

North Carolina Central University
School of Education

Strategic Plan

Spring Semester 2012

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Introduction

Education has been on the political agenda for decades. Twenty-first century expectations of and demands for accountability in education have increased in both frequency and intensity. In an era of contracting budgets and declining resources, accountability, as a concept, has had a noticeable shift from improvement to punitive purposes among stakeholders and powerbrokers. Yet, a world without education is unacceptable and unfathomable. Nationally, schools and colleges of education are pressed between public policies, state regulations, and accrediting bodies in ways that are seldom complimentary and are always burdensome. In order to maintain quality in the preparation of teachers and other professionals, business as usual is not an option.

The leadership changed in the School of Education (SOE) with the arrival of a new dean on January 1, 2012. The strategic planning process began immediately as a means for setting a vision and direction for the SOE for the next five years, and this resulting document is expected to be a living document to guide work and resource allocation. The goals and objectives in this strategic plan represent priorities and the major focus for work. Faculty and staff worked across department lines in a collegial spirit over a three-month period, and this plan represents the collective intellectual capital of the SOE.

The first phase of the work consisted of an analysis of strengths, weaknesses, opportunities, and threats (SWOT) regarding the SOE's ability to fulfill its mission. The second phase of the work involved visioning the future. The third phase addressed ways to strategically position the SOE for success. The fourth phase involved tactical and budget planning, essential elements for success.

History of the School of Education

The original charter of North Carolina Central University issued by the General Assembly of North Carolina in 1925 (Chapter 56, Private Laws, 1925) set forth an institutional purpose that included the training of Negro high school teachers and principals. By 1927, the institution had in place sets of "combination courses" especially designed for high school teachers (English and French or Latin, English and history, history and French or Latin, mathematics and science, mathematics and history, history and science).

In 1928-29, the Department of Education became one of the units of the College of Liberal Arts, and it offered six courses in professional education—expanding to 20 courses by 1937. By 1939, the General Assembly enacted a statute that authorized the Board of Trustees at North Carolina College to establish graduate programs. Majors included the Master of Arts degree in Administration, in Secondary Education, and in Elementary Education. In 1952 the first Ph.D. program was offered in Administration and Supervision, Elementary Education, and Guidance. Five graduates were awarded the Ph.D. degree before the program was discontinued in 1964.

The Master of Education degree in Graduate Elementary Education was established in 1954 replacing the Master of Arts degree, which had been established in 1939. The Sixth-Year Program leading to the Advanced Principal's Certificate was established in 1960 but was discontinued in 1972.

According to archival records, the first chair of the department was Dr. Ruth Rush, appointed around 1937. Others who followed her include Dr. Joseph Pittman, Dr. Rose Butler-Browne, Dr. Norman Johnson, Dr. Charles Alcorn (Interim), Dr. Furman Moody, and Dr. Waltz Maynor. Dr. Butler-Browne is credited with organizing the department and laying the foundation for today's modern School of Education—a complex organization that provides sixteen undergraduate licensure areas and eight graduate programs.

In 1989, the Department of Education was elevated to School status. Dr. Walter Brown served as the first dean (1989-1992). Others included Dr. Carolyn Whitted, Interim (1992-1995), Dr. Sammie Campbell-Parrish (1995-2001), and Dr. Cecelia Steppe-Jones (2001-2011). The current dean is Dr. Wynetta Y. Lee.



Foundation for Planning

Vision

The School of Education at North Carolina Central University will become an international community of scholars who are culturally responsive educators and practitioners.

Mission

The mission of the North Carolina Central University's School of Education is to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology and other related services. Central to our mission is the development of leaders who promote social justice and dedicate themselves to the well-being of a global community.

