

# NC STATE UNIVERSITY

College of Education

FY12 Annual Report

June 2012

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

**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.*

## Submitted by

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M. Jayne Fleener ..... Dean  
Gerald A. Ponder ..... Associate Dean for Academic Affairs  
Samuel S. Snyder ..... Associate Dean for Research & Administration  
Anona Smith Williams ..... Assistant Dean for Student Services & Involvement  
Lilia I. Collazo ..... Assistant Dean for Finance

## Unit Heads

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Ellen S. Vasu..... Curriculum, Instruction & Counselor Education  
Ellen McIntyre..... Elementary Education  
Robert C. Serow ..... Leadership, Policy & Adult & Higher Education  
Patricia E. Simmons ..... Science, Technology, Engineering & Mathematics Education  
Glenn M. Kleiman ..... William & Ida Friday Institute for Educational Innovation

## CHANGES IN SERVICE ENVIRONMENT

**Recent and anticipated changes in state and federal policy-makers and political agendas** shape education policy, decreasing funding and support, placing increased demands on college personnel to be responsive, engaging in greater K-12 outreach and conducting more research. The discontinuation of the Teaching Fellows program, for example, eliminates scholarship funding that had been supporting 33% of each first year cohort for the full four years of study.

**The adoption of national common core standards** and plans for their implementation and assessment provide both challenges and opportunities to build on existing work, conduct new research and evaluation, and provide professional development leadership to support development and deployment of the new curriculum.

**Growing emphasis in the college on internationalization** broadens programs and opportunities for students and faculty and at the same time challenges the college resource base to provide support for these new needs.

**The growing need for data-based decisions in education and the emphasis on value added models** creates a need for new data systems and analytic tools that require focused response from college faculty and research staff.

**The university has begun the process of realigning business operations across the campus** preparing for the centralization of HR, financial, and research management processes.

**The continuing slow recovery of the economy** in NC requires budget reductions that reduce college resources available to invest in future growth and have constrained fiscal flexibility for the foreseeable future. Managing forward in a time of declining resources is a challenge.

## MAJOR INITIATIVES AND CHANGES TO PROGRAMS

**Race to the Top. *Crossing the Finish Line a Winner:*** The Friday Institute for Educational Innovation led the successful North Carolina Race to the Top proposal, bringing \$400M in education funding to the state. The Friday Institute is leading three major initiatives. The NC Education Cloud: The statewide transition to a cloud computing/support services infrastructure for K-12 public education. The Northeast Regional Leadership Academy: a new approach to recruiting, preparing and supporting leaders who will turnaround low performing schools. The Evaluation of the Race to the Top program: a unique collaboration with the SERVE Center for Continuous Improvement at UNC-G and Carolina Institute for Public Policy at UNC-Chapel Hill.

***Hey, K-12 Classrooms: Send it to the Cloud.*** One of the Race to the Top initiatives being led by NC State education specialists is the NC Education Cloud. The NC Education Cloud will provide a highly reliable server infrastructure supporting the K-12 education enterprise statewide. This infrastructure will allow all, approximately 160,000, NC teachers to have access to modern services to assist with online content discovery, creation, delivery and instruction in traditional classroom and distance learning environments.

*North Carolina's Race to the Top Program is being carried out by the Department of Public Instruction, and partner institutions, such as the Friday Institute for Educational Innovation at North Carolina State University.*

*Phil Emer, Director of Technology Planning and Policy, leads the Education Cloud team at the Friday Institute. The Education Cloud will provide for:*

- *Equity of access to compute and storage resources;*
- *Efficient scaling according to combine NC K-12 usage requirements;*
- *Consistently high availability, reliability and performance;*
- *A common infrastructure platform to support emerging instructional and data systems;*
- *Sustainable and predictable operational cost.*

**21<sup>st</sup> Century Teacher Education.** The College completed the 21<sup>st</sup> Century curriculum re-visioning designs of teacher and principal preparation programs, with full implementation accomplished in spring 2012. The Technology Education and Graphic Communication programs have merged and been transformed into Technology, Engineering, and Design Education. Our elementary education program is one of a very few in the country to emphasize math and science.

