A. HIGHLIGHTS OF THE YEAR

Major accomplishments (including student accomplishments) of unit/department/college during the year reported by Academic Affairs Goal.

1. To offer a portfolio of educational programs that are forward looking and responsive to the intellectual, cultural, and economic needs of the region:
   - The interdisciplinary Minor in Urban Youth and Communities, emphasizing service learning and community engagement and drawing majors from all colleges in the university, enrolled thirty students in its first year of operation.
   - The Department of Reading and Elementary Education developed a new Minor in Reading Education which leads to an A-level license in reading, designed to increase the capacity of elementary education teachers to promote optimal development in literacy for all children.
   - The Department of Counseling completed the Self-Study to gain national accreditation for the Addictions Concentration in the M.A. in Counseling.
   - The first cohort in the dual licensure program in Elementary Education and Special Education graduated in 2013.
   - Efforts continue to gain approval to establish the Ph.D. in Educational Research, Measurement, and Evaluation.

2. To advance programs of research and scholarship that expand the frontiers of knowledge, including those that solve problems at the interface of disciplines and leverage discovery for the public benefit:
   - The College of Education secured $5.4m in external funding in 2011-2012
   - Dr. Jack Culbreth, Department of Counseling, serves as Director of the National Institute of Counseling Research.
   - In cooperation with the digital scholarship project of the Atkins Library, two new national peer-reviewed online journals have been launched with editorial leadership from College of Education faculty: The Research-to-Practice Journal for the Early Childhood Field (Rich Lambert and Pamela Shue) and Urban Education Research and Policy Annuals (Chance Lewis and UNC Charlotte graduate students.)

3. To graduate students prepared for personal success and civic responsibility in the 21st century by offering challenging degree programs, encouraging community engagement, and integrating the values of liberal education throughout the undergraduate curriculum:
   - UNC Charlotte received a grant from the Robert Noyce Teacher Scholarship Program to prepare chemistry and physics majors for careers in teaching.

4. To integrate at the graduate level quality teaching and mentoring with research to prepare the next generation of leaders:
   - In partnership with the Atkins Library, the Urban Education Collaborative has launched an online graduate student peer-reviewed journal entitled Urban Education Research and Policy Annuals. Doctoral candidates from the College of Education serve as editors.
• The College of Education continues to be ranked among America’s best graduate schools in education by *US News and World Reports*.

5. To respond to the educational needs of a diverse community of learners through innovative programming and delivery of credit and non-credit programs of study:
   - Online delivery of the M.Ed. in Elementary Education and the M.Ed. in Reading Education has been developed and implemented.
   - The Department of Educational Leadership in collaboration with Charlotte-Mecklenburg Schools and in consultation with the New York City Leadership Academy has designed an innovative delivery of the Master of School Administration degree, designed explicitly to prepare highly effective principals for urban high schools. The Aspiring High School Principals Program will be launched in July 2013.

6. To promote student achievement and personal development by providing high quality advising, academic services, curricular enrichment, and international experiences:
   - The College of Education’s Office of Teacher Education Advising, Licensure and Recruitment (TEAL-R) received the 2013 Provost’s Award for Excellence in Undergraduate Academic Advising, with commendation to their engagement with the Prospect for Success initiative.
   - The College of Education conducted a highly successful pilot of the University’s Quality Enhancement Plan (now Prospect for Success) in 2012-2013, incorporating engagement learning labs in special sections of introductory levels of professional education courses. Evaluation data found that freshmen enrolled in these “QEP sections” had statistically significant higher scores on the three major desired engagement outcomes: commitment to success, inquiry, and intercultural knowledge. The Prospect for Success plan for the College has been refined for fuller implementation in 2013-2014.
   - Dr. Bruce Taylor, Department of Reading and Elementary Education, has been named Associate Dean for Prospect of Success, reporting to John Smail, Associate Provost for Undergraduate Studies and Dean of University College.
   - New study abroad experiences were initiated, including Spring Break trips to Germany (elementary education) and to Italy (early childhood education).

7. To engage in focused efforts to creatively address university and community needs through internal collaboration and partnerships with public, private, and non-profit organizations:
   - The Urban Education Collaborative, directed by Dr. Chance Lewis, Carol Grotnes Belk Distinguished Professor of Urban Education, hosted a major forum on African American Male Academic Achievement in collaboration with the Congressional Black Caucus Foundation during the Democratic National Convention.
   - The College of Education co-sponsored the University’s annual TIAA-CREF Distinguished Lecture, featuring Dr. Diane Ravitch speaking on “The Death and Life of the Great American Public School System.”
   - The College continues to host the UNC Charlotte site for the Children’s Defense Fund Freedom School, this year adding Level 4 (High School age) to the summer literacy and youth empowerment program.
   - Thanks to a generous gift from John Cato and the Cato Corporation, the University dedicated the Cato Teaching Discovery Mural on the grounds of the College of Education Building, honoring great teachers and the education professions, and providing a destination for children to explore North Carolina history and culture through the images on the 375 sq. ft. sculpted brick mural.
   - The College of Education is engaged in two initiatives to support beginning teachers in surrounding school districts in their first three years of professional practice: First3, a professional development program supported by Kappa Delta Pi and funded by the Z. Smith Reynolds Foundation and the North Carolina Beginning Teachers Support Program, an initiative of the Race to the Top grant.
   - The Center for Adolescent Literacies, directed by Dr. Bruce Taylor, is partnering with the United Way of the Central Carolinas to train volunteer tutors to provide literacy services to schools and after-school programs as part of the United Way’s Project 1000 initiative.
8. To support the success of faculty and staff through career development opportunities, mentoring, and access to supportive infrastructure:

- The Criteria and Procedures Used at Department and College Levels to Conduct Reappointment, Promotion, and Tenure Reviews in the College of Education (6th Edition, 2012) includes for the first time reappointment and promotion criteria and processes for non-tenure-eligible faculty. In 2013, seven faculty were promoted to Clinical Associate Professor and one faculty member was promoted to Senior Lecturer.
- The College of Education Peer Observation of Teaching Process was revised in Fall 2012, with the expanded mission to include observations of part-time faculty and observations of university supervisors of student teachers. Faculty are encouraged to include a Teaching Enhancement Plan, based on peer observation results, in their annual reports.
- The College created and implemented professional dispositions plans to identify, teach, coach, and support the professional dispositions required of professional educators.
- Dr. Tracy Rock has been named Faculty Fellow in the University’s Center for Teaching and Learning.

9. To actively promote diversity among faculty, students, and staff and in the curriculum:

- Upon recommendation of the College of Education Diversity Committee, a new faculty award was established, presented for the first time in 2013: the COED Faculty Diversity Award, recognizing a deep commitment to diversity and a positive impact on the university and community constituents. Dr. Stephen Hancock is the first recipient of this award.
- The Urban Education Collaborative is leading the University’s 2013 Faculty Diversity Institute to prepare faculty participants to infuse multicultural education/diversity into syllabi, curriculum and research.

10. To create a flexible, responsive culture that uses effective review and assessment as the basis for improvement:

- In preparation for the Fall 2013 site visit from the National Council for Accreditation of Teacher Education (with impending name change to Council for Accreditation of Educator Preparation [CAEP]), the College of Education, in partnership with the College of Liberal Arts and Sciences and the College of Arts + Architecture completed a major Institutional Report and submitted it for an off-site review on March 3, 2013. The on-site review will occur in November 2013.
- A national trend in the formative assessment of future teachers is the use of a new instrument called the edTPA. UNC Charlotte accepted the invitation of the UNC General Administration to become a pilot site for exploring the benefits of this assessment tool for our teacher education programs. Several faculty teams are in the process of connecting the tool to the curriculum and to the required assessments in the teacher education programs.

11. Other:

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**B. MAJOR NEW ACTION STEPS PLANNED TO ACHIEVE GOALS IN 2010-2015 STRATEGIC PLAN**

Describe major new action steps planned (if any) to achieve goals in the 2010-2015 Strategic Plan. (Note: this section was included in the event that major new action steps became necessary after the 2010-2015 Strategic Plan was developed. For most units/depts./colleges, this section will be blank.)

NA
C. ANNUAL EVALUATIONS BY UNIT

Briefly describe any annual evaluations conducted by units/departments/colleges to assess outcomes that are not included in the unit/department/college’s 2010-2015 Strategic Plan (e.g., scholarly productivity.)

Student Learning Outcomes reports for all academic programs across baccalaureate, master’s, and doctoral programs, using the UNC Charlotte template are now a standard part of the annual report.

UNC Charlotte is a participant in the University of North Carolina’s Teacher Quality Research: Teacher Preparation Program Effectiveness. These reports link student achievement data to teachers’ college or university preparation program. New data available through this series of studies this year focuses on teacher persistence: what percentage of our graduates are still teaching in North Carolina five years after graduation.

D. EXAMPLES OF DATA-BASED IMPROVEMENTS DURING THE YEAR

Describe 3 examples of how the unit/department/college has used assessment data for the purpose of improvement during the year.