Core Values

The School of Education is an intellectual community where all members are valued. We support scholarly and creative ideas, encourage innovative and critical thinking, and laud excellence. The Strategic Plan is grounded in our vision for the future, our mission, and the following core values:

- Culturally Competent Practice
- Collaborative Involvement
- Intellectual Advancement
- Innovative Knowledge Production
- Global Awareness and Immersion
- Social Justice
- Community Engagement

Basic Assumptions

The School of Education is committed to meeting the needs of educators, leaders, and other professionals in our state, the region, the nation, and around the world. “Students first” is much more than a motto. It is an internalized way of thinking about work. We think about the students that we serve today and we also think about unborn generations whose quality of life will be impacted by our graduates.

This plan was developed with four primary assumptions. The first assumption is that tomorrow cannot look like today and assuredly will not look like yesterday. This assumption acknowledges that the world is changing rapidly and continuously. We will change in appropriate ways in order to provide our students with quality educational experiences that will foster their competitiveness in a global society.

The second assumption is that historic revenue streams are contracting and will likely continue to contract into the foreseeable future. We will pursue our professional obligations from an entrepreneurial perspective and will aggressively seek new revenue sources.

The third assumption is that external demands for accountability are likely to continue and increasingly will carry punitive consequences. We will become a data-driven community that makes evidence-based decisions and documents all claims of excellence.

The final assumption, and perhaps the most important, is that the School of Education has the collective intellectual capital to attain increasingly high levels of productivity in the midst of a complex set of challenges.

Connecting Concepts

Figure 1 presents the concepts that are connecting themes—the goals, objectives, strategies and tactics presented in the strategic plan. The mission is at the core of the activities outlined in the strategic plan. It is important to note that the concepts are not isolated; they are connected efforts that are directed toward a higher level of student success during the educational journey and in their respective worlds of professional work. The major connecting themes are: teaching and learning, educational research, instructional technology, and partnerships. The connecting themes in this strategic plan will sometime appear as independent concepts, and at other times they appear as an integration of two or more themes. The plan is comprehensive and ambitious, given the current economic climate. Nonetheless, the planned strategies are necessary in order to attain distinctiveness, excellence, and competitiveness.

