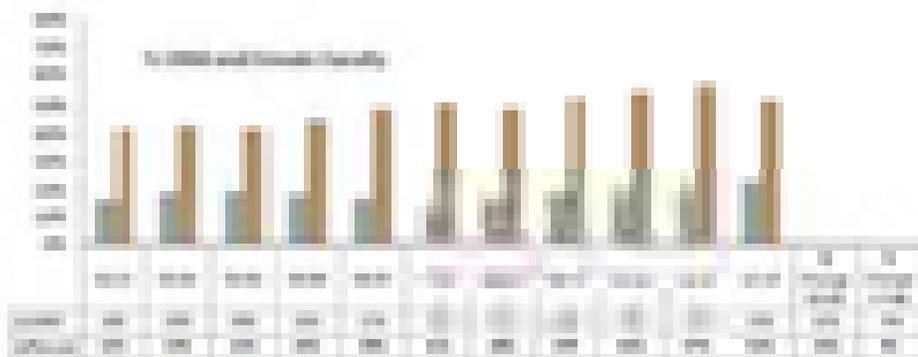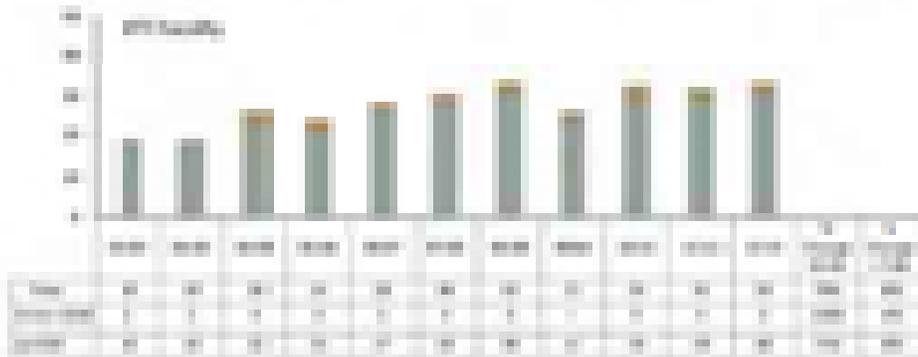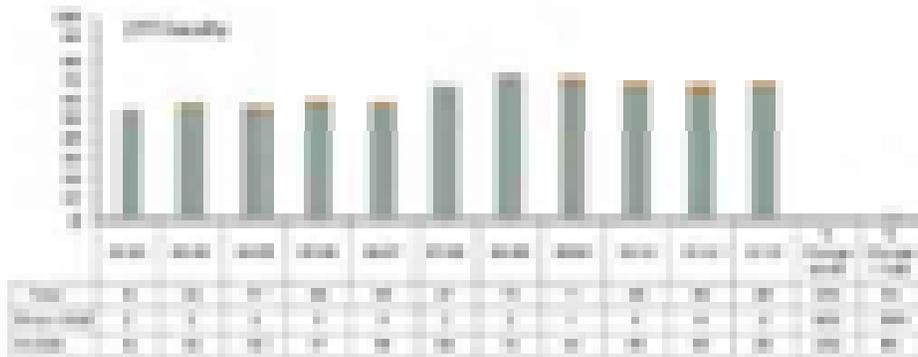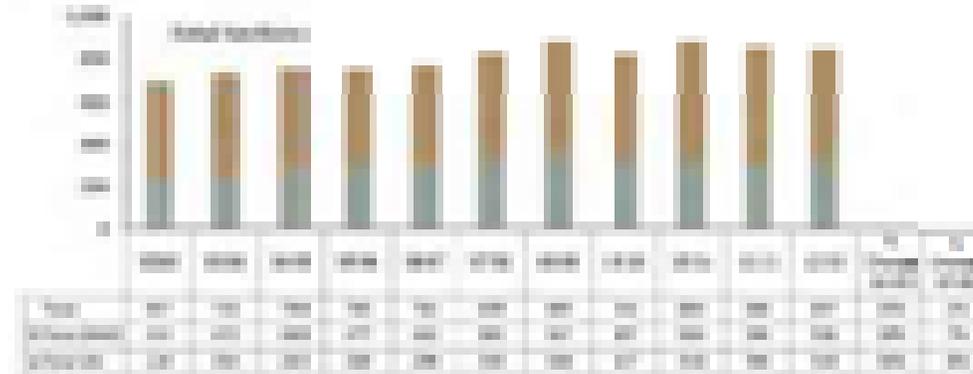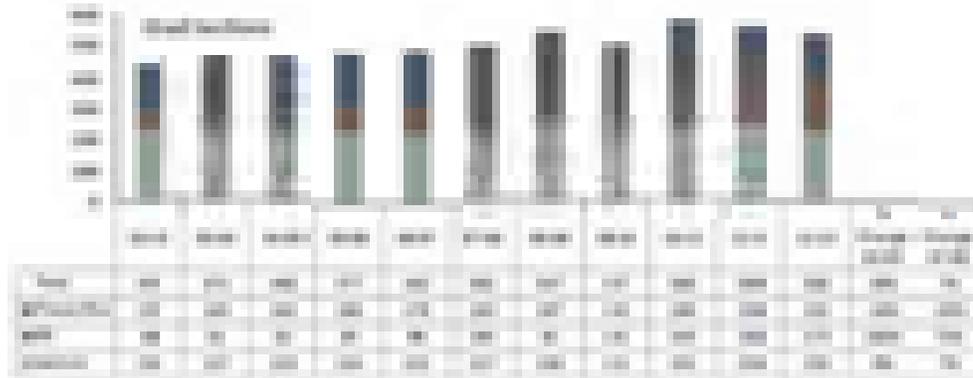
College of Education