1. The College of Education piloted its QEP Engagement effort in Fall 2012, focusing on EDUC 2100 Introduction to Education and Diversity in Schools (3 credits), along with an Engagement Learning Lab (1 credit) that met on Friday mornings. The Engagement lab included such activities as a four year plan of study, workshops related to successful practices in college, and an inquiry project. An evaluation of the pilot project included surveys and focus group interviews. Findings of the pilot project were quite positive when comparing QEP students with non-QEP students on all three student learning outcomes measures: commitment to success, inquiry, and intercultural knowledge. Focus groups comments indicate that while the Engagement lab activities were highly valued, the Friday morning lab seemed like an “add on” that was not fully integrated into the 3-hour course content; further, while most of the students in the pilot section were freshmen, not all were, and freshmen responded more positively to the engagement experience than others. As a result of these findings, a second QEP pilot (now called Prospect for Success) will be implemented in Fall 2013, with an integrated 4-credit course at the 1100-level for freshmen only. The new course is being developed by a faculty task force this summer.

2. UNC Charlotte has a good track record of sharing responsibility for excellent teacher education across numerous programs in the College of Education and the College of Liberal Arts and Sciences, including the Department of Mathematics and Statistics. While this strong partnership continues to demonstrate success at the middle and secondary teacher education levels, evaluation data reveal concerns about preparing teachers to teach mathematics at the elementary level. The 2013 UNC Teacher Preparation Program Effectiveness Report, issued by the UNC General Administration, found that UNC Charlotte undergraduate elementary education majors underperformed a number of other campuses and teacher preparation groups in elementary school mathematics. In the elementary education curriculum at UNC Charlotte, the general model is that subject matter content (e.g., English, history, biology) is taught in CLAS while pedagogical courses are taught by the elementary education faculty in the Department of Reading and Elementary Education. Mathematics is the exception where both content and pedagogy are taught through the Department of Mathematics and Statistics and it is therefore more difficult to link the mathematics courses in elementary education to other required courses, including student teaching, and to changing state licensure, curriculum and assessment requirements. The Dean of the College of Education has initiated a conversation with the Dean of the College of Liberal Arts and Sciences to explore the feasibility of shifting MAED 3222 and MAED 3224 to the Department of Reading and Elementary Education with an ELED prefix, parallel to the science, language arts and social studies models currently in place. This discussion is ongoing. This change would put the onus of responsibility appropriately on the Department of Reading and Elementary Education to make sure that our candidates are classroom-ready and to make sure that there is constant interaction with schools and policy bodies about changing requirements while honoring the content-pedagogy partnership that would serve our future
teachers well.

3. Charlotte-Mecklenburg Schools (CMS), the nation’s 18th largest school system, is the major public school partner of UNC Charlotte's College of Education. One year ago, the College of Education was identified by CMS as one of the major producers of school principals for that system and as such was invited to participate in a self-study called the Quality Measures Review of our Master of School Administration program funded by a grant to CMS from the Wallace Foundation. The purpose of this study was to identify ways to strengthen the principal pipeline for CMS. The internal self-study and the external Quality Measures Review found that the UNC Charlotte Master of School Administration degree was exemplary in most areas (e.g., course content and pedagogy, supervised clinical practice, graduate knowledge and skills, etc.) but the study revealed a lack of close intentional partnerships between CMS and UNC Charlotte in the area of school leadership. CMS had established partnerships, for example, with Winthrop University and Queens University and an alternative program called New Leaders for New Schools but no such partnership existed with the public urban research university in the region with a strong Master of School Administration program. The Quality Measures Review project led CMS and UNC Charlotte to explore the potential of a new collaborative effort. This discussion has yielded an exciting opportunity which will be launched in July 2013: An Aspiring High School Principals Program, designed for a cohort of CMS employees who seek leadership opportunities in urban high schools, delivered by UNC Charlotte, with curriculum consultation from the New York City Leadership Academy. We are delighted that the intense examination of the UNC Charlotte Master of School Administration program has led to this new partnership.

E. ASSESSMENT OF EVALUATION METHODS

Comment on the strengths and weaknesses of unit/department/college's assessment methods and describe plans (if any) to strengthen outcomes assessment during the coming year.

Strengths

The College of Education remains on the cutting edge of best assessment practices in the field and in awareness of emerging external forces that impact our graduates' success. Even though the College of Education only recently revised the Candidate Assessment System in response to the State Board of Education requirement to have a system of electronic evidences to demonstrate our candidates' capacity to success in the classroom, faculty volunteered to participate this year (and, of course, completed the Student Learning Outcomes reporting requirements of the University across all programs), at the request of the UNC General Administration, faculty volunteered to participate in pilot study of a new assessment system this year for aspiring teachers: the edTPA.

The edTPA is an assessment system, designed originally by scholars at Stanford University and the American Association of Colleges for Teacher Education, to answer the question: "Is a new teacher ready to do the job?" It's a formative assessment system, spread throughout the teacher education curriculum, subject-specific, with intense professional writing and reflective practice requirements, along with video teaching samples. To date, our faculty believe that this is a more rigorous and authentic assessment of our students' work than current practice, and if adopted, will be more demanding both for the students and for the faculty. Faculty task forces are currently at work to examine needed changes in teacher education curriculum. Because some states have already made the edTPA a licensure requirement and because the US Department of Education has expressed interest, it is likely the UNC Charlotte will move toward adoption. UNC Charlotte believes that the requirements of the edTPA can be used in lieu of many of the "electronic evidences" currently submitted to the Department of Public Instruction for program approval, and preliminary approval has been received by NCDPI for this change. This is viewed by the faculty as an important and positive (as well as highly demanding) change in the assessment system.

Another change in the College of Education assessment system is a result of direct action of the North Carolina General
Assembly this past year. Effective July 1, 2014, candidates for the North Carolina Teaching License in Elementary Education or Special Education will no longer take the Praxis II examinations in those fields but instead will be required to pass the Massachusetts Test for Education Licensure: Foundations of Reading (MTEL) and the Massachusetts Test of General Curriculum, now being renamed "The Foundations of Reading Test for North Carolina," etc. While this change in testing requirements is not a strength in itself in our assessment system, the active engagement of the College of Education faculty in taking the tests themselves, making appropriate curriculum modifications, and identifying test preparation supports for our candidates reflects a high degree of professional responsibility.

Weakness
While the College of Education has done yeoman service in embracing and learning from a culture of assessment, the changing, growing, intensifying assessment landscape is stressing the system... and the people in the system.

At the present time, our assessment coordinator is a part-time position with one graduate assistant to support the data needs of the College. Our current assessment management system is TaskStream. As our College’s use of TaskStream increases, so do the demands for more support from faculty, students, and cooperating teachers in the field, hundreds of users. Currently the demands of data collection/reporting and navigating the needs of TaskStream users involves several people across the College, including the IT staff, Office of Field Experiences faculty and staff, and the assessment coordinator. TaskStream users’ frustration escalates if their question somehow lands with the wrong person and must be redirected.

Assessment of student work continues to guide our accreditation processes through NCATE and SACS. With our graduate certificate programs, we have a large number of older students who do not have the technical proficiency to navigate the system comfortably. The addition of the video component of the emerging edTPA will further complicate this process. The TaskStream consultants have strongly recommended to us that a single data manager work with our faculty, staff, cooperating teachers and students to make the assessment process go smoothly.

Plan to strengthen the assessment process
A very high budget priority for the College of Education in the 2013 budget request in the addition of a full-time TaskStream Data Manager. We will base this request on a model we have studied at East Carolina University which has a comparable number of student teaching candidates. The TaskStream data manager oversees the edTPA portfolio assignments, facilitates the logistics of faculty scoring of edTPA portfolios (with Associate Dean oversight), answers questions from students and faculty and helps to train faculty and staff on the use of TaskStream. A similar position at UNC Charlotte would allow current faculty and staff to spend their time more effectively and efficiently. In addition, since data reports are generated through TaskStream, this individual could also create reports, merge data records, and provide the assessment coordinator with additional time to focus on the target demands of the position versus completing clerical-type tasks.

This new position is the “missing link” that could tie the disparate aspects of the College of Education assessment efforts together and allow us to organize an assessment team that will move toward greater efficiency and effectiveness and away from unnecessary frustration.

These multiple changes in the assessment system and practices will require a revision in the written Comprehensive Candidate Assessment Plan.
REQUIRED ATTACHMENTS TO 2012-13 ANNUAL REPORT

1. ANNUAL PROGRESS ASSESSMENT OF PERFORMANCE OUTCOMES FOR 2010-2015 STRATEGIC PLAN GOALS: After completing sections III I. and III J. of your 2010-2015 Strategic Plan (i.e., the annual report section of the strategic plan template), attach the entire 2010-2015 Strategic Plan to the annual report.

2. STUDENT LEARNING OUTCOMES ASSESSMENT DATA: Attach a 2012-13 Student Learning Outcomes Assessment Plan and Report for each undergraduate and graduate degree program and certificate program, stand alone minor, and distance education program offered online only by each department. Colleges that do not submit the required Student Learning Outcomes Assessment Plans and Reports will be contacted by the Office of Academic Affairs.