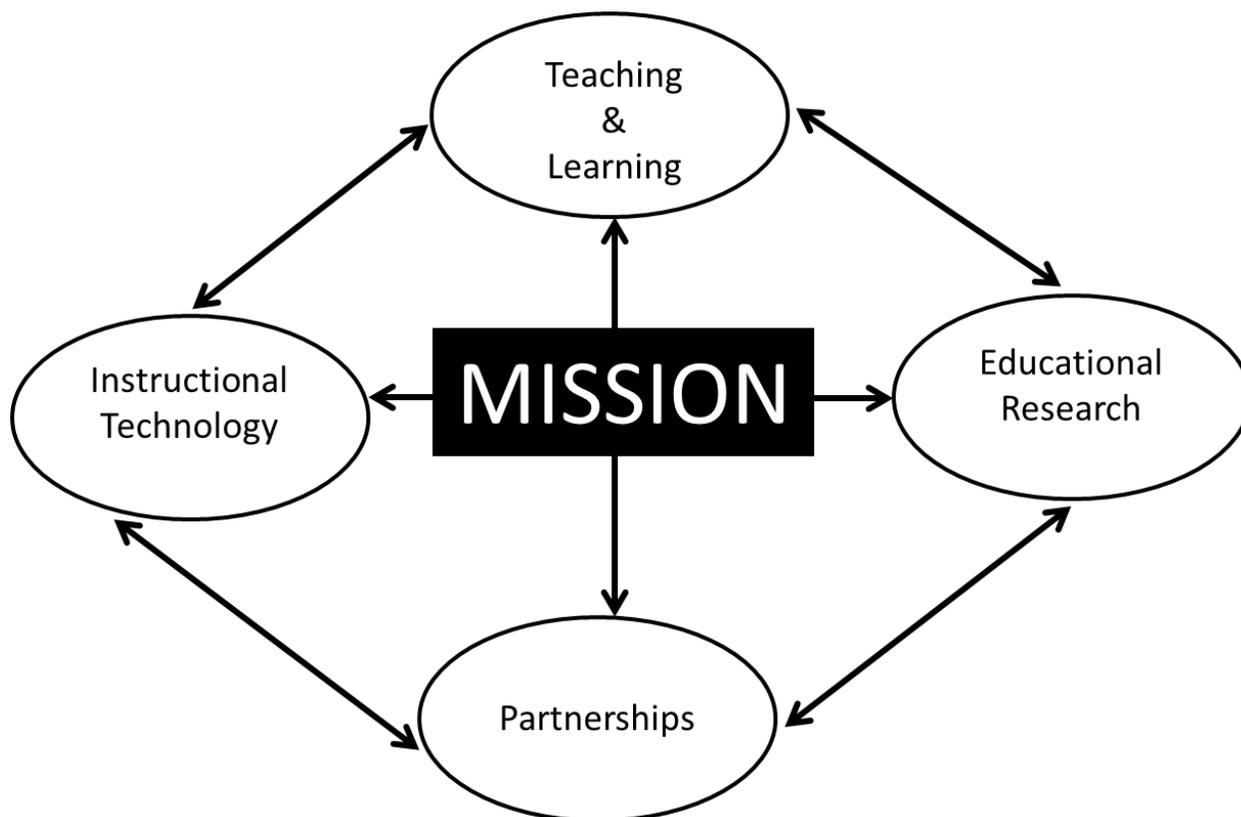


Figure 1—Connecting Concepts



Three Teaching Fellows—Tevon Jones (left), Taylor Whitfield (in doorway), and Dominique Sauls—pose with students from Mang’auri Primary and Secondary School in Kenya.

Goals, Objectives and Metrics

Our Students

Goal 1: The School of Education will produce highly skilled, culturally responsive, and globally aware professionals.

Objective 1.1—Increase enrollment in undergraduate programs.

- Between academic years 2012-13 through 2016-17, students entering undergraduate programs (annually) will have a stronger academic profile.
- Between academic years 2012-13 through 2016-17, students in undergraduate programs (annually) will have stronger indicators of academic success during college years.
- Between academic years 2013-13 and 2016-17, undergraduate headcount enrollment will increase 5% annually.

Objective 1.2—Increase degree completers in undergraduate programs.

- Between academic years 2013-14 through 2016-17, students in undergraduate programs will have on-time progression through curricular requirements (5% annual increase).
- Between academic years 2013-14 through 2016-17, students in undergraduate programs will complete degree requirements on time (5% annual increase).
- Between academic years 2013-14 through 2016-17, students will be highly skilled professionals (10% annual increase in the student passage rate on professional exams; 10% annual increase in the number of students taking professional exams earlier in the curriculum; 10% annual increase in the number of students who score 5% above the cut score on professional exams; 10% annual increase in the practitioners' assessment of graduating students' readiness for work).

Objective 1.3—Increase enrollment in SOE graduate programs.

- Between academic years 2012-13 through 2016-17, headcount enrollment in graduate programs will increase 5% annually.
- Between academic years 2013-14 through 2016-17, program offerings for a 21st century workforce will increase 5% over that time period.
- Between academic years 2013-14 through 2016-17, the potential for global enrollment through online program delivery will substantially increase through the following means: (a) increasing technology infrastructure for course delivery; (b) increasing online course offerings 10% annually; (c) establishing two or more programs with 100% online delivery; and (d) exploring the possibility of program delivery through a consortium of institutions.