***NSF Project Follows Graduates of Elementary Education Program.*** *Researchers in the College of Education are addressing the critical need for research that directly links teacher preparation to student achievement. A project team, led by Dr. Ellen McIntyre, is evaluating NC State's innovative, yet highly scalable STEM-focused elementary teacher preparation program. The program is designed to develop pre-service teachers' content and pedagogical knowledge and skills. The five-year study follows teachers through their preparation and into their first two years of teaching to understand and illustrate teachers' growth on content knowledge, teaching performance and efficacy. Dr. McIntyre brings to the study extensive experience leading several large-scale longitudinal studies on classroom instruction. She leads a team which has a wide range of skills and areas of expertise in STEM, quantitative methods, and teacher preparation. The project will yield foundational knowledge for improving STEM teaching and learning in both K-5 settings and teacher preparation programs. This knowledge has the potential to transform the ways in which teachers are prepared to teach STEM content, to produce a model of teacher development, and will allow for the possible adoption of the model by other teacher education programs across the nation.*

**Distance and International Learning (I+DEA).** In August 2010 the College changed its Distance Education Office to spear-head its global efforts and the International + Distance Education Alliance (I+DEA) was born. We have increased student travel abroad by 100% this past year and 262% over two years with increases in student teaching abroad, study abroad, and travel opportunities. The I+DEA office has supported departments and faculty this year by sponsoring visiting scholars from China, Ghana, and Turkey; facilitating K-12 student exchanges between the Wake County Schools and Beijing Royal School; negotiating and facilitating the signing of MOUs with Russian and Chinese partners; and sponsoring a faculty travel program to Turkey resulting in collaborative research among faculty at NC State and universities in Turkey, submission of joint research proposals for funding of future research, and anticipated future faculty and student exchanges. In addition to supporting established programs in Costa Rica, China, and Brazil, new programs have begun in Honduras for Counseling Education students and Russia for student teachers in undergraduate and graduate certification programs.

***Get up, get out, and travel the world.*** *Current and future educators have a responsibility to learn about the global community in which we all live and participate, so that we can prepare our students to do the same. This year the College of Education doubled the number of students who are student teaching abroad. Students complete a minimum of 10 weeks of full-time student teaching at a North Carolina school and then travel abroad for the final five to six weeks of the semester. This year the College had students teaching in China, Brazil, Russia and England.*

*NC State student teachers learned adaptability and flexibility to become better teachers and communicators. "My goal is to be a culturally competent, well-rounded educator. My experience in China taught me more than I could have ever learned through just reading text," said Valencia Hicks, elementary education graduate.*

*Twenty-first century skills include global understandings and cultural competencies. "We have developed a variety of international experiences for our students," said Dean Jayne Fleener. "Our goal is that by 2014, one hundred percent of our teacher education candidates will have the opportunity to participate in at least one global activity."*

*College of Education international programs are organized through the International + Distance Education Alliance (I+DEA) office. The I+DEA office coordinates distance education and the globalization initiative in the College of Education.*

### **Diversity: Initiatives and Progress**

Diversity is a cornerstone belief in the College of Education. Our professional accreditation standards, our mission statement, the conceptual framework by which we organize our programs for the preparation of teachers and other professional educators, and our teaching practices all value diversity. The College of Education has structured, intentional, and routine processes for recruiting students and faculty of color, of both genders, and of other categories of diversity. These efforts are, for the College of Education, an expression of beliefs firmly held by the faculty and administration. Six tenure track faculty positions were filled this year; five of the hired individuals enhance our diversity profile. Diversity related activities this year include these:

- **The CED Diversity Reception** brought together students, faculty, staff, alumni, and campus diversity leaders to celebrate diversity within the college.
- **MEDIAN: Math Enrichment Designed to Increase Academics and Networking** was funded by a Diversity Mini-Grant from OIED to support a math enrichment program for first generation, students of color, and those who were in the Pack Promise program and needed additional support in math. We hosted a 10-week series of workshops for the students in spring 2012 led by math teacher and peer coaches.
- **Cross Cultural Conversations**, a workshop series organized by the CED Diversity Coordinator and the International Programs Coordinator provided students and faculty with a chance to learn more about and discuss a broad range of diversity issues. Four sessions were hosted focusing on religious, socioeconomic, global and cross cultural issues.
- **Hosted Tuesdays Together**, a monthly bring-your-own-lunch time with the goal of promoting an even more welcoming climate in the college, created as a space for faculty, staff, and graduate students to get together and consider ways to promote diversity-related activities.
- **Hosted Project Safe Training**. 23 members of the college community (including administrators, faculty, staff, and graduate students) attended the first college-wide Project Safe training offered by the university's GLBT Center.

### **INSTRUCTIONAL PROGRAM ADVANCES AND PROGRAM REVIEW**

Three initiatives constituted instructional program advances in FY12. The first was a series of efforts to insure transition to state-mandated re-visioned programs for AY 2012-2013. The second was a formative review of the Master of Arts in Teaching (MAT) degree. The review is still ongoing but will result in improved governance, advising, and operational processes for the degree. The third initiative is an ongoing examination of doctoral degrees in the college to determine possibilities for efficiencies, enhanced quality, and attractiveness to future students while reducing the number of

doctorates in the college from nine to three or four. The Student Engagement and Success division implemented the "Passport to Success," a program that integrates academics and student affairs programming, recognizing the completion of co-curricular and study abroad activities that support and complement academic programs. In the area of information system development to meet accreditation standards, the Knowledge Management and Assessment division is currently working on several SAGE (CED student information and advising system) modules. The MSA (Masters of School Administration) module, updated Field Placement module, and the electronic evidence module (requirement of NCDPI) have been released to production. The Professional Development Module and the Passport to Success Module are being designed summer 2012 with release date of early Fall 2012. The Graduate Student tracking module is in design phase with anticipated roll out Fall 2013. The Counselor Education Programs completed a self-study for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). An accreditation site visit occurred on campus April 23-25, 2012. A final report from the CACREP Board of Examiners is due to the Chancellor in mid-July. In cooperation with programs in PAMS, faculty in Elementary and in STEM Education have created two new courses: Calculus for Elementary Teachers and Physics for Elementary Teachers. Several programs in Curriculum, Instruction, and Counselor Education have been transformed and merged under the New Literacies and Global Learning program area, an integration of faculty research with academic programming.

**Literacy for the iGeneration.** North Carolina education faculty are researching and putting into classroom practice the study of digital literacies. From studies involving video games to professional development for teachers and then, coming full circle with new graduate degrees within the College, the College of Education is placing twenty-first century literacy education on the forefront of teaching and learning.

New Literacies, from text messaging to social media and even participating in virtual worlds, are multiple, dynamic and always changing. Digital literacies emerge from intersections of literacy, evolving technologies and media. Research is being conducted in the areas of online comprehension and navigation, Web 2.0 tools, and game-based literacies and how these areas are changing student learning and teacher education.

"Digital literacy is fast becoming an essential part of the curriculum. Positioning digital literacy as an entitlement for all students is critical to advancing North Carolina's educational agenda," said Dr. Hiller Spires, NC State University professor of literacy and technology and senior research fellow at the Friday Institute.

From the beginning research around digital literacy, Dr. Spires formed the New Literacies Collaborative (NLC). NLC is comprised of a multidisciplinary team of researchers and educators who promote research, professional development, and global connections around new literacies. This group hosts the New Literacies Teacher Leader Institute (NLI), which was first created in 2009. NLC professors worked collaboratively to design this institute's professional development model, which is based on principles of new media literacies, project-based inquiry, and technological pedagogical content knowledge. This professional development workshop will be hosting teachers this summer for its fifth consecutive year. NLI have been held in North Carolina, Massachusetts and China.