3. (FOR DEANS AND ASSOCIATE PROVOSTS ONLY) MEMORANDUMS TO DEPARTMENT AND UNIT HEADS: Deans and associate provosts are to attach copies of their written feedback to department and unit heads on the status of outcomes assessment in the department or unit, and identifying any areas meriting priority attention in the coming year.
## I. Executive Summary

### A. Mission and goals:
The mission of the College of Education at UNC Charlotte is to prepare highly effective and ethical professionals who have a positive impact on children, youth, families, communities, and schools and who are successful in urban and other diverse settings. This mission is accomplished through teaching, research, and community engagement that lead to improved practice and by working in partnership with schools, communities, and university colleagues.

*Approved by the College of Education faculty, 4-9-2010*

### B. Summary of process used to develop unit goals:
The following groups within the College of Education were actively engaged in developing the 2010-2015 Strategic Plan: the College of Education Leadership Council, the College of Education Faculty Council, the Committee on Accreditation/Continuous Improvement and the College as a whole. A 2010-2015 Strategic Plan Discussion blog was established to capture the ongoing discussion of the plan.

Each of the four groups named above participated in the following analyses/discussions:
- Points of pride, 2005-2010
- “What is your vision for the College in 2015?”
- Environmental scan
- SWOT analysis: Strengths, Weaknesses, Opportunities, Threats
- Review of Academic Affairs goals and University’s strategic planning process

The nine goals of the 2010-2015 Strategic Plan were unanimously approved by the College of Education on November 9, 2009. A draft of the goals and major actions was presented at the Academic Affairs Retreat in December.

The four groups named above then generated lists of possible action steps that would lead toward the achievement of the goals. Additionally, the four groups identified actions that must occur during the next five years because of accreditation/program approval demands. The Dean edited/consolidated these action steps and posted the draft for review/discussion on the Strategic Plan blog.

The plan was presented to the College for a first reading on March 19, 2010. The College unanimously approved the plan on April 9, 2010.

### C. Summary of major goals in strategic plan:
1. The College of Education will graduate highly effective and ethical 21st century professionals - child and family development professionals, teachers, school leaders, and counselors – who will have a positive impact on children, youth, families,
communities and schools and who will be successful in urban and other high need settings.

2. The College of Education will achieve a distinguished record of research that benefits children, youth, families, communities, schools and the broader education community.

3. The College of Education will strengthen effective partnerships with schools, communities and alumni.

4. The College of Education will promote appreciation of and experience with human diversity and will enumerate and measure its benefits.

5. The College of Education will support the success of candidates through innovative programming and delivery, technology integration, excellent advising and academic services, and enrichment activities.

6. The College of Education will support the success of faculty and staff through career development opportunities, mentoring, and access to supportive infrastructure.

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

8. The College of Education will enhance the global awareness of faculty and students and prepare graduates for our globally interconnected world.

9. The College of Education will secure the resources needed to strengthen the mission of the College and will honor the College's 40th Anniversary.

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<th>D. Summary of new resources required to achieve new goals:</th>
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| **Faculty and staff:**
6 replacement faculty positions for which funding is currently available.
New: 1 distinguished professorship; 1 Associate/Full professor; 1 Associate Dean; 9 Assistant Professors; 2 lecturers. Funding request: $1,049,400.
New staff: 1 Alumni Relations Director; 1 Post-award grants manager. Funding request: $101,250 (salary and benefits).
Two vacant faculty holding positions to restore departmental level graduate assistantships for general faculty support. Most will be at the master's level @ $10,000 each. Funding request: $180,000*.

**Doctoral level graduate assistantships**
10 doctoral level graduate assistantships across five doctoral programs @ $18,000 each, along with GASP tuition support (not computed here.) Funding request: $180,000.*

*Total funding request for graduate assistants: $360,000.
### Permanent operating budget increases
Annual maintenance of data management system: $85,000; annual Freedom School operating budget: $36,000; College general operating funds (10% increase): $34,383. Total operating funding request: $155,383.

### Space
This Strategic Plan calls for a net gain of 15 full-time faculty. There is no office space within the College of Education which can accommodate this growth. Office space for five research staff is currently borrowed from the College of Health & Human Services. Thus, the College of Education is at least 20 offices under-capacity for current and near-future projected needs.

Additionally, three College Centers, approved in 2008-2009, do not have assigned physical space, and this limitation is a barrier to Center visibility and expansion: the Center for Adolescent Literacies; the Center of Educational Measurement and Evaluation; and the Center for Multicultural Play Therapy Training.

The College of Education needs the help and support of Academic Affairs in developing a space plan and strategy to account for current and projected needs.

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

| A. Assessment of cumulative progress in meeting goals in current strategic plan: | 1. UNC Charlotte is ranked in the *US News* ratings of the Best Graduate Colleges of Education. |
| | 2. UNC Charlotte continues to be a state leader in producing "more and better teachers" to respond to the needs of North Carolina’s schools. Last year, UNC Charlotte recommended 624 new teachers for the North Carolina teaching license, the 2nd highest number among North Carolina’s 47 colleges and universities. In teaching fields of highest need – mathematics, science, special education, and middle grades education – UNC Charlotte ranked first, second or third in the production of new teachers in these fields. |
| | 3. UNC Charlotte has been selected for participation in the Science and Mathematics Teacher Imperative of the Association for Public and Land Grant Universities. |
| | 4. The College has solidified programs to recruit second career professionals into teaching careers, through the *Pathway to Teaching* marketing campaign, launched in 2007, and through curriculum redesign of the Graduate Certificate in Teaching and the Master of Arts in Teaching. |
| | 5. Curriculum developed at the graduate and undergraduate levels: The College has established new Graduate Certificates in School Counseling, School Administration, and Instructional Systems Technology. A new strand in Elementary Education has been established in the Ph.D. in Curriculum & Instruction. The College was approved to offer an Honors in Education program. A dual licensure program in elementary education and special education has been designed. |
| | 6. The College of Education has been recognized for excellence in teaching and research. Examples of recognition include the *Urban Impact Award* from the Council of the Great City Schools, the recognition of the Department of Counseling as the “outstanding program in the Southeast” by the Southeastern Association of Counselor Education and Supervision, and the special education faculty has been |
ranked in the top ten nationally in terms of scholarly productivity for the last three years.

7. The four doctoral programs in the College have grown in size, effectiveness and reputation, with 60 doctoral graduates across the programs over the last three years. The Ed.D. in Educational Leadership has now graduated over 100 students since its inception in 1996. The Ph.D. programs in the College have been selected to participate in the *Assessment of Education Research Doctorate Programs*, conducted by the American Educational Research Association (AERA) and the National Academy of Education (NAEd.) The College has also been accepted for membership in CADREI (Council of Academic Deans of Research Education Institutions.)

8. The research mission of the College has been enhanced by the establishment of three new centers: the Center for Educational Measurement and Evaluation; the Center for Adolescent Literacies; and the Center for Multicultural Play Therapy.

9. The College established the goal of increasing the number/percentage of faculty from traditionally underrepresented groups from 11% to at least 20% by the end of the planning cycle. That goal has been reached, with current representation at 21%.

10. The College has been selected as a site for a Children’s Defense Fund Freedom School, a summer enrichment program for K-8 pupils who are impacted by poverty. The Freedom School will provide University summer school students with opportunities for clinical practice with urban learners.

11. The most recent accreditation review of the College took place in Fall 2005 by the National Association of Accreditation of Colleges of Teacher Education (NCATE.) That review found that all standards were met and no weaknesses were identified.

12. The College established a Business Officer (Assistant Dean for Administration) position, with responsibilities for business processes, budget, personnel issues, and supporting pre- and post-award grant processes.

### B. Environmental scan/updates of challenges, opportunities, and obstacles since last strategic plan:

- The state financial crisis has led to fewer resources, larger class sizes, increased teaching loads, fewer electives, and fewer graduate assistants to support faculty instruction/research. In responding to the required budget cuts in 2009, the College developed a list of shared values to guide the budget decisions, including the commitment to deliver the programs promised to our students. Sustaining excellence through a period of diminished resources is the big challenge for the next five years.
- The state budget crisis has greatly impacted the employment market for education graduates since many school systems are cutting back on hiring, some school systems are laying off teachers and other school personnel, and many educators are delaying retirement. While the UNC General Administration still sets teacher production targets for each campus, with specific targets in the high need fields of science, mathematics, special education, and middle grades education, it is difficult to determine at this time the actual need and to project how long the hiring slowdown will last.
- The doctoral programs in the College of Education, which are growing in effectiveness and reputation, are facing the barrier of non-competitive recruitment packages. Substantially more assistantships and tuition grants (GASP) are needed to respond to the increasingly excellent applicant pool.
- There is increased competition for the professional education programs at UNC Charlotte both from other universities and non-university alternatives, including a growing array of online programs.
- Policy discussions on new ways to structure teacher pay, with an emphasis on teacher performance, have implications for the role/value of advanced degrees for teachers. A few large school systems wish to do away with the traditional practice of offering pay increases to teachers who hold advanced degrees.
- New studies of teacher and school leader effectiveness, including work by the UNC
General Administration, track student achievement back to the university that prepared the teachers/school leaders. Recent studies linking teacher performance to the teachers’ pathway to the profession (e.g., undergraduate UNC institution, lateral entry, out-of-state) have produced complex results which are at risk for oversimplified interpretation by those who support non-university-based teacher recruitment and preparation.