Personnel

College of Education

Type II
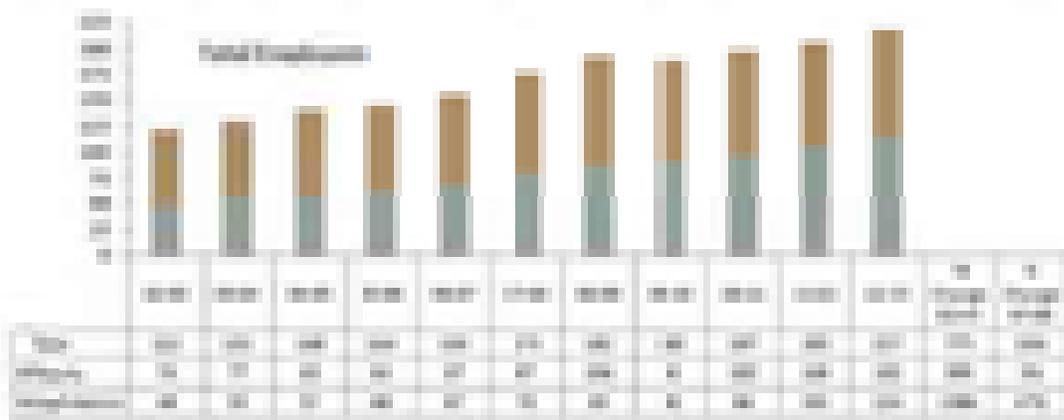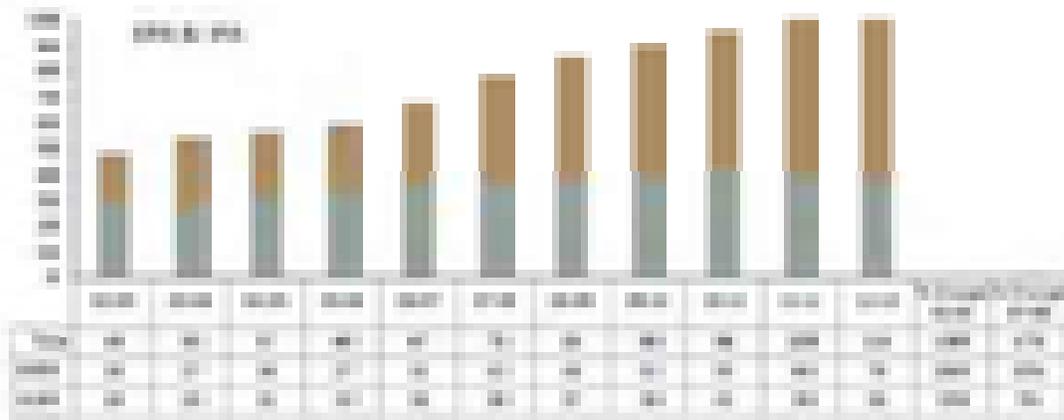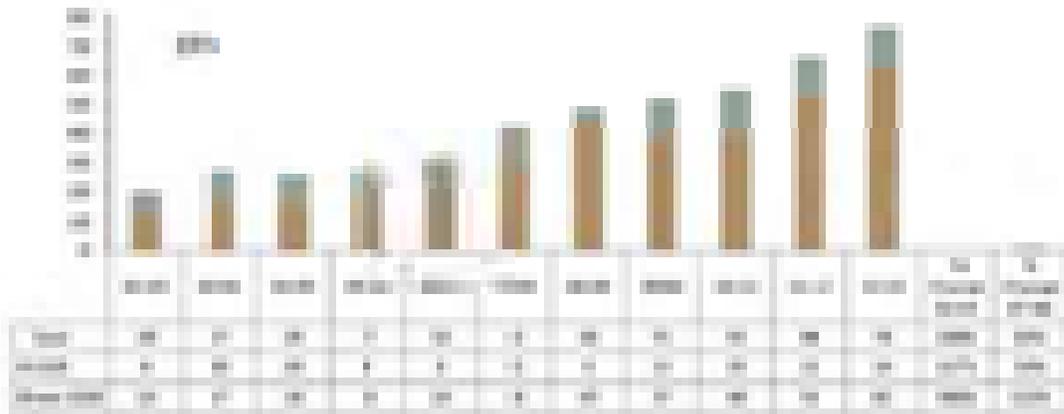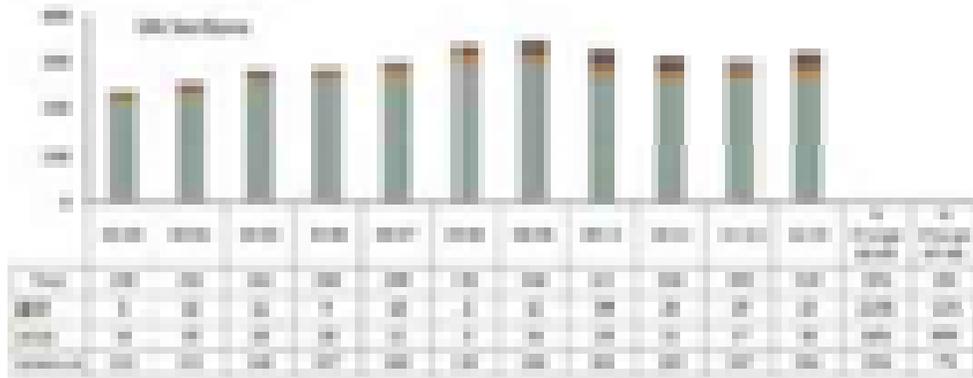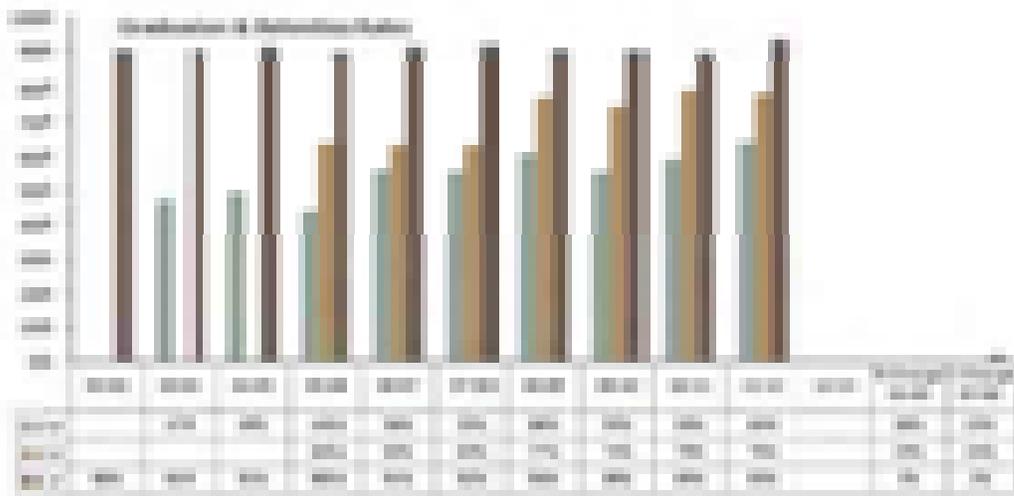
College of Education