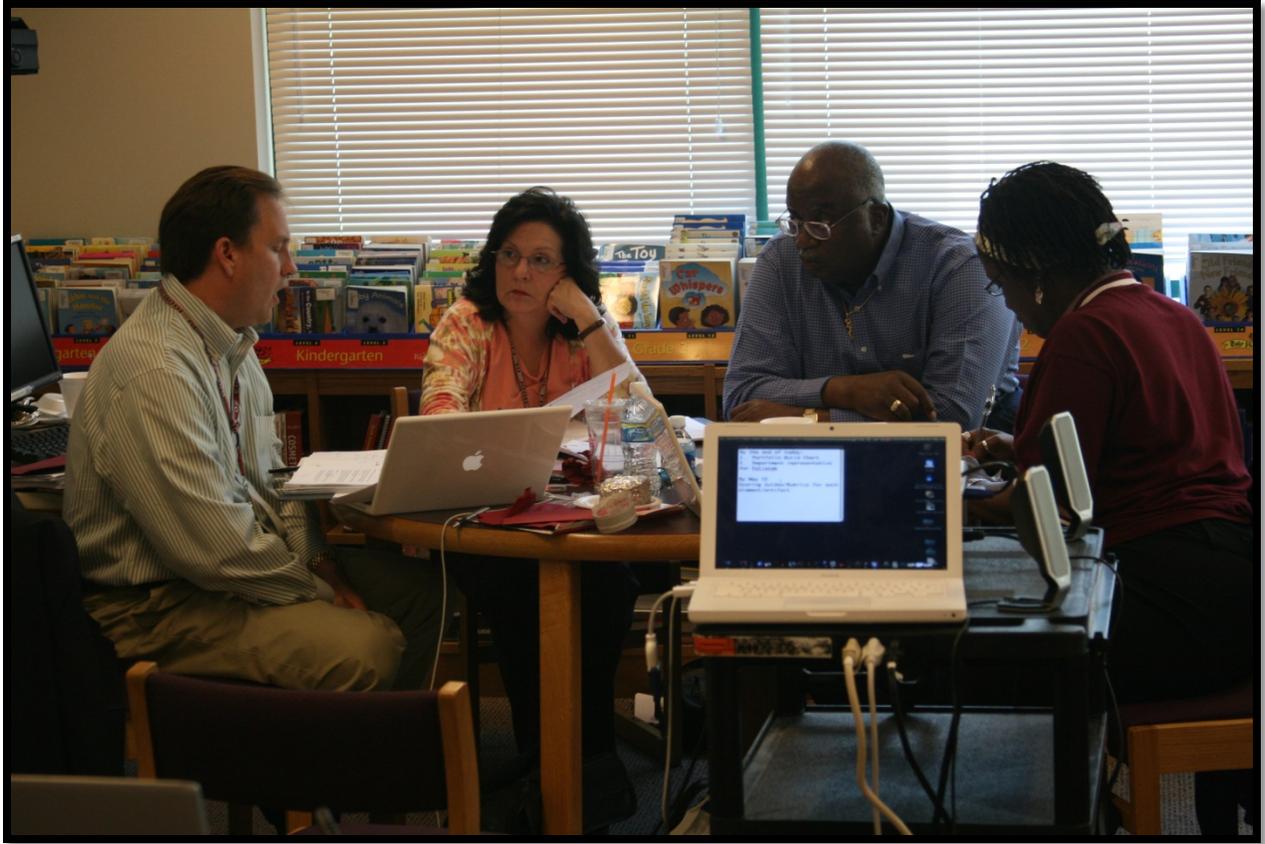
Objective 1.4—Increase STEM knowledge and skills among elementary candidates.

- Between academic years 2013-14 through 2016-17, scores on STEM content will increase by 5% in science and 10% in math.
- Between academic years 2013-2014 through 2016-2017, instructional skills in STEM disciplines will increase 10%.

- Between academic years 2013-2014 through 2016-2017, candidates will have stronger assessment skills for math content.

Objective 1.4—Increase disposition for teaching STEM content among elementary candidates.

- Between academic years 2013-2014 through 2016-2017, candidates' positive view regarding math and science will improve by 10%.
- Between academic years 2013-14 through 2016-2017, candidates' elected concentration in science and math will increase 5% annually.