- Accreditation processes and standards at both the national and state levels are undergoing major revisions, with an increased emphasis on outcomes and Twenty-first Century Skills.
- The College will undergo accreditation reviews from the National Council for the Accreditation of Teacher Education (2013), the North Carolina Department of Public Instruction (2013), and the Council for Accreditation of Counseling and Related Academic Programs (2010) during this planning cycle. Additionally, the College will participate in the University's efforts to prepare for the reaccreditation review from the Southern Association of Colleges and Schools in 2013.
- Strong new partnerships for the College of Education are being developed including the partnerships with Freedom Schools, Teach for America, Model Teacher Education Consortium, and Charlotte-Mecklenburg Schools, with the possibility of establishing a CMS School on the UNC Charlotte campus.
- To generate new resources for the College, the Campaign for the College of Education, in honor of the College’s 40th anniversary, will be launched in 2010-2011 and will extend through June 2013.

### III. New Strategic Goals, Action Plans and Performance Outcomes for 2010-2015

1. The College of Education will graduate highly effective and ethical 21st century professionals - child and family development professionals, teachers, school leaders, and counselors - who will have a positive impact on children, youth, families, communities and schools and who will be successful in urban and other high need settings.

<table>
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<tr>
<th>B. Relationship of goal to next higher reporting unit goal:</th>
<th>ACADEMIC AFFAIRS: To enhance educational opportunities at the baccalaureate, masters, and doctoral level that are responsive to the intellectual, cultural, and economic needs of the region and which serve a diverse community of learners.</th>
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<tr>
<td>C. Action plans to achieve goal:</td>
<td>1.1 The College, working with university partners in the College of Liberal Arts &amp; Sciences and the College of Arts &amp; Architecture, will meet or exceed the teacher education targets established for UNC Charlotte by the UNC General Administration. (The College will work in partnership with UNCGA to modify those targets based on the changing needs due to economic conditions.)</td>
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<tr>
<td></td>
<td>1.2 The College, working in partnership with the College of Liberal Arts &amp; Sciences, will develop innovative ways to recruit and prepare teacher candidates in science and mathematics as part of the Science and Mathematics Teacher</td>
</tr>
</tbody>
</table>
1.3 The College will develop more focused clinical placements in diverse school and community settings.

1.4 The College will design and implement new evaluation strategies which will measure the success of our graduates and their impact on children, youth, families, communities, and schools.

D. Effectiveness measures/methods to assess outcomes/goal attainment:

- Number of UNC graduates teaching in NC Public Schools one year after graduation (IHE Performance Report).
- Number of program completers in all fields and in the high need fields of mathematics, science, special education, and middle grades education, as reported by the UNC General Administration. Track program completers by targets established by the UNC General Administration.
- Science and Mathematics Teacher Imperative reports that focus on undergraduate preparation of science and mathematics teachers. Track progress toward goal of doubling production of mathematics and science teachers through undergraduate routes.
- Impact of graduates on student achievement as measured by UNC Teacher Quality studies.
- Evaluation of “Impact on Student Learning” projects in teacher candidate portfolios.
- Effectiveness of graduates as reported by employers and mentors (IHE Performance Reports).
- Effectiveness of school leaders as reported by employers (IHE Performance Report).

E. Assessment schedule to assess goal:

Annual: IHE Performance Report; UNC Program Completers Report; Title II Report; Science and Mathematics Teacher Imperative Annual Report.
To be determined: UNC Teacher Quality Report.

F. Person/group responsible:

Dean, Associate Dean, College of Education Assessment Coordinator, College of Education Assessment Committee.

G. Performance outcomes for goal:

- College of Education will meet or exceed annual teacher production targets established by the UNC General Administration.
- College of Education will meet or exceed annual goals in science and mathematics teacher production as established by the Science and Mathematics Teacher Imperative.
- College of Education graduates will meet or exceed the state average in all areas rated by employers and mentors in the IHE Performance Report on both teaching and school leadership scales.
- Over 95% of teacher education graduates will be rated as “proficient” or “accomplished” on the Impact on Student Learning Project.

H. Resources Required:
I. Annual progress assessment of performance outcomes:

6,968 UNC Charlotte alumni are employed in North Carolina Public Schools; 2089 of those alumni are employed by Charlotte-Mecklenburg Schools.

In 2010-2011, UNC Charlotte produced 676 new teachers, the second highest number in the state. UNC General Administration will not release the 2011-2012 Teacher Productivity Report to the State Board of Education until August 2013 (later than usual) so an update is not available at this time.

UNC Charlotte achieved an overall pass rate of 97% on the Praxis II teacher licensure exams. 95% of graduates received the NC Teaching License. 64% of last year’s graduates are employed in NC public schools one year after graduation, up from the historic low the year before of 47%.

As a measure of quality of our graduates, the Impact on Student Learning Project has been replaced by a new requirement from the State Board of Education, the “Certification of Teaching Capacity” assessment. 100% of our teacher education graduates (undergraduate and graduate certificate candidates) were rated as having met all descriptors identified for licensure by the State of North Carolina on its LEA/IHE Certification of Teaching Capacity assessment. This document requires verification from both university faculty and practicing leaders in the Local Education Agency (LEA).

A Recent Graduate Survey (2012), conducted by the UNC General Administration as part of the series of Teacher Quality Studies, found that UNC Charlotte graduates had a high degree of satisfaction (and higher than UNC graduates as a whole) with their preparation to teach, as measured by the five major teacher evaluation standards: teacher leadership; classroom environment; content knowledge; learning facilitation; and school leadership. An additional finding of this series of studies is that UNC Undergraduate-prepared teachers (including UNC Charlotte graduates) are the most likely to stay in the profession for five years (over 70% persist for at least five years in teaching, in contrast to the 50% attrition rate reported nationally.)

The UNC Teacher Quality Research studies which began in 2009 now make available campus-specific data, comparing the performance of traditionally prepared undergraduates at UNC Charlotte to the performance of all other teachers in the state based on student achievement data on state assessments. UNC Charlotte graduates outperformed several other groups in:

- Middle school reading
- High school science
- High school social studies
- Middle school mathematics
- High school English
- High School Algebra I and Algebra II

UNC Charlotte graduates underperformed many other teacher groups in:

- Elementary school mathematics
- Middle school algebra
- Elementary school science

J. Follow-up plan to make

Key faculty have been identified to examine and refine course goals, syllabi, and
changes as a result of assessment findings:

assessments to assure the strongest possible preparation for our candidates. New initiatives focus on incorporating the Common Core and Essential Standards in literacy, mathematics, and science into the appropriate teacher education programs.

The elementary education program in the Department of Reading and Elementary Education is intentionally making the effort to schedule core instructional methods subjects for initial licensure (e.g., science, reading, social studies) with full-time faculty who will connect course content with required assessments and clinical practices.

Mathematics offers a particular challenge. In the elementary education curriculum at UNC Charlotte, the general model is that subject matter content (e.g., English, history, biology) is taught in CLAS while pedagogical courses are taught by the elementary education faculty in the Department of Reading and Elementary Education. Mathematics is the exception where both content and pedagogy are taught through the Department of Mathematics and Statistics and it is therefore more difficult to link the mathematics courses in elementary education to other required courses, including student teaching, and to changing state licensure, curriculum and assessment requirements. The Dean of the College of Education has initiated a conversation with the Dean of the College of Liberal Arts and Sciences to explore the feasibility of shifting MAED 3222 and MAED 3224 to the Department of Reading and Elementary Education with an ELED prefix, parallel to the science, language arts and social studies models currently in place. This discussion is ongoing.

There are encouraging signs about a stronger employment market for teachers this year as compared to last year. However, recent legislative actions are likely to have serious negative consequences on our capacity to recruit and prepare excellent teachers: the North Carolina Teaching Fellows Program, the Teacher Cadet Program, the Prospective Teacher Scholarships, and the Teacher Tuition Benefit have been stripped of state funding. These environmental factors must be considered as UNC Charlotte examines and monitors the teacher recruitment plan and teacher productivity goals.