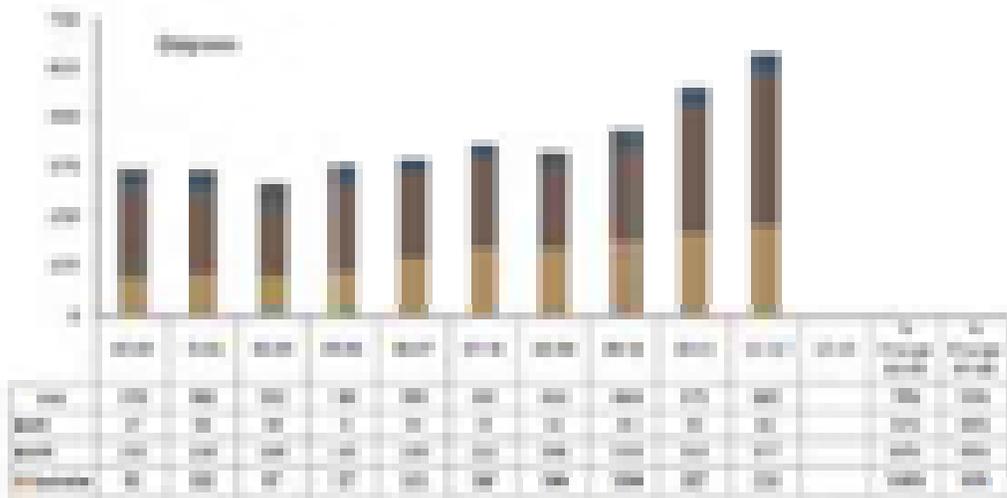Students

College of Education

Course Delivery
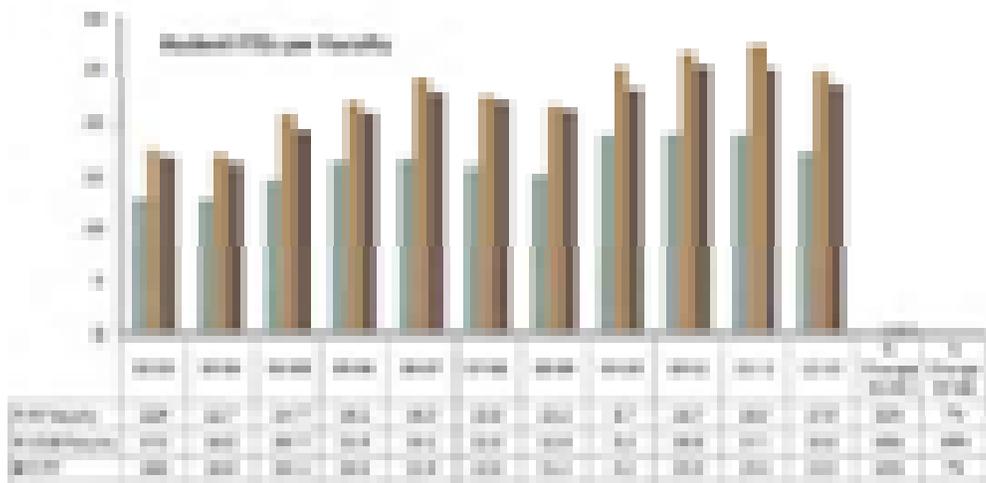
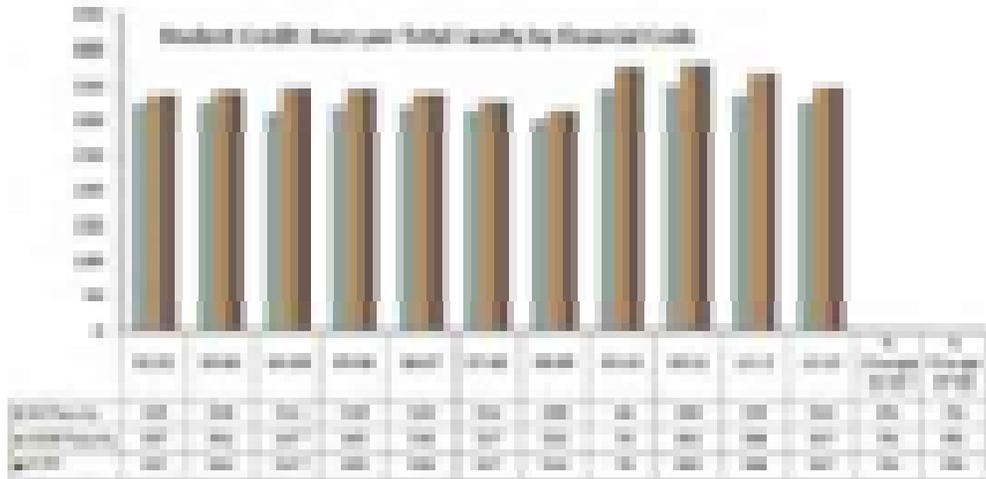College of Education