Faculty collaboration—Edward Moody (left), Peggy Whiting, William Lawrence, Gwendolyn Newsome—planning the future of educational excellence in the School of Education.

The Faculty & Staff

Goal 2: The School of Education will provide signature programs that are known locally, nationally, and internationally.

Objective 2.1—Increase faculty research productivity.

- Between academic years 2012-13 through 2016-17, increase the SOE faculty presence in media.
- Between academic years 2012-13 through 2016-17, increase the presence of SOE programs in media.
- Between academic years 2012-13 through 2016-17, increase external grant submissions and awards (10% annually).
- Between academic years 2012-13 through 2016-17, increase gifts from philanthropic sources (10% annually).

Objective 2.2—Increase faculty development opportunities.

- Between academic years 2012-13 through 2016-17, increase participation in research conferences.
- Between academic years 2012-13 through 2016-17, increase SOE faculty cited in publications.
- Between academic years 2012-13 through 2016-17, increase the number of peer-reviewed documents developed (10% annually).
- Between academic years 2012-13 through 2016-17, increase the number and value of grants awarded.
- Between academic years 2012-13 through 2016-17, increase the number of published documents in peer-reviewed journals.

Objective 2.3—Increase the frequency and scope of the faculty's distribution of knowledge.

- Between academic years 2012-13 through 2016-17, increase the number of articles published by SOE faculty.
- Between academic years 2012-13 through 2016-17, increase the number of book chapters published by SOE faculty.
- Between academic years 2014-15 through 2016-17, increase the number of books published by SOE faculty.
- Between academic years 2012-13 through 2016-17, increase the frequency of SOE faculty invited as keynote or featured speakers at conferences, banquets, and other events.

Objective 2.4—Increase professional development opportunities for staff as needed for their respective duties.

- Between academic years 2012-13 through 2016-17, increase the knowledge related to EPA and SPA staff duties (resulting in improved performance evaluation ratings).

- Between academic years 2012-13 through 2016-17, increase the morale among EPA and SPA staff.
- Between academic years 2012-13 through 2016-17, increase the sense of professionalism.



SOE faculty, NCCU students, NCCU administrators, NCCU alumni, and community members listen to Durham Mayor William “Bill” Bell sing the praises of Dean Wynetta Y. Lee at the “Meet the Dean” event in the H. M. Michaux Jr. School of Education lobby on April 11, 2012. A beaming Dean Lee stands in the center. The lobby was packed with over 100 people.

Community Engagement

Goal 3: The School of Education will cultivate mutually beneficial, productive, collaborative partnerships in NCCU, the state, the nation, and around the globe.

Objective 3.1—Enhance the SOE’s presence in targeted service areas.

- Between academic years 2012-13 through 2016-17, increase the letters of participation for grant applications.
- Between academic years 2012-13 through 2016-17, increase the funding from external sources for SOE projects and events (10% annually).
- Between academic years 2012-13 through 2016-17, increase the global presence through membership in national and international organizations.
- Between academic years 2013-14 through 2016-17, increase the global presence through faculty participation on boards.
- Between academic years 2012-13 through 2016-17, increase the global presence through paper presentations at national and international professional meetings.
- Between academic years 2012-13 through 2016-17, increase the collaborative activity with national and international peers.

Objective 3.2—Establish global partnerships with schools, agencies, and other entities.

- Between academic years 2012-13 through 2016-17, identify potential partnerships that support the SOE’s mission (5 annually).
- Between academic years 2012-13 through 2016-17, initiate partnerships that support the SOE’s mission (2 annually for first two years; sustain partnerships until 2016-17).