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

| 2. The College of Education will achieve a distinguished record of research that benefits children, youth, families, communities, schools and the broader education community. |

<table>
<thead>
<tr>
<th>B. Relationship of goal to next higher reporting unit goal:</th>
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<tbody>
<tr>
<td>ACADEMIC AFFAIRS:</td>
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<tr>
<td>To develop nationally recognized programs of research and scholarship that will expand the frontiers of knowledge, solve problems at the interface of disciplines, and promote the application of discovery.</td>
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C. Action plans to achieve goal:

| 2.1 | The Center for Educational Measurement and Evaluation will increase its capacity to offer assistance in research design and statistical analyses to College of Education faculty and graduate students. |
| 2.2 | The College will increase its success both in terms of dollars and in terms of the number of successful grant-writers in securing external funding for research, with an emphasis on research in the urban setting. |
| 2.3 | The College will strengthen the infrastructure for grants management support. |
| 2.4 | The College will foster research partnerships within the College and within the University. |
| 2.5 | The College will create collaborative research teams that focus on important issues that impact communities and schools (e.g., dropout prevention.) |
| 2.6 | The College will work with school systems to establish efficient and collaborative strategies for approving applications for research. |

D. Effectiveness measures/methods to assess outcomes/goal attainment:

- Annual list of published articles and books, aggregated from Faculty Annual Reports; comparative data over five years.
- Annual tabulation of grant proposals, grant awards, and number of faculty engaged in grant submissions; comparative data over five years.
- Evidence of impact of College of Education research (e.g., citations, replication, awards, field-based applications.)
- Assessment of effectiveness of research approval processes with school systems and agencies; proactive problem-solving regarding research partnerships.
- Number of research teams/ research collaborations established within and beyond the College of Education.

E. Assessment schedule to assess goal:


F. Person/group responsible:

Dean; Business Officer; Director, Center for Educational Measurement and Evaluation.

G. Performance outcomes for goal:

- At least 5% annual growth in aggregate number of faculty publications (books, book chapters, refereed articles.) 2009 baseline = 145
- At least 10% annual growth in number of faculty in the College of Education who have secured external funding for research/service. 2009 baseline = 23
- Secure at least 10% increase in annual external funding in the College of Education. 2009 baseline = $4,179,807

H. Resources Required:

New SPA Grants Post-Award Manager position

I. Annual progress assessment of performance outcomes:

Faculty published 186 journal articles, books, and book chapters in the past year, up from last year’s 173 publications. Faculty received $5.4m in external funding, up from last year $3.8, with 20 faculty serving as Principal Investigators., up from 17 last year.

An important new award is the National Science Foundation Robert Noyce Teacher Scholarship Program to prepare chemistry and physics majors for careers in...
In cooperation with the digital scholarship project of the Atkins Library, two new national peer-reviewed online journals have been launched with editorial leadership from College of Education faculty: *The Research-to-Practice Journal for the Early Childhood Field* (Rich Lambert and Pamela Shue) and *Urban Education Research and Policy Annuals* (Chance Lewis and UNC Charlotte graduate students.)

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<th>J. Follow-up plan to make changes as a result of assessment findings:</th>
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<tr>
<td>We will continue efforts to build the College’s grants management infrastructure by requesting a new pre-award position, moving toward a college-level structure more closely aligned with peers, and continuing to work closely with the Office of Research Services on issues of campus-wide opportunities and concern.</td>
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<tr>
<td>The College of Education will be a partner with the College of Liberal Arts and Sciences and other campus entities in launching the Social Science Research Center.</td>
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### III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES

3. The College of Education will strengthen effective partnerships with schools, communities and alumni.

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<th>B. Relationship of goal to next higher reporting unit goal:</th>
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<tr>
<td>ACADEMIC AFFAIRS:</td>
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<tr>
<td>To respond to regional needs and contribute to the economic future of the region through leadership in service, research, and education and through partnerships with public, private, and non-profit organizations.</td>
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<th>C. Action plans to achieve goal:</th>
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<tr>
<td>3.1 The College will develop a long-range plan for the Professional Development Schools Network, funded by the University-Schools Teacher Education Partnership, with systematic goal-setting and evaluation. As part of that planning process, the possibility of establishing the Northeast Learning Community of Charlotte-Mecklenburg Schools as a Professional Development Learning Community will be examined.</td>
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<tr>
<td>3.2 In cooperation with the UNC Charlotte Crossroads Charlotte initiative, the College will establish a summer Freedom School on the UNC Charlotte campus to promote literacy development of K-8 pupils and enhance teaching capacity of UNC Charlotte teacher candidates.</td>
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<td>3.3 The College of Education will plan with Charlotte-Mecklenburg Schools to establish a P-12 public school on the UNC Charlotte campus.</td>
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<td>3.4 The College will redesign and strengthen its partnership with the thirteen school districts of the Southwest Education Alliance.</td>
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<tr>
<td>3.7 The College of Education in partnership with the Kappa Delta Pi Omicron Pi Chapter at UNC Charlotte will establish a program of support for teachers during their first three...</td>
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3.8 The Department of Educational Leadership will work with the Office of Alumni Affairs to create an affinity group of alumni from educational leadership programs.

3.9 The College will develop a strategic initiative to enhance alumni relations, including at least two events for College of Education alumni each year.

3.10 The College will offer continuing education programs for graduates.

3.11 The College will develop a systematic method of tracking alumni for the purposes of alumni relations and examining the success of our graduates.

| D. Effectiveness measures/methods to assess outcomes/goal attainment: | • Annual Report of Professional Development Schools/ PDS Network  
• Annual evaluation of Freedom School  
• Annual Report of the Office of Educational Outreach  
• Annual Report of the College of Education |
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<tr>
<td>E. Assessment schedule to assess goal:</td>
<td>Annually</td>
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<tr>
<td>F. Person/group responsible:</td>
<td>Dean; Associate Dean; Director of Office of Educational Outreach; Director of Freedom School; Faculty Director of Professional Development Schools; Director of Alumni Relations (new position); Faculty Director of First3 Beginning Teacher project</td>
</tr>
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</table>
| G. Performance outcomes for goal: | • Systematic goal-setting and tracking of achievement of Professional Development Schools (to be developed).  
• Participants in Freedom School at UNC Charlotte will demonstrate at least three months’ growth in literacy proficiency by the end of the Freedom School term.  
• UNC Charlotte alumni in their first three years of teaching will demonstrate increased satisfaction, persistence, and effectiveness in their profession. Baseline to be determined in 2010. |
| H. Resources Required: | A new position of Director of Alumni Affairs for the College of Education, a shared responsibility between the College of Education and the Office of Alumni Affairs. Operating budget for First3, beginning teacher support project. |

### Annual Report

The College of Education’s public school partnerships are strong and constantly evolving.

The Children’s Defense Fund Freedom School will continue on our campus this summer, this year adding Level 4 (high school), the first high school program in the region.

The collaboration with the Southwest Education Alliance, the Regional Education Service Alliance (RESA), of eleven school districts in the Charlotte region is headquartered at UNC Charlotte, with the office of the director Dr. Ric Vandett in the College of Education building. The superintendents of the schools districts (Cabarrus, CMS, Cleveland, Gaston, Iredell-Statesville, Kannapolis, Lincoln, Lincoln,
Mooresville, Rowan-Salisbury, Stanly, Union) meet monthly at the Harris Alumni Center. This year the SWEA issued a $100,000 contract to the College of Education to develop professional development modules related to the Common Core standards in mathematics.

The UNC Charlotte Professional Development Schools Network has formal university-school partnerships with the following public schools in the region: From Charlotte-Mecklenburg Schools: David Cox Road Elementary; University Meadows Elementary; Piedmont Open IB Middle; Randolph Middle; Mallard Creek High; Cabarrus County: Concord Middle; Central Cabarrus High; Kannapolis City; Shady Brook Elementary; Lincoln County: Rock Springs Elementary; Public Charter Schools: Community School of Davidson; The Learning Collaborative Pre-K Center.

The Office of Educational Outreach, directed by Dr. Victor Mack, was engaged in 26 special events, including professional development conferences, workshops, and institutes during the 2012-2013 year, involving approximately 3941 participants, a major increase in size and scope from the preceding year. Many of these activities were in partnership with the NC Department of Public Instruction. Other special events included Duke TIP recognition ceremony, National History Day (with Department of History), Julia Robinson Mathematics and Computing Festival (with Department of Mathematics and Statistics) and the Dr. Jonnie H. McLeod Substance Abuse Institute (with Department of Counseling).

The Center for Science, Technology, Engineering, and Mathematics Education (CSTEM) conducted numerous professional development programs for teachers and enrichment programs for P-12 pupils. Among the programs are Summer Ventures in Science and Mathematics for talented high school students, NC MSEN Pre-College Program, NC Science Festival, and Super Competition. The annual CSTEM Regional Conference had a Common Core theme, rolling out the professional development modules in mathematics developed by the UNC Charlotte team. The Center provided engineering related workshops for teachers across the region in partnership with Discovery Place.

More systematic evaluation and publicity about the initiatives from OEO, Professional Development Schools Network, and C-STEM is needed. The large number of school children and community participants that are engaged with our campus as a result of the efforts of these entities is very impressive yet this work is not on the radar of Community Relations or Communications in the broader university.

A Director of Communications, to be shared between the College of Education and the College of Health and Human Services, is expected to join the Communications division this summer. As this new director develops a communications plan for the two colleges, linking the outreach efforts of the College of Education to the community relations efforts of the university should be a strategic goal.

While the plan to build a K-8 CMS public school on the UNC Charlotte campus has been deferred due to budgetary constraints, an exciting alternative plan for connecting the campus to Charlotte-Mecklenburg Schools has emerged, with definitive leadership from the Office of the Provost: the creation of an Early College High School (New Schools Project), with a STEM focus. Dr. Michelle Howard has been named director of this initiative, with an anticipated start date in Fall 2014. The College of Education anticipates being a strategic partner,
contributing to preservice and inservice teacher education as part of this initiative.