Courses Delivery

33

College of Education

Degrees, Graduation and Retention Rates

College of Education

Ratio
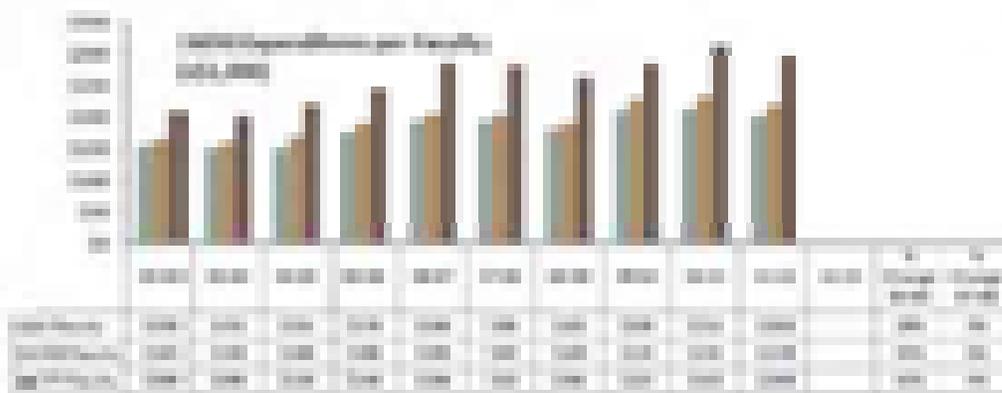

Student Credit Hours per Total Faculty by Financial Faulk

Student FTEs per Faculty

College of Education

Rates

Instructional Expenditures per Faculty

M&O Expenditures per Faculty

Research per STTF Faculty
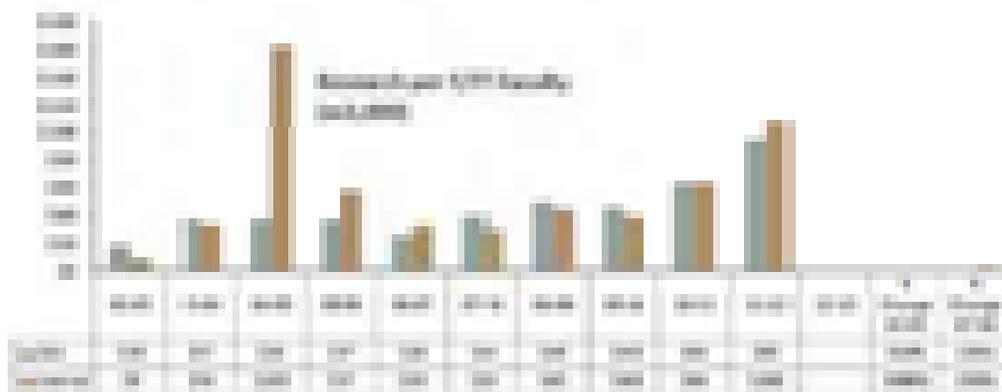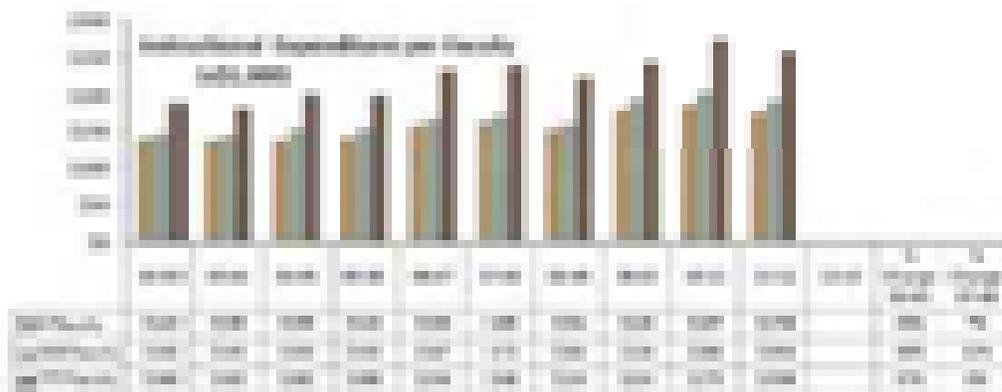
Budget Information and Trends
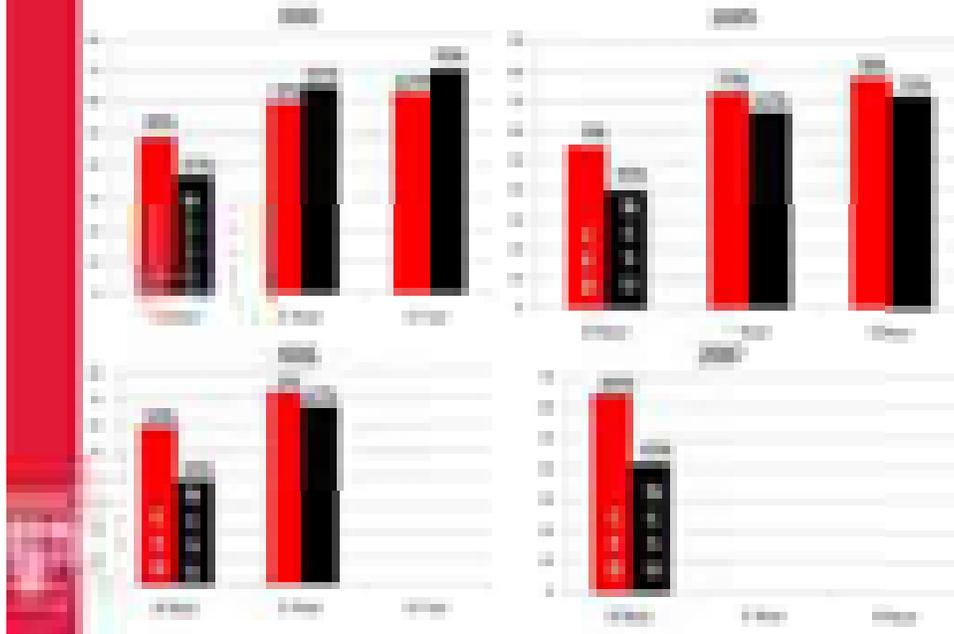
Student Achievement

CED Student Achievement - End of Fall 2012		
	All CED Undergrads	First Year CED Undergrads
EDU (EDGENBS)	2.84	2.95
ELM (ELMEDBS)	3.48	3.44
MED (MTHEDBS)	3.20	2.81
MSM	3.30	3.06
MKE (BUSEDBS)	2.84	2.77
MSL	3.10	3.19
SED (SCIEDBS)	3.15	2.83
MSS	3.21	3.46
TED (TDEBS)	3.05	2.56
TEC (Technical Education) (TECEDBS)	2.74	~
Total	3.19*	3.15*

* UPA Data

Academic Admissions Enrollment Data

Average Academic Data 2012-2013		
Admission Status	HSGPA	Total SAT
applied	3.89	1117
accepted	4.37	1198
Confirmed	4.39	1174
Enrolled	4.31	1156