Out of this work a new graduate concentration was born. The New Literacies and Global Learning (NLGL) graduate concentration is aimed at increasing teachers' capacity for teaching and learning in a rapidly changing world. There are both Master of Science and Master of Education options for students who choose to focus in Reading, English/Language Arts, or Social Studies.

## RESEARCH

During the fiscal year, College of Education faculty submitted 56 proposals requesting a total of \$16.5 million. To date, 15 proposals have been awarded totaling \$4.1 million with approximately \$5.4 million in requested funding still pending. Overall, 53% of tenure track faculty in the College are PI, co-PI, and/or senior personnel on one or more sponsored projects. New award money arriving to date in FY12 totals \$7,229,588 (projects with a start date of 7/1/11 or later, not including continuing projects). Research expenditures for all projects to date in FY12 total \$7,933,091, and these expenditures have generated \$1,326,741 in F&A for the University (through April 30). Over the last several years we have ranked 4<sup>th</sup> in NSF funding received among all colleges and other units at the University. An aspect of many research projects in the college and one of which we are especially proud is the integration of research and outreach.

***Maximizing the Impact of STEM Outreach.*** MISO is a North Carolina State University campus-wide project funded by the National Science Foundation. This project is working to form a collaborative learning community, bringing together STEM outreach providers and leaders, from NC State's student recruitment and enrollment management leadership, to experts in educational research and evaluation, who will collectively analyze and revise current outreach practices. The MISO project is specifically aimed at evaluating students and teachers involved in STEM education outreach programs.

*The MISO project team, led by co-principle investigator Dr. Eric Wiebe, works to creatively integrate student and staff databases with an innovative approach to evaluation across NC State's K-12 STEM education outreach programs, particularly those funded by National Science Foundation.*

*A critical part of this project is the assessment of outcomes through development and collection of common STEM evaluation tools and indicators of success. Dr. Wiebe, STEM education professor and senior research fellow at the Friday Institute, works closely with Friday Institute's evaluation team. The project will define valid survey methods and measurable outcomes for both teachers and students involved in STEM outreach that can also be utilized, duplicated and shared in the future by any STEM outreach project.*

## EXTENSION

In addition to efforts reported elsewhere in this document, College of Education faculty engaged in a wide variety of outreach activities including service as consultants for schools, museums, and a planetarium; on professional association councils or committees; or on advisory boards, boards of directors, and scholarship committees for schools and school districts. Several noteworthy appointments include service on the NC Governor's Education Transformation Commission, on the NC e-learning Commission, on the national Validation Committee for the Voluntary Common Core State Standards Initiative, on the Teacher Effectiveness Task Force, and on the North Carolina Accountability Commission. Departmental faculty members actively engaged in a variety of teacher professional development activities including providing workshops for teachers throughout the state in all disciplines both in person and online. College faculty also worked extensively with NCDPI, especially in STEM areas. In Adult and Higher Education, the National Initiative for Leadership and Institutional Effectiveness provided technical reports for community colleges around the country. The Chinese Career Key website was expanded into Careersbridge.org in November, and provides free tests on career interests. Currently, over 30 high schools in Hong Kong use the Chinese Career Key paper-and-pencil version for career testing with over 40,000 school students. The Digital Learning Collaborative (DLC) at the Friday Institute provides professional development for educational leaders planning and implementing innovative educational