Staff support for alumni relations continues to be a goal, with the hope of adding a staff person who will have an “event planning” skill set to the outreach/leadership team.

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

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<th>4. The College of Education will promote appreciation of and experience with human diversity and will enumerate and measure its benefits.</th>
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**B. Relationship of goal to next higher reporting unit goal:**

**ACADEMIC AFFAIRS:**

To promote an environment that embraces the benefits of diversity in education, research, and service.

**C. Action plans to achieve goal:**

4.1 Under the leadership of the Standard 4 Diversity Committee, the College will revise the College of Education Diversity Plan, with attention to curriculum, faculty and student diversity, and field experiences.

4.2 The Standard 4 Diversity Committee will develop an evaluation plan for the College’s diversity goals and issue an annual report on the success of meeting those goals.

4.3 The College will continue to recruit/retain an excellent, diverse faculty.

4.4 The College will increase the enrollment, by program, of candidates from traditionally underrepresented groups.

4.5 The College will increase the capacity of our graduates to respond effectively to diverse student/client populations.

**D. Effectiveness measures/methods to assess outcomes/goal attainment:**

- Annual tracking of faculty and student recruit/retention goals and curriculum goals as will be delineated in the College’s revised Diversity Plan (incorporated into the College of Education Annual Report)
- Annual report of College climate (Advance Grant)
- Diversity Index (Advance Grant)
- Annual tracking of diverse school/community placements for education students
- Examination of candidate effectiveness in addressing diverse learner needs, as measured by the Candidate Assessment System

**E. Assessment schedule to assess goal:**

Annually
### F. Person/group responsible:
Dean; Assessment Coordinator; Chair of Faculty Diversity Committee

### G. Performance outcomes for goal:
- Increased number/percentage of faculty from traditionally underrepresented groups. 2010 baseline to be determined.
- Increased number/percentage of students from traditionally underrepresented groups by program. 2010 baseline to be determined.
- Faculty/staff rating of College climate in the high/positive range.
- Over 90% of teacher education candidates/school leadership candidates will be rated at least at the proficient level on the Diversity standard, as submitted to the NC Department of Public Instruction.

### H. Resources Required:

### I. Annual progress assessment of performance outcomes:
Upon recommendation of the College of Education Diversity Committee, a new faculty award was established, presented for the first time in 2013: the COED Faculty Diversity Award, recognizing a deep commitment to diversity and a positive impact on the university and community constituents. Dr. Stephen Hancock is the first recipient of this award. Funding for the $1000 stipend associated with this award comes from the College’s 40th anniversary endowment, generated by gifts honoring great teachers through the Cato Teaching Discovery Mural.

The Urban Education Collaborative, directed by Dr. Chance Lewis, is leading the University’s 2013 Faculty Diversity Institute to prepare faculty participants to infuse multicultural education/ diversity into syllabi, curriculum and research.

While UNC Charlotte Climate Survey data was not available this year (the survey is conducted on a biennial basis), the College of Education faculty received a snapshot from the Harvard COACHE study by Kiernan Mathews in February, indicating the pretenure faculty in the College of Education give the College high marks in terms of collegiality, collaboration, leadership, tenure clarity, and reasonableness.

The Diversity Committee completed the Standard 4 section of the Institutional Report which was submitted to the National Council for Accreditation of Teacher Education on March 3, 2013, including exhibits related to curriculum, assessment instruments and demographics of faculty, students, and the P-12 schools that help prepare our candidates.

### J. Follow-up plan to make changes as a result of assessment findings:
While the Diversity Committee has set the goal of systematically tracking faculty and student demographic data and climate within the College, a system of reporting is not yet in place and should be a part of the next planning cycle.
### NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES

| B. Relationship of goal to next higher reporting unit goal: | ACADEMIC AFFAIRS:  
To provide high quality and accessible advising and other services which enhance educational opportunities and promote student achievement and personal growth  
To increase access to degree and non-degree programs through distance education and the use of technology. |
|---|---|
| C. Action plans to achieve goal: | 5.1 The College will establish the new Ph.D. in Research, Measurement, and Evaluation.  
5.2 The College will support the development of the new B.A. in Comprehensive Science (College of Arts & Architecture) as an opportunity for prospective science teachers to earn the “comprehensive science” teaching license.  
5.3 The College will implement the new baccalaureate dual licensure program in elementary education and special education.  
5.4 The College will design and implement the new Minor in Teaching English as a Second Language.  
5.5 The College will deliver the Master of School Administration program to a cohort of prospective school leaders at the new Uptown Center.  
5.6 The College will collaborate with the College of Arts + Architecture to coordinate the arts education partnership.  
5.7 The College will expand program delivery partnerships with entities such as Teach for America and the Model Teacher Education Consortium.  
5.8 The College will implement high quality clinical and internship placements with excellent supervising teachers and site supervisors.  
5.9 The College will develop a systematic plan for responding to distance education requests and designing and delivering distance programs. Elements of such planning include:  
5.9.1 marketing online and distance programs beyond traditional boundaries  
5.9.2 increasing online and distance offerings in areas of need  
5.9.3 examining capacity by program and department for distance education |
| D. Effectiveness measures/methods to assess outcomes/goal attainment: | College of Education Annual Report  
Teacher Education/ Distance Education Report, UNC General Administration  
University surveys on advising effectiveness/satisfaction  
College of Education exit interviews |
|---|---|
| E. Assessment schedule to assess goal: | Annually: College of Education Annual Report; College of Education exit interviews; Teacher Education/ Distance Education Report  
Biennially: UNC Sophomore and Senior surveys |
| F. Person/group responsible: | Dean; Associate Dean; Director, Teacher Education Advising and Licensure Office; Assessment Coordinator |
| G. Performance outcomes for goal: | • Proposed new programs approved by UNC Charlotte curriculum committees and (when appropriate) UNC General Administration/ Board of Governors  
• Distance Education Strategic Plan developed in cooperation with campus colleagues, with annual effectiveness measures established  
• Increased funding on an annual basis through the UNC Teacher Education/ Distance Education allocation. 2009 baseline = $101,751  
• At least 90% of exit interview respondents at undergraduate and graduate levels will rate advising services within the College as “usually complete, accurate and relevant” or “exceptionally complete, accurate and relevant.” |
| H. Resources Required: | |
| I. Annual progress assessment of performance outcomes: | Many of the original action items in Goal 5 have been fulfilled while the changing environment leads to new opportunities and needs.  
This year’s curriculum innovations include a new Minor in Reading Education (currently under review by the Department of Public Instruction) which will lead to the A-level license in reading, designed to increase the capacity of elementary education teachers to promote optimal literacy development for all children; the submission of a request to gain accreditation approval for the Addictions Concentration for the M.A. in Counseling; and continuing the fine-tuning for the proposal to establish the Ph.D. in Educational Research, Measurement, and |
Evaluation (in preparation for review by UNC General Administration).

Several of the M.Ed. programs for experienced teachers have experienced declining enrollments (part of a national trend) and efforts to increase access and enrollment have led to the development of 100% online delivery for the following M.Ed. degrees: Academically/Intellectually Gifted; Elementary Education; Reading Education. Online development for Teaching English as a Second Language is under consideration.

The Department of Educational Leadership in collaboration with Charlotte-Mecklenburg Schools and in consultation with the New York City Leadership Academy has designed an innovative delivery of the Master of School Administration degree, designed explicitly to prepare highly effective principals for urban high schools. The Aspiring High School Principals Program will be launched for a cohort of CMS employees in July 2013.

The College of Education piloted its QEP Engagement effort in Fall 2012, focusing on EDUC 2100 *Introduction to Education and Diversity in Schools* (3 credits), along with an Engagement Learning Lab (1 credit) that met on Friday mornings. The Engagement lab included such activities as a four year plan of study, workshops related to successful practices in college, and an inquiry project. An evaluation of the pilot project included surveys and focus group interviews. Findings of the pilot project were quite positive when comparing QEP students with non-QEP students on all three student learning outcomes measures: commitment to success, inquiry, and intercultural knowledge. Focus groups comments indicates that while the Engagement lab activities were highly valued, the Friday morning lab seemed like an “add on” that was not fully integrated into the 3-hour course content; further, while most of the students in the pilot section were freshmen, not all were, and freshmen responded more positively to the engagement experience than others.

| J. Follow-up plan to make changes as a result of assessment findings: |
| Make modifications of the Prospect for Success plan, based on evaluation data and move toward full implementation, including the development of an integrated 4-credit course at the 1100-level for freshmen only. Continue to seek a new academic advisor position for the Department of Special Education and Child Development (the only undergraduate-serving department in the College without such a position.) |

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

6. The College of Education will support the success of faculty and staff through career development opportunities, mentoring, and access to supportive infrastructure.

| B. Relationship of goal to next higher reporting unit goal: |
| ACADEMIC AFFAIRS: To support the success of faculty and staff in teaching, research, and service through career |
development opportunities, mentoring, and access to critical human and physical infrastructure.