Average Academic Data 2013-2014		
Admission Status	HSGPA	Total SAT
applied	3.94	1100
accepted	4.45	1225

CED Accepted and Confirmed by Major Plan 2012-2013		
Major	Applied	Confirmed
EDU	152	21
ELM	340	65
MED	54	14
MKE	17	
MSL	33	10
MSM	18	6
MSS	2	
SED	23	1
TDE	28	5
Grand Total	659	120

CED Accepted and Confirmed by Major Plan 2013-2014	
Major	Applied
EDU	147
ELM	320
MED	60
MKE	13
MSL	22
MSM	16
MSS	2
SED	25
TDE	35
Grand Total	644

Accepted 2012-2013: 289　　　　**Accepted as of 3/22: 260**

APPENDIX 2

STRATEGIC PLANNING PROCESS DETAILS

Fall, 2010

The CED strategic planning process began in fall of 2010 upon the arrival of Dean Jayne Fleener. During the fall all-college retreat, **strategic directions** for teacher education and educational leadership were presented by Associate Dean Gerald Ponder (see Appendix 3). Six program parameters (Collaboration, Assessment, Diversity, Field Experience, Globalization and Technology); five program features (Leadership, Respectful Environment, Content, Facilitation of Instruction and Reflection); and six evidences (Breadth of Knowledge, Depth of Content, Pedagogical and Professional Knowledge, Skills & Disposition, Certification of Capacity, Positive Impact on Student Learning, and Leadership and Collaboration) were mapped to 21st century skills (Reading Comprehension, Written and Oral Communication, Core Subject Knowledge, Global Awareness, 21st Century Literacy, and 21st Century Skills) for teacher education by the re-visioning team comprised of teacher education faculty, staff, school partners and advisors. Program parameters for the re-visioned educational leadership programs included Teacher Empowerment and Leadership, Organizational Management, Community Involvement and Engagement, Positive Impact on Student Learning and Development, School Culture and Safety, and School Improvement (see Appendix 3). These program parameters were mapped to professional standards and program evidences.

Also during the fall, 2010 retreat, representatives from 7 of the 9 preliminary University Strategic Planning task forces coordinated small –group faculty discussions to provide input to the university strategic planning process. Notes were summarized and used by the representatives for future discussions at the university level. (See Appendix 3 for faculty strategic planning representatives.)

The fall, 2010 college-wide retreat finally began the process of identifying **college strengths and opportunities.** The following chart provided a visual to capture our primary focus and our perceived strengths.

Spring, 2011

During the spring 2011 retreat, college areas of strength were expanded to include: STEM Teacher Education, Leadership, Technology, and Innovation. Strategic areas of emphasis (21st Century Perspective, Diversity, Research and Policy, Interdisciplinarity, and Globalization) were identified. Later that spring, departments and program areas in the college compiled information from the 2010 Faculty Activity Reports (FARs) to provide insights into our existing activities in identified areas of strength along these strategic dimensions (see Appendix 4 for tally results).

College Strengths	Strategic Opportunities				
	21st Century Perspective	Diversity	Research & Policy	Interdisciplinarity	Globalization
STEM					
Teacher Education					
Leadership					
Technology					
Innovation					

Fall, 2011

A Retreat Planning Committee used the information collected from program areas and departments in the spring to determine an agenda for and plan the fall 2011 College Retreat (see Appendix 5 for

faculty participants). The following areas were identified to focus conversations for the October retreat.

- Innovate graduate programs

- Revise SME & RPT expectations

- Coordinate and synergize international activities and opportunities

- Address program completion rates

- Develop program metrics

- Increase on-line offerings – restructure DE

- Identify and address diversity challenges

- Increase CED faculty external awards

Two breakout sessions organized around these themes during the fall faculty retreat provided faculty and staff opportunities to brainstorm and provide feedback in these areas.

Breakout Session I:

1. Innovations in graduate programs

2. Reappointment, promotion & tenure

3. Diversity

4. Recruitment and support of graduate students

5. 21st century colleges of education

6. Collaborative research

7. Staff opportunities for college leadership and direction

Breakout Session II:

1. Innovations in graduate programs

2. Reappointment, Promotion & Tenure

3. 21st century colleges of education

4. International experiences for faculty and students

5. Teacher education research and programs

6. Collaborative research and/or cluster hire brainstorming

7. Good Teaching: We're supposed to be the experts

To prompt thinking and conversations about program quality and efficiency, undergraduate graduation rates compared with university undergraduate graduation rates, and graduate completion rates by programs were shared. (See Appendix 6 for 2011 data on graduation and completion rates). The APLU Commissions areas of emphasis were noted as a backdrop to these conversations as important areas of focus for Land Grant universities.

- A·P·L·U six commissions that focus on vital issues in higher education.

  - Access, Diversity & Excellence

- Advisory Committee on Technology

- Food, Environment, & Renewable Resources

- Innovation, Competitiveness and Economic Prosperity

- International Programs

- Science & Mathematics Teacher Imperative

- Urban Initiatives

Also presented were recommendations from the ***University Faculty Excellence Task Force Report (Dec, 2010)*** that:

- *Graduate training be reorganized into broad fields of study that transcend departmental structure.*
- *Individual faculty members may belong to more than one graduate field.*
- *Graduate fields may include multiple concentrations.*
- *The number of graduate fields should be dramatically fewer than in our current model.*

Reports from the fall retreat were used for planning the spring, 2012 faculty retreat. In the meantime, college leadership discussed data and financial structures supportive of emerging areas of emphasis and strategic direction.

Spring, 2012

During the spring, 2012 college retreat faculty and staff participated in the final stages of the preparation of the College Case Statement addressing the following questions:

Mission: Who are we?

1. Who are we?

2. What do we do and for whom?

 Position: Where are we now?

1. What are our current strengths?

2. Where are we now (rankings, accreditations, etc.)?

3. How are we "better" than or "different" from our peers?

 Vision: Using *The Pathway to the Future* for context, what do we aspire to be?

1. What do we aspire for the College of Education?

2. Identify one or two other institutions that we consider aspirational peers. What makes these other institutions aspirational?

3. In what areas are we recognized as a leader? What additional resources would be required to retain or enhance this leadership status?