programs that enable teachers to use 21st century tools and resources to teach 21st century content skills. In 2012, the DLC expanded its programs to include staff at the NC Department of Public Instruction, thereby supporting innovative practice at the state, district and school levels. Higher Education faculty were funded to create the North Carolina Higher Education Research Consortium (NC-HERC) to conduct research that informs policies and practices aimed at improving college student access and success in North Carolina and to develop a long-term sustainable research agenda that informs policy in the State of North Carolina. Workforce and Human Resource Education faculty have been funded by the Department of Commerce through NIST funds to design and deploy workforce development interventions for the Manufacturing Extension Partnership (MEP) Centers across the U.S. already resulting in a manufacturing company from Texas deciding to relocate to NC because of the innovative incentive package created by the economic development team advised by project staff. The Friday Institute and the Educational Leadership Program operate the Innovation Leaders Academy and the Northeast Leadership Academy to provide consultation and training in site-based problem solving for teams of teachers and administrators from 12 school districts in northeast North Carolina. Following is a description of the Northeast Leadership Academy, an example of how research, outreach, and our academic programs can be integrated in ways that benefit North Carolina.

***Changing the heart and soul of Eastern NC.*** In 2010 the College of Education, along with support and funding from DPI, launched a new program to help turnaround schools in Northeast, North Carolina. The Northeast Leadership Academy (NELA) is a non-traditional training program that puts highly qualified teachers and administrators in leadership positions at the most needy and underperforming districts in the state. Gov. Perdue met with this first class in August 2010 in support of this program and invited the graduate students to a reception in her home upon their graduation. The governor made good on her promise, hosting this first class at the Governor's Mansion on May 5.

Governor Beverly Perdue acknowledged the group. "Here are 21 people who had the courage and audacity to say I want to do this, not just I can do this, but I want to do this so I can make a difference," said Gov. Perdue. "What you are going to do is change the fabric, the heart and soul, of eastern North Carolina. I'm counting on you."

NELA's aim is to rigorously recruit, select, and prepare (through an authentic problem-solving, hands-on approach), more than 60 future school leaders by August 2014. Upon program completion, NELA Fellows receive principal certification in NC and a Master's of School Administration degree from NC State. They will also receive early career support and executive coaching when they become school principals.

NELA Fellows made a three-year, post-degree commitment to work in high-need schools in Northeast NC.

## **FACULTY**

**Digital Transformation of Education Initiative.** Established through the Chancellor's Faculty Excellence Program, this interdisciplinary partnership with the Departments of Computer Science and Psychology will strengthen our expertise and position the college as a leader in data systems and analytic tools for working with education data in new ways. Four senior faculty will be hired to collaborate and lead in the following areas: Assessment and analytics of learning; Learner modeling; Intelligent learning environments, and Adaptive game technologies.

Several College faculty members received significant recognition locally, regionally, nationally, and internationally. A few examples follow. Ted Branoff is president of the International Society for Geometry and Graphics. Aaron Clark is

vice chair of the Engineering, Design and Graphics Division of the American Society for Engineering Education. Patricia Simmons served as President of the National Science Teachers Association. Hiller Spires was named Alumni Distinguished Graduate Professor, one of only six females out of 58 awardees to receive this honor since its inception in 1983. John Lee served as Chair of the Executive Board for the College and University Faculty Assembly of the National Council for the Social Studies. Jere Confrey was invited to The Future of National Assessment of Educational Progress (NAEP) Summit. Joe Busby is Past-President of the Southeastern Technology Education Association. Gail Jones is the Editor of the *International Journal of Science Education*.

***Transforming National Math Curriculum.*** Education researchers have integrated theory, research and practice through their participation as content experts to impact K-12 curricular reform. Mathematics Education faculty have served as leaders in developing national mathematics curriculum (Common Core) and assessments.

*In the beginning the College of Education, represented by Dr. Jere Confrey, was part of the conversation about a national lesson plan for mathematics. Confrey was a member of the Voluntary Common Core State Standards (CCSS) Validation Committee. She, and her team at the Friday Institute, comprised of mathematics education graduate students, are currently analyzing the CCSS for support of learning trajectory development, user-friendly representations of the CCSS, and strategic approaches to state and district implementation.*