**C. Action plans to achieve goal:**

| 6.1 | The College will revise its *Reappointment, Promotion, and Tenure* document to increase clarity, reflect the scholarship expectations of research universities, and improve guidance toward successful RPT reviews. |
| 6.2 | The College will create a section of the RPT document to provide guidelines for reappointment and promotion for non-tenure-track faculty. |
| 6.3 | The College will review/revise the *Peer Observation of Teaching* guidelines; the revision will include a process for supporting the development of effective teaching for non-tenure track and part-time faculty. |
| 6.4 | The College will review/revise the College’s programs of faculty mentoring in light of increased mentoring opportunities at the University level. |
| 6.5 | The College will seek and provide ongoing professional development opportunities for faculty in the areas of poverty, diversity, globalization, and urban education. |
| 6.6 | The College will seek resources to restore the state-funded graduate assistantships that were lost in the 2009 budget cuts. |

**D. Effectiveness measures/methods to assess outcomes/goal attainment:**

- College of Education Annual Report
- College of Education Faculty Handbook
- Climate surveys (Advance)

**E. Assessment schedule to assess goal:**

Annually

**F. Person/group responsible:**

Dean; Chairs of Standard 5 *Faculty Development, Qualifications, Performance Committee*

**G. Performance outcomes for goal:**

- Revised *Reappointment, Promotion, and Tenure* document approved by the faculty.
- Revised *Peer Observation of Teaching* guidelines approved by the faculty.
- Revised College mentoring programs included in Faculty Handbook.
- Restoration of funding for state-funded graduate assistantships for general faculty support.
- Positive faculty perceptions of clarity of guidelines and support for reappointment, promotion, and tenure reviews.
- Positive faculty perceptions of mentoring.
- Positive faculty perceptions of professional development in the areas of poverty, diversity, globalization and urban education.

**H. Resources Required:**

Restore state-funded graduate assistantships (which had been funded through dedicated vacant faculty positions) to provide general research and instructional support to College faculty.

**ANNUAL REPORT**

| I. Annual progress assessment of performance outcomes: | *The Criteria and Procedures Used at Department and College Levels to Conduct Reappointment, Promotion, and Tenure Reviews in the College of Education (6th Edition, 2012)* includes for the first time reappointment and promotion criteria and processes for non- |

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6/18/2013
tenure-eligible faculty. Promotion reviews for clinical faculty were conducted for the first time this year. Seven faculty were promoted to Clinical Associate Professor and one faculty member was promoted to Senior Lecturer.

The College of Education Peer Observation of Teaching Process was revised in Fall 2012, with the expanded mission to include observations of part-time faculty and observations of university supervisors of student teachers. Faculty are encouraged to include a Teaching Enhancement Plan, based on peer observation results, in their annual reports.

Last year a concern related to faculty success emerged related to the visa status of faculty members who are not US citizens and the need to proactively support the employment status of international faculty. Personnel from the College of Education and the International Students and Scholars Office (in the Office of International Programs) met to develop good strategies to address this situation. The institutionalization/implementation of these strategies is not known.

The Standard 5 Committee Faculty Qualifications, Performance, and Development completed the Standard 5 section of the Institutional Report, submitted to the National Council for Accreditation of Teacher Education on March 3, 2013, along with exhibits related to faculty credentials, qualifications of clinical faculty, summary of faculty service and collaborative activities in schools, and summary of professional development opportunities and results. This standard was identified as the “Target” standard for the upcoming NCATE review, inviting a higher level of scrutiny.

The next action item in this strategic goal is a review and revision of the College of Education Faculty Mentoring processes. These processes should be reviewed in 2013-2014.

Restoration of funding for graduate assistantships continues to be a top priority. Our efforts to date have not been successful.

Continue to work with the International Students and Scholars Office to identify and implement improved orientation and check-in strategies with department chairs and international faculty regarding visa status and employment status. Because this work extends beyond the College of Education, the Provost’s office should be invited to consider modifications in the new faculty orientation, new chairs’ orientation, and regular meetings of the department chairs to address these issues.

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

7. The College of Education will receive external validation of its work and its impact through accreditation reviews and increased recognition of its expertise and resources.
|**B. Relationship of goal to next higher reporting unit goal:**|**ACADEMIC AFFAIRS:**
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<td>---</td>
<td>To create a flexible, responsible culture that uses effective review and assessment as the basis for improvement.</td>
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|**C. Action plans to achieve goal:**| 7.1 The College will successfully complete the design and implementation of “revisioned” teacher education programs at the undergraduate and graduate levels and the Master of School Administration degree, according to new guidelines from the State Board of Education/Department of Public Instruction.  
7.2 The College will successfully complete reaccreditation of the graduate programs in Counseling through the Council for Accreditation of Counseling and Related Education Programs (CACREP) and add accreditation for substance abuse counseling.  
7.3 The College will successfully complete a reauthorization visit from the North Carolina Teaching Fellows Commission.  
7.4 The College will revise/align the College’s assessment system in response to the new program approval process (“electronic evidences”) from the NC Department of Public Instruction and the upcoming accreditation reviews from SACS and NCATE in 2013.  
7.5 The College will incorporate the teacher quality/school leader quality/impact on student achievement research conducted by the UNC General Administration into the College’s Unit Assessment Plan.  
7.6 The College will prepare for/complete the 2013 accreditation review by the National Council for Accreditation of Teacher Education (NCATE) in the following ways:  
7.6.1 Key leaders will attend national training in the revised NCATE review process.  
7.6.2 The College will revise the Conceptual Framework.  
7.6.3 The College will complete the Institutional Report.  
7.6.4 The College will complete a successful accreditation review in 2013.  
7.7 The College will participate effectively in the University’s Quality Enhancement Plan.  
7.8 The College will strengthen branding and marketing efforts to promote the programs of the College.  
7.9 The College will seek opportunities for reviews, ratings, and awards that will lead to recognition of the College’s effectiveness.|

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<td><strong>D. Effectiveness measures/methods to assess outcomes/goal attainment:</strong></td>
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|---| Reports from accrediting bodies: NCATE; CACREP; Teaching Fellows Commission; NC Department of Public Instruction; SACS  
Completion of revised Candidate Assessment System  
Compilation of positive reviews, rankings, and awards|
### E. Assessment schedule to assess goal:

| Annually |

### F. Person/group responsible:

Dean; Associate Dean; Assessment Coordinator; College Assessment Committee; Committee for Accreditation/ Continuous Improvement Committee

### G. Performance outcomes for goal:

- All professional education programs will meet the program approval standards of the North Carolina Department of Public Instruction.
- All graduate programs in Counseling will meet the accreditation standards of the Council for Accreditation of Counseling and Related Education Programs.
- The North Carolina Teaching Fellows program at UNC Charlotte will be reauthorized by the North Carolina Teaching Fellows Commission.
- UNC Charlotte will be reaccredited by the National Council for Accreditation of Teacher Education, with at least two of the six standards rated at "Target."

### H. Resources Required:

**ANNUAL REPORT**

UNC Charlotte continues to be listed as one of "America's best graduate schools in education" by *US News and World Report*.

All professional education programs meet the new program approval standards of the North Carolina Department of Public Instruction.

The College has completed an intensive 18-month period, with the active engagement of multiple faculty teams, including public school partners and colleagues in CLAS and COAA, led by Associate Dean Melba Spooner, to prepare the Institutional Report in preparation for the 2013 Accreditation Review by the National Council for Accreditation of Teacher Education (NCATE). [NCATE has undergone a restructuring and name change and will soon be known as the Council for Accreditation of Educator Preparation (CAEP)]. The Institutional Report was submitted on March 3, 2013 and is currently being reviewed by an off-site team. UNC Charlotte will receive feedback by July 11 and will have the opportunity to prepare a written response. The on-site review will occur in November 2013.

The six NCATE standards are:

- Candidate knowledge, skills, and dispositions
- Unit and candidate assessment system
- Field experiences and clinical practice
- Diversity
- Faculty qualifications, performance, and development (identified by UNC Charlotte as the "target" standard)
- Unit governance and resources

In addition to preparing for this major high-stakes accreditation review, the College, in response to an invitation from the UNC General Administration, volunteered to participate in a pilot study of a new formative assessment for aspiring teachers, the edTPA.

The edTPA is an assessment system, designed originally by scholars at Stanford University and the American Association of Colleges for Teacher Education, to answer the question: “Is a new teacher ready to do the job?” It’s a formative assessment system, spread throughout the teacher education curriculum, subject-
specific, with intense professional writing and reflective practice requirements, along with video teaching samples. To date, our faculty believe that this is a more rigorous and authentic assessment of our students' work than current practice, and if adopted, will be more demanding both for the students and for the faculty. Faculty task forces are currently at work to examine needed changes in teacher education curriculum. Because some states have already made the edTPA a licensure requirement and because the US Department of Education has expressed interest, it is likely the UNC Charlotte will move toward adoption. UNC Charlotte believes that the requirements of the edTPA can be used in lieu of many of the "electronic evidences" currently submitted to the Department of Public Instruction for program approval, and preliminary approval has been received by NCDPI for this change. This is viewed by the faculty as an important and positive (as well as highly demanding) change in the assessment system.