4. Provide a vision statement of ONLY three to four sentences for the College of Education.

(See Appendix 7)

With the release of the University Strategic Plan, strategic areas of emphasis identified in earlier retreats were compared with NC State's *Pathway to the Future* strategic plan along the dimensions of:

- Rethinking Graduate Education
- Graduate Student Support
- Innovation in Education
- Developing Quality Metrics and Right-sizing
- Globalization/Internationalization
- Diversity

Data from the graduate programs metrics report released by the *Task Force on Program Efficiencies Toward Greater Effectiveness and Efficiency in Academic Courses and Programs[6]* were discussed with faculty. University metrics used for comparisons across programs included the following:

- Enrollment
- Enrollment by Grad Faculty
- Degrees Awarded
- Degrees Awarded by Grad Faculty
- Mean Time to Degree
- Six-year Completion Rate
- Applications
- Selectivity
- Yield
- SCHs
- SCHs by Grad Faculty
- Grad Faculty Count

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[6] http://provost.ncsu.edu/governance/task-forces/documents/academic-productivity-final-report-3-201.pdf

Close examination of US News rankings reports for 2010 – 2012 as well as the Task Force on Review of Graduate Programs report[7] provided opportunities for focusing conversations on strategic opportunities. (See Appendix 8 for US News Rankings Analyses). Breakout sessions during the spring retreat focused on four areas: Doctoral Program Consolidation, Graduate Student Support, Diversity and Outreach, and Participation in Capital Campaign. Group facilitators submitted written feedback of group discussions that provided Next Steps guidance for the College Leadership team. (See Appendix 9 for group facilitators and topics)

Summer, 2012

As an outgrowth of the fall and spring faculty retreats, along with data provided by the two task force reports, the leadership team decided to begin in earnest the planning for revising our doctoral programs. Doctoral program revisions considerations were driven by (1) the desire for more innovative and relevant programs, (2) efficiency and quality considerations, and (3) more strategic opportunities for preparing future educational leaders and researchers. The hiring of a new college Director of Development also prompted a restructuring of development and alumni relations support and activities. Revisioning of the office of International and Distance Education Alliance (I+DEA) also was an outgrowth of these conversations and was explored during the summer, 2012.

With regard to doctoral program restructuring, Interim Associate Dean Ellen McIntyre met with a small group of faculty representing each department throughout the summer to: (1) identify innovative doctoral programs, (2) review the literature on doctoral education, and (3) closely examine program efficiency and productivity findings of the university committee. In addition, an analysis of doctoral programs in the college presented comparisons of the five PhDs and EdD in Technology Education across the following dimensions: Core Curriculum, Admissions Criteria, Doctoral Experiences, and Student Advising and Support. The goal of the group was to make recommendations for next steps for college-wide discussions of transforming doctoral education in the College.[8]

Also during the summer, Dean Fleener began to compile data from the various meetings and conversations to pull together a first draft of the college strategic plan. Using logic modeling, she presented the first draft of the strategic plan to the administrative council during their summer leadership retreat. The conversations at this time were particularly important because of changes in the leadership team that included a new department head in the department of Leadership, Policy, Adult and Higher Education (LPAHE), Dr. Mary Ann Danowitz, an interim department head in the department of Elementary Education (ELM), Dr. Paola Stzjn, and an interim associate dean for academic affairs replacing the retired Dr. Gerald Ponder, Dr. Ellen McIntyre, previous ELM department head. At that time, department heads decided to begin the process of addressing challenges identified with departmental differences in expectations for SMEs, FARs, and Tenure and Promotion.

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[7] http://provost.ncsu.edu/governance/task-forces/academic-program-review/2011/index.php
[8] All documents and meetings of the doctoral redesign committee can be found on the College Moodle page.

Fall, 2012

During the fall, 2012 all-college retreat, occurring at the end of August, a detailed analysis of US News rankings and scores was presented, comparing NC State Graduate Programs in the College of Education with both our peer universities and closely-ranked universities. (See Appendix 10) Department Head Mary Ann Danowitz and Dr. Stephen Porter then led a faculty discussion on strategies for improving our rankings. Also at the fall retreat, Dr. Ellen McIntyre reported on the PhD Re-Design committee activities from the summer and their findings. Findings concluded:

1. Some *very* impressive work (and programming) is happening in our College.
2. UPA data on our programs are extremely varied (i.e., there are high and low performance metrics).
3. Curriculum and experiences in our programs also seem to be quite varied (many positive, some in need of revision).
4. Evidence for our work in doctoral programs is varied (some programs have excellent assessment plans, while others are wanting).

Dr. McIntyre reported on an analysis of 2011 average GRE scores of doctoral students in the College to prompt discussions about program selectivity and demonstrate the diversity across programs.

Program	Verbal GRE	Quantitative GRE	Total
Program 1	533	605	1138
Program 2	545	755	1300
Program 3	400	550	950
Program 4	350	600	950
Program 5	467	490	957
Program 6	569	617	1186
Program 7	565	631	1196
Program 8	517	617	1134
Program 9	592	596	1188

Faculty survey data on the doctorate revisioning process were presented by Dr. McIntyre at the retreat to provide a sense of direction for future conversations about revisioning doctoral education within the college. A series of open meetings to discuss PhD Redesign were scheduled throughout the fall semester. Approximately 1/3 of the faculty participated in these meetings. Later in the fall, a group of faculty led by Dr. Hiller Spires and Dr. Mary Ann Danowitz met to develop a stimulus paper outlining the parameters of the Scholar Leader, the name for the new features and outcomes of programs. To inform their thinking, the writing team reviewed the materials and information gathered by the Doctoral Revisioning Core Committee working with Dr. McIntyre, and held a symposium of key stakeholders (policy makers, legislators, business leaders, and education non-profits) to discuss the priorities and needs for doctoral education in a college of education. A draft of the Scholar Leader stimulus paper was completed in April.

At the same time discussions of revising the doctorate were occurring, during the fall semester, Dean Fleener presented draft versions of the logic maps of the strategic plan for faculty to provide comment. At the fall retreat, faculty were given sticky-notes to place on poster-sized logic maps to write comments. Faculty were also given different colored dots to place next to the strategies and outcomes they felt most strongly (positively or negatively) about. Throughout the fall semester, departments, programs and administrative units were asked to take the draft college strategic plan and develop their own strategic plans that connected with the college/university and included questions and metrics to determine successful outcomes. At the same time, department heads were charged with developing enrollment projections for each program in their unit through 2020.