*This past fall a group of researchers published, Supporting Implementation of the Common Core State Standards for Mathematics: Recommendations for Professional Development, outlining the results from a spring meeting that discussed the nation-wide problem of how to provide high quality mathematics professional development at scale to support the implementation of the Common Core State Standards in Mathematics. Co-led by NC State's Dr. Paola Sztajn, this event and the recommendations were a product of national educational researchers, mathematicians, mathematics teacher educators, policy-makers and practitioners.*

*NC State Chancellor Randy Woodson attended the event and addressed the group, "Through our College of Education and the Friday Institute, as well as many other units of the University, NC State is deeply committed to helping improve K-12 STEM education in North Carolina and nationally."*

## STUDENTS

During 2011-12 College of Education students continued to excel in leadership positions across the campus while also demonstrating scholastic achievement in the classroom. Our first year students' 3.14 GPA and the 3.20 GPA among all undergraduates both ranked 2nd highest as compared to other academic colleges. CED once again earned the College Award at the Freshman Honors Convocation for having more than 63% of its African American, Native American and Latino first year students earn a GPA of 3.0 or higher in their first semester. Over 400 College of Education students were honored at the 2012 Academic Excellence Reception for having achieved dean's list for academic performance in fall 2011. More than 100 CED students were inducted into Kappa Delta Pi, the largest national honor society in education, and three CED students were honored as Top Ten Scholar Athletes, each with a 4.0 cumulative GPA. Three CED students were honored for their leadership and artistic ability at the 2012 Ebony Harlem Awards reception, winning awards in dance, art, and leadership. Diamond Jones, sophomore in Elementary Education, was honored at the 2012 Association for the Concerns of African American Graduate Students Banquet for achieving the highest GPA for the most hours among all sophomore students of color at NC State.



## **FUND RAISING**

The economic downturn and slow recovery continue to impact national fund raising efforts including those at NC State. Nonetheless, private giving and non-governmental grants to the College as of 5-31-2012 total \$1,025,142, an increase of 44% relative to this time last year. Several College of Education scholarship endowments remained "underwater," but donors made current use gifts to cover this year's scholarships so that our students received just over \$71,000 in scholarships and aid from College sources. Several scholarships and fellowships were endowed this year: the Cato Teacher Education Scholarship, the Dorothy E. and Robert W. Tart, Jr. Scholarship, and the Cassandra Lee Versteeg Mitchell Scholarship. Current-use gifts from the donors of the Norman Anderson and J. Conrad Glass, Jr. Graduate Fellowship were increased this year so that two awards can now be given out each academic year. The P.H. Cooper Scholarship was awarded for the first time in 2011-12, named for College of Education alumnus, Percy Hillary Cooper, who worked his way through college during the Great Depression doing odd jobs around campus and stoking the fires in the basement of Watauga Hall. In spring 2012, the NC State Alumni Magazine featured an article about the donors, Anne and Jim Schout, and the first recipient of this scholarship, Ashlynn Perry, who is working her way through college and hopes to become a high school teacher, like her mother. Ashlynn is studying technology, engineering and design education. On June 1, 2012, our new Executive Director of Development, Reid Ricciardi, joined the College of Education family just as NC State University's 125th Anniversary Campaigns gets underway.

## **ADMINISTRATION: ACHIEVEMENTS AND STAFF CHANGES**

Gerald Ponder, Associate Dean for Academic Affairs retires on June 30, and Ellen McIntyre assumes the Interim Associate Dean's position, effective July 1. Michael Maher becomes Assistant Dean for Teacher Education and Accreditation on July 1. Paola Sztajn becomes Interim Head of the Elementary Education Department on July 1. Robert Serow steps down as Department Head in Leadership, Policy, and Adult and Higher Education to return to the faculty on June 30 and Mary Ann Danowitz replaces him on July 1. Associate Dean Sam Snyder provided leadership by serving as co-chair of the university IRB for Research with Human Subjects. Dean Fleener provided keynote addresses to the Conference on The World and National Languages in Pskov, Russia, the Annual Meeting of the Research Council for Mathematics Learning, and NC Society of Hispanic Professionals. Dean Fleener provided leadership through service on the Governor's Education Taskforce Committee (GETC), the Educator Effectiveness Workgroup for the NC Department of Public Instruction, and the Public School Forum Board of Directors and provided service to the university community as chair of the search committee for the Vice Chancellor and Dean of Academic and Student Affairs, chair of the Interdisciplinary Task Force of the Strategic Plan, and member of the University Budget Committee.