The College will respond to the NCATE off-site team report in Summer 2013, prepare for on-site visit in November 2013, and respond as appropriately to the Board of Examiners report.

Since the 2000 NCATE accreditation visit, the College of Education has implemented a successful model of College engagement in the accreditation process through a committee called the Accreditation/Continuous Improvement Committee, with subcommittees addressing each of the six NCATE standards on an ongoing basis. When the College has been at a great distance from an accreditation review, the focus has been on "continuous improvement" (e.g., looking at faculty workload or reviewing data management system); as the time for the accreditation review draws closer, the emphasis shifts to the data analysis and reporting required for the accreditation visit. Since NCATE shifted from a 5-year review cycle to a 7-year cycle (and deferred so that this time it’s been 8 years since a review), this system no longer seems workable. Eight years is a very long time for a faculty committee assignment. Following the completion of the 2013 review, the College will reexamine how best to maintain a continuous improvement perspective with a new kind of structure and consider whether some of the faculty committees created under the Accreditation/Continuous Improvement umbrella should now move to stand-alone status.

It is highly likely that the College will adopt edTPA as the major formative assessment tool for teacher candidates and use elements of the edTPA in lieu of some of the electronic evidences now in place for program approval from the Department of Public Instruction. To make this work, we will request a new full-time staff position, TaskStream Data Manager to oversee the edTPA portfolio assignments, facilitate the logistics of faculty scoring of edTPA portfolios (with Associate Dean oversight), answer questions from students and faculty and help to train faculty and staff on the use of TaskStream.

III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES

8. The College of Education will enhance the global awareness of faculty and students and prepare graduates for our globally interconnected world.
to next higher reporting unit goal:  

**ACADEMIC AFFAIRS:**
To graduate students with intellectual and professional skills and a global perspective that can be broadly applied in an ever-changing world.

<table>
<thead>
<tr>
<th>C. Action plans to achieve goal:</th>
<th>8.1 The College will offer LBST 2102 <em>Global Perspectives in Education</em> each semester.</th>
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<td></td>
<td>8.2 The College’s Committee on Internationalization will revise the Internationalization Plan to address curriculum, faculty development and student development.</td>
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<td>8.3 Internationalization modules, developed in 2010 with support from the Longview Foundation, will be incorporated into three undergraduate courses for each undergraduate major in the College of Education.</td>
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<td>8.4 A process for inviting and selecting visiting international scholars to the College of Education will be established.</td>
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<td>8.5 The College will establish 5-7 new linkages with international university partners to promote student and faculty collaboration.</td>
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<td>8.6 The College will re-establish financial support for faculty international travel grants and student Education Abroad scholarships.</td>
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<th>D. Effectiveness measures/methods to assess outcomes/goal attainment:</th>
<th>College of Education Internationalization Plan</th>
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<tbody>
<tr>
<td></td>
<td>College of Education Annual Report</td>
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<td>Final Report to Longview Foundation (2010): <em>Revisioning the teacher education curriculum for the global age</em></td>
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<th>E. Assessment schedule to assess goal:</th>
<th>Longview Foundation Report (2010)</th>
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<td></td>
<td>Annual reports from Internationalization Committee; Annual Report of College of Education</td>
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| F. Person/group responsible: | Dean; Chair, College of Education Internationalization Committee; Special Assistant to the Dean |

| G. Performance outcomes for goal: | • Updated College of Education Internationalization Plan, including recommendations for curriculum practices, faculty development, and candidate outcomes. |
| --- | • Revised syllabi to reflect the inclusion of instructional modules with global perspectives. Ratings of effectiveness of modules by faculty and teacher education candidates. |
|  | • Tracking of number/ type of cooperative programs with international university partners. |
|  | • Tracking of number/type of faculty international travel grants and student Education Abroad scholarships. |
|  | • Students will demonstrate increased global perspectives/ understanding as measured by a Global Perspectives Scale (scale selection and timeline for administration to be determined by the College of Education Internationalization Committee.) |

| H. Resources Required: | Increased discretionary funds (see Goal 9) to re-establish financial support for faculty international travel grants and student Education Abroad scholarships. |
**ANNUAL REPORT**

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<th>I. Annual progress assessment of performance outcomes:</th>
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<td>The Office of International once again offered $10,000 in funding to the College in 2012-2013 to support competitively awarded faculty international travel grants. The following awards were made: Laura Veach (conference in Spain); Pamela Shue and Dean Murphy (study abroad trip planning to Reggio Emilia, Italy for future early childhood collaboration with Meredith College); Mike Putman (research partnership with Stellenbosch University, South Africa); Sandra Dika and Brenda McMahon (symposium and research partnership development with Pontifical Catholic University of Peru.)</td>
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<td>Two new student study abroad spring break trips occurred this year: Germany (elementary education) and Italy (early childhood education.) One elementary education student completed her student teaching seminar in Germany.</td>
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<td>The statewide effort to internationalize teacher education, through a cooperative initiative between the UNC education deans and the University Council on International Programs, continues good, steady work. New funding for this effort was received this spring from the Longview Foundation, with NC State as the lead agency, and UNC Charlotte as a partner.</td>
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<th>J. Follow-up plan to make changes as a result of assessment findings:</th>
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<td>Philanthropic funding for faculty and student international travel grants continues to be a top fund-raising priority.</td>
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<td>UNC Charlotte will continue to provide leadership in North Carolina’s efforts to internationalize teacher education through participation in the internationalization task forces and annual forum. The College’s Internationalization Committee will be charged with taking a leadership role on this statewide effort.</td>
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### III. NEW STRATEGIC GOALS, ACTION PLANS AND PERFORMANCE OUTCOMES

| 9. The College of Education will secure the resources needed to strengthen the mission of the College and will honor the College’s 40th Anniversary. |

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<th>B. Relationship of goal to next higher reporting unit goal:</th>
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<th>C. Action plans to achieve goal:</th>
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<td>9.1 The College will launch &quot;The Campaign for the College of Education,&quot; celebrating the College’s 40th Anniversary, in the 2010-2011 academic year, with the campaign concluding in June 2013. Elements of the campaign include:</td>
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<td>9.1.1 Development of case statement</td>
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<td>9.1.2 Recruitment of campaign leadership team</td>
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<td>9.1.3 Campaign launch event in August 2010</td>
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<td>9.1.4 Hold 40th Anniversary “birthday parties” for alumni and friends throughout the state and in key cities outside of North Carolina in the 2010-2011 year</td>
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D. Effectiveness measures/methods to assess outcomes/goal attainment:

- Establishment of College of Education Endowment from unrestricted gifts.
- Funding for and installation of “Teaching Mural,” with gifts in honor of at least one thousand great teachers.
- For the three-year period of the Campaign for the College of Education (2010-2013), annual increases in the number of donors and amount of gifts.
- Development of space plan in cooperation with Academic Affairs.
- Through grant funding, private gifts, and university resources, annual increase in number and quality of doctoral assistantship packages.

E. Assessment schedule to assess goal: Annually

F. Person/group responsible: Dean; Director of Philanthropy; College of Education Advisory Council

G. Performance outcomes for goal:

- At least $1,000,000 in major gifts to the College each year of this planning cycle.
- Increase in annual giving by at least 10% in the number of donors and amount of gifts each year in the planning cycle.

H. Resources Required: At least ten new doctoral assistantships across doctoral programs in the College of Education (from both university and non-university sources), with at least ten new GASP tuition awards to accompany the assistantships.

**ANNUAL REPORT**

The Cato Teaching Discovery Mural, the result of a major gift from John Cato and the Cato Corporation stands as the centerpiece of the College of Education’s 40th anniversary *Looking Forward Campaign*. The Cato Teaching Discovery Mural was dedicated on April 22, 2013 and is widely viewed as a wonderful tribute to great teachers and the education professions. Gifts to honor great teachers by name continue to be received and their stories are captured on the College of Education website.

Gifts this year include a major gift honoring Rusty Good from the University Research Park, the *Jane and Rusty Goode Endowment for New Educators* which will strengthen the College’s efforts to provide personal and professional support for early career teachers and a $100,000 legacy gift from Norm and Marianne Schul to establish a scholarship in counseling.
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<tr>
<th>J. Follow-up plan to make changes as a result of assessment findings:</th>
<th>As the <em>Looking Forward</em> campaign draws to a close in June, approximately $5m has been raised to support the mission of the College of Education.</th>
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<td></td>
<td>The <em>Looking Forward</em> Honor Roll of Donors must be constructed and publicized in the next issue of the college magazine <em>Extracurricular</em>. A plan for continuing to accept gifts related to the Cato Teaching Discovery Mural and provide stewardship for those gifts must be generated as well as new development goals and prospects.</td>
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<td>Because the College of Education Advisory Council agreed to extend their service through the end of the campaign and with the serendipitous timing of the arrival of the new dean, Dr. Ellen McIntyre, a reconstitution/reinvigoration of the Advisory Council should take place in 2013-2014.</td>
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