Spring, 2013

At the spring, 2013 college retreat, department heads discussed their recommendations, findings, and progress on coordinating SMEs, FARs, and tenure and promotion guidelines, including the role of DFVs in supporting non-tenured faculty. They also included their beginning work with non-tenure track, semi-permanent, teaching faculty to address issues of concern for this important portion of our faculty. Dean Fleener presented a summary of where the college was with strategic planning and enrollment management with the promise of drafts of the entire strategic plan to be released for comment later in April. Finally, Dr. McIntyre reported on the progress of the revisioning of the doctoral programs.

APPENDIX 3

FALL 2010 STRATEGIC PLANNING

FALL COLLEGE RETREAT

Re-Visioned Educational Leadership

Parameters	Standards	Evidences
Teacher Empowerment and Leadership	Strategic Leadership	Distributive leadership and teacher empowerment
Organizational Management	Instructional Leadership	Legal literacy
Community Involvement and Engagement	Cultural Leadership	Human resource development and evaluation, analysis, and action plan
Positive Impact on Student Learning and Development	Human Resource Leadership	Resource and fiscal analysis action plan for school improvement
School Culture and Safety	Managerial Leadership	School/Community relations, structure, and involvement
School Improvement	External Leadership	Creating professional learning communities in schools
	Micro-political Leadership	Cultural wellness assessment and action plan
		Improving teaching and learning within school improvement team

TASK FORCE
SUBCOMMITTEES REPRESENTATIVES

Graduate and Postdoc Pgm Dvt
- Audrey Jaeger (co-chair)

Faculty Excellence
- Jere Confrey
- Jessica DeCuir-Gunby

Research and Scholarship
- Steve Kleinman
- Paul Umbach

Global Eng. and Competitiveness
- Carol Kasworm
- Hiller Spires

Partnerships, Innovation, and Entrepreneurship
- Julie Storberg-Walker

Campus Culture and Community
- Jose Picart
- Bonnie Fusarelli

Resource Strategies
- Lance Fusarelli

COLLEGE of EDUCATION

Program Area CY10 Products
By Areas of Strength

Strengths	21st C Persp	Diversity	Res & Pol	Inter-Disc	Global.	TOTALS
STEM						180
Teacher Ed						300
Leadership						245
Technology						207
Innovation						174
TOTALS	300	146	341	208	111	

Tallies of activities from Faculty Annual Reports across the college by areas of strength and focus areas.

APPENDIX 5

FACULTY RETREAT PLANNING COMMITTEE
FALL 2011

- Paola Sztajn (ElemEd)
- Valerie Faulkner (ElemEd)
- Meghan Manfra (CICE)
- Hiller Spires (CICE)
- Dave Frye (FI)

- Brian Matthews (Faculty Chair)
- Kathy Lohr (LPAHE)
- Tim Hatcher (LPAHE)
- Brandon Emig (STEM)
- Ted Branoff (STEM)

2011 Program Data Discussed

Campaign Case Statement Worksheet

Name of Unit: College of Education

Introduction

By completing this worksheet, you will help to provide baseline information from which the university's preliminary campaign case statement, or prospectus, may be expanded. Encouraged are collaborative ventures among and between various academic and non-academic units that advance the aspirations as set forth in *The Pathway to the Future* strategic plan.

Please complete this worksheet by answering the following questions and completing the following tables in the spaces provided. When responding, note that "we" refers to your college, school or unit, and "you" refers to your role as that unit's chief executive.

This worksheet will also be sent electronically to your email. When finished, **please return this completed electronic worksheet to John Taylor by March 30.**

If you have questions while completing this worksheet, please contact John Taylor.

Mission: Who are we?

1. Who are we?

The College of Education is a voice of innovation for learning across the life span.

2. What do we do and for whom?

We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community.

Position: Where are we now?

1. What are your college/unit's current strengths?

- Education and research innovation and policy outreach including strong relationships and partnerships with education and policy leaders and conducting policy analyses while working directly with state policy makers
- Science, Technology, Engineering and Mathematics (STEM) Teacher Preparation
- Elementary teacher preparation with a STEM focus
- Leadership development for and service to K-12, community college, and university administrators
- Learning sciences and new technologies in education including developing and disseminating models for the effective use of technologies in K-12 education and developing new models of technology infrastructure for K-12 schools
- Mathematics education faculty research and leadership around the Common Core Curriculum
- Community and K-12 outreach and partnerships
- Undergraduate student success support and programs
- Evaluation of educational innovations
- Professional development for K-12 teachers and administrators

2. Where are we now? (rankings, accreditations, etc.)

- We are fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and by the Council for Accreditation of Counseling & Related Educational Programs (CACREP).
- Current USN ranking - 73 (out of 238)
- Friday Institute is becoming recognized nationally for leadership and impact on educational innovation, professional development, dissemination and support of new models of technology infrastructure for K-12 education, and policy

3. How are we "better" than or "different" from our peers?

- Teacher preparation programs have strong STEM and technology focus
- Students and faculty participate globally
- Technology innovation and applications in education are cutting-edge
- Outstanding extramural funding
- Strong commitment to community and service
- Comprehensive leadership programs across K-16 institutions, including community colleges
- Working across the research, practice and policy perspectives
- Collaborations with science and mathematics faculty, non-profits involved in educational reform, state agencies, and business partners

Vision: Using *The Pathway to the Future* for context, what do we aspire to be?

1. What do you aspire for your college/school/unit to be?
- The "go-to" place for education innovation and solving educational challenges having local impact with a global perspective;
- Generating scalable solutions to hard problems (grand challenges of the future);
- Innovating and inspiring educational futures;
- More highly ranked and recognized for excellence;
- More competitive for attracting and retaining the best students and faculty;
- Impact on education policy and innovation;
- Leader in the application of emerging technologies, education data analytics, and approaches to updating the education workforce

2. Identify one or two other institution(s) that your college/school/unit aspires to model. What makes these other institution(s) aspirational?