## **RECOMMENDATIONS AND CONCERNS FOR THE FUTURE**

The College of Education continues its efforts to become a nationally recognized, research-intensive professional college with distinction in teaching and learning in technology-enriched environments. We share the University's vision to be an exemplary land-grant university for the 21<sup>st</sup> century. We believe such a vision calls upon the College to fulfill its goal with statewide reach and national stature. The College is committed to contributing to the central thrusts of the University through improved and invigorated teaching, research, and outreach programs. We are addressing the state's teacher shortage aggressively, particularly in STEM disciplines. However, there are also demands to address shortages

of administrators, counselors, and community college personnel. We seek to play a vital role in meeting these challenges, and we are vigorously pursuing those activities most likely to garner individual, corporate, and governmental support. Several specific concerns in regard to future actions include these:

1. Budget reductions and business operations restructuring will make it a challenge to vision and manage change. The State of NC budget, for example, again fails to fund the Teaching Fellows program, a move that will result in the continuing loss of 50 scholarships each year.
2. Retaining faculty will remain a challenge as we enter yet another year of minimal or no raises and with only very limited ability to provide counter- or retention-offers.
3. Reorganization of business operations will be a challenge across campus requiring sensitivity and attention to individual differences and needs.
4. We have the capacity to continue to grow many of our programs, especially those leading to certification through Distance Education (DE). Right-sizing our program offerings, meeting the expectations and needs of the university, while also being forward thinking and strategic will be particularly important during these times of budget reduction. The expansion of for-profit teacher certification may become an issue in North Carolina as it has in other states.
5. Colleges of education are increasingly scrutinized by external constituents and subject to significant accreditation pressure, both nationally and in the state. The NCTQ evaluation of colleges of education is an example of how responses to public perceptions about teacher education programs can present challenges.

#### **EXAMPLES OF ACTIONS ILLUSTRATING THE STRATEGIC GOALS OF THE UNIVERSITY**

***Enhance the success of our students through educational innovation.*** As described earlier, the College is emphasizing 21<sup>st</sup> century teaching and learning via technology, including a 1:1 laptop requirement. All initial licensure programs now include a capstone paper or project. The Passport to Success initiative began with a pilot this spring. We have continued to upgrade the Media Center and other spaces in Poe Hall to facilitate collaborative and technology-enhanced work.

***Enhance interdisciplinary scholarship to address the grand challenges of society.*** In collaboration with COE and CHASS developed the Digital Transformation of Education proposal selected for implementation in the Chancellor's Faculty Excellence initiative. The CED is also a significant contributor to the proposed COE Center for Educational Informatics. Planning is underway to consolidate the nine doctoral programs in the college to a smaller number, perhaps three PhDs and a single EdD. STEM education, educational innovation, and technology infusion continue to be foci of our research and outreach.

***Enhance organizational excellence by creating a culture of constant improvement.*** We have centralized HR and research management processes, partially consolidated financial functions, and are continuing to develop greater centralization and streamlining of all business operations.

***Enhance local and global engagement through focused strategic partnerships.*** We have continued to expand international opportunities for students and faculty via the I+DEA Office, as presented in an earlier section, this is a major college initiative.

***Enhance local and global engagement through focused strategic partnerships.*** I+DEA efforts such as the collaboration with the Beijing Royal School build global engagement. The New Literacies Collaborative is working with NC DPI and 10 NC districts to conduct the New Literacies Teacher Leader Institute in July 2012. The Northeast Leadership Academy is a partnership with 12 local educational agencies in historically underserved areas of North Carolina.