- University of Michigan - known for research in mathematics and teacher education that is making a difference in policy and practice while staying connected to what matters to teachers and honors their work; also has large endowment and funding for graduate students and is highly ranked
- Michigan State - known for research in literacy/new literacies and professional outreach
- Penn State - well funded and quality research, faculty and students
- University of Pittsburgh/LRDC (Learning Research and Development Center)

3. In what areas are your college/school/unit recognized as a leader? What additional resources would be required to retain or enhance this leadership status?

- STEM Education
- Learning trajectories and the Common Core
- Community College Education (historical strength)
- Educational Leadership (emerging strength)
- Higher Education

- New Literacies (beyond traditional literacies to include visual, quantitative and Web 2.0 tool literacies)
- Friday Institute for Education Innovation for its influence on State programs and policies, direct work with schools, leadership development, research and evaluation projects, and impact on the effective use of technologies in K-12 education.
- Community Outreach (e.g., reading and counseling clinics)
- Student support and success (advising center)
- Additional Resources: Endowments for faculty in these program areas, endowment for an institute in New Literacies, endowment for additional hires in analytics and digital transformation in education interdisciplinary research; endowment for support of student "Passport to Success" (including student international travel for internships and school visits); possible expansion of Friday Institute to accommodate research teams, and support to redesign/develop and support new interdisciplinary graduate programs to include the Digital Transformation of K-12 Education. With the right donor, we feel we could become a named college which would greatly enhance our visibility and potential for rising in the rankings.

4. Provide a vision statement of ONLY three to four sentences for your college/school/unit.

To be a nationally ranked, research-extensive, professional college of education with distinction for work in teaching and learning in technology-enabled environments. Known as the go-to place for addressing education challenges and generating scalable solutions to the grand challenges of the future. Research and engagement innovating and inspiring educational futures that have local impact and global perspective.

APPENDIX 8

US NEWS RANKINGS ANALYSES

US News & World Report Data

US News Quality Indicators

US N&WR 2012 Ranking
GED - 73

US News Education Specialist Rankings

Spring 2012 Retreat Focused Conversations

Group	Facilitators	Location
Doctoral Program Consolidation	Gerald Ponder & Ellen McIntyre	Wachovia
Graduate Student Support Infrastructures	Audrey Jaeger, Ben Ojala & Allison Mitchall	BB&T
Diversity & Outreach	Jessica DeCuir-Gunby & Susan Osborne	Nortel A
Participation in Capital Campaign	Hiller Spires & Kylie Cafiero	Nortel B

APPENDIX 10

US News Peer and Near-Peer Comparisons

Peer Institution	Rank	Score	Peer	Supt	GREV	GREQ	Accept	Fac Doc Ratio	Fac Stu Ratio	Expend/fac	Fund (millions)
Arizona	51	54	3.6	3.8	522	560	64.2	0.9	5.2	231.8	11.4
Colorado State	NA	NA									
Florida	34	61	3.6	3.9	564	656	42.5	0.9	3.9	212	14.8
Georgia Inst. Tech	NA	NA									
Illinois	22	72	4.1	4.4	540	705	48.9	0.9	3.8	169.3	14.9
Iowa	33	63	3.5	4.2	540	612	45.8	0.6	4.1	200.4	16
Maryland	26	68	3.9	4.1	580	659	21.8	0.8	4.8	151.3	14.2
Michigan State	16	76	4.3	4.2	563	632	43.2	0.7	4.9	278	28.6
NC State	73	47	3.1	3.7	532	588	50	0.7	3.1	121.9	9.5
Ohio State	18	74	4	4.1	549	644	34.7	0.6	1.8	192.8	30.9
Penn State	26	68	3.9	4.3	553	642	34.3	0.8	3.7	145.1	17
Purdue	37	60	3.5	4.2	521	659	41.1	0.5	2.6	141.4	10.2
Rutgers	46	56	3.5	3.9	522	598	44.7	0.5	2.7	177.3	8.5
Texas A&M	38	59	3.6	4.3	486	601	46.6	1	3.8	118.5	14.3
UC - Davis	63	50	3.4	3.8	523	583	34.1	0.8	4.7	162.8	5.2
Virginia Polytechnic	100	41	3.1	3.9	NA	NA	63.3	1.2	5	168.7	7.6
Wisconsin - Madison	9	83	4.4	4.5	555	640	36.3	0.8	5.2	256.9	28.5

2013 Rankings (2011 data)

Peer Institution	Rank	Score	Peer	Supt	GREV	GREQ	Accept	Fac Doc Ratio	Fac Stu Ratio	Expend/fac	Fund (millions)
Arizona	51	54	3.6	3.9	426	450	66.2	0.6	4.8	204.5	10
Colorado State	144	34	2.8	3.5	NA	NA	7.2	NA	4.3		0.3
Florida	40	59	3.6	4	572	617	41.2	1	6.6	251.5	17.9
Georgia Inst. Tech		NA									
Illinois	19	72	4.1	4.2	650	748	38.1	0.9	3.9	177	14
Iowa	32	61	3.6	4	530	630	48.8	0.9	4.5	186.5	14.7
Maryland	27	65	3.9	4.1	589	694	23.1	1.1	4.1	126.8	12.6
Michigan State	15	78	4.3	4.2	561	658	37.1	0.6	5.2	301.8	32.3
NC State	79	47	3.1	3.6	493	585	40.1	0.8	3	165.4	12.7
Ohio State	16	77	3.9	4.3	560	634	34	0.4	2	235.2	40.5
Penn State	28	63	3.8	4.1	520	660	41.5	0.8	4	136.8	16.1
Purdue	32	61	3.5	4	621	714	42	0.6	2.4	191.7	12.7
Rutgers	47	55	3.4	3.8	NA	NA	47.1	0.5	2.7	184.2	8.8
Texas A&M	47	55	3.6	4.2	489	616	57.9	0.9	3.9	126.6	13.3
UC - Davis	60	52	3.4	3.8	527	155	34.1	0.9	5.6	217.1	6.5
Virginia Polytechnic	100	42	3	3.9	NA	NA	79.5	1.2	4.4	194.6	8.9
Wisconsin - Madison	10	85	4.3	4.5	571	685	29.1	1.1	4.2	358.4	35.5

2014 Rankings (2012 data)