Implementation

There is no one way to attain success in the strategic plan that will guide our work over the next five years. Complex tactics are appropriate and necessary for reaching a higher level of distinctiveness, excellence, and competitiveness both now and in the future. The activities identified in this document are not intended to be exhaustive, but they identify SOE priorities for the use of our precious resources (i.e., human, fiscal, and physical capital) over the next five years. This section of the strategic plan presents specific strategies/tactics that will be implemented in an effort to enhance program offerings across the SOE in each focal area: Students, Faculty & Staff, and Community Engagement. Higher levels of distinctiveness, excellence, and competitiveness will positively impact all degree programs and specialized activities. Strategic Plan templates for each department/program can be found in Appendix A. Successful implementation of this plan depends on growing enrollment, particularly at the undergraduate level. Appendix B presents the plan for student recruitment and progression for the SOE over the next five years.

Students

Toward distinctiveness ...

Strategies

- Identify students with strong academic ability to recruit to undergraduate degree programs.
- Provide technology-infused instruction across degree programs.
- Provide stronger emphasis on math and science instruction as a career goal.
- Provide clinical experiences earlier in the educational process.
- Provide enhanced educational support, co-curricular, and professional development learning opportunities.

Tactics

- Refocus the work and purpose of the USTEP group.
- Work collaboratively with school personnel.
- Establish a mentoring program with high school students.
- Work collaboratively with the NCCU Admissions Office.
- Establish a position for student recruitment that focuses on (but is not limited to) growing undergraduate enrollments.
- Establish targeted programs with Durham Public Schools (DPS) that will foster growth in undergraduate programs, orient students to lifelong learning via continuing professional development, promote academic advancement for African-American boys, and provide professional development opportunities for DPS personnel.
- Enhance the ability of the Early College High School to be an incubator for growing students with education as an intended career.
- Engage in intrusive mentoring for students.
- Establish peer educator programs with international universities via technology.
- Increase technology instruction across undergraduate programs.

Toward excellence ...

Strategies

- Retain students in the major until degree completion.
- Monitor program requirements and course content for timely changes needed to produce highly skilled professionals.
- Provide co-curricular learning opportunities through the Praxis Learning Center.

Tactics

- Establish a Praxis laboratory.
- Establish an assessment system to monitor students' progression through curricular requirements.
- Increase emphasis on education as a profession.
- Redesign website.
- Increase focus on math/science instruction across undergraduate programs.

Toward competitiveness ...

Strategies

- Provide international learning experiences across degree programs.
- Recruit academically strong students into graduate programs.
- Develop new online degree programs.
- Strengthen enrollment capacity in robust graduate degree programs.
- Encourage students to graduate prepared to have more than one way to work.

Tactics

- Develop more courses (undergraduate and graduate) that are 100% online delivery.
- Develop an undergraduate degree program that is 100% online delivery.
- Develop a career development program for teacher candidates to focus on topics such as nationally recognized teacher awards, educational leadership, and educational entrepreneurialship
- Develop improved marketing materials.
- Develop use of social media as a communication, recruitment, and instructional tool.
- Establish an online research-intensive doctoral program with four concentrations: PK-12 Assessment & Evaluation, Education Policy, Higher Education Administration, and Institutional Research & Organizational Effectiveness.
- Establish a doctoral program in Communication Disorders.

Faculty & Staff

Toward distinctiveness ...

Strategies

- Develop subject specific learning communities.
- Spotlight faculty research projects and product development.
- Spotlight faculty grant activity on SOE website and various social media venues.
- Require participation in University-sponsored professional development activities for staff.

Tactics

- Encourage staff participation in related professional organizations.
- Encourage staff participation in webinars and other relevant training external to NCCU.
- Establish an open forum calendar.

Toward excellence ...

Strategies

- Provide professional development refresher events regarding research project development.
- Provide sessions on how to publish in peer-reviewed journals.
- Provide sessions on how to negotiate book contracts.
- Provide open forums for faculty research.
- Provide publications to libraries.
- Provide webinars and other teleconferences.

Tactics

- Develop collaborative projects with peers at other universities.
- Develop collaborative projects with DPS personnel.
- Develop collaborative projects with peers in STEM disciplines.
- Develop collaborative projects with graduates of our programs.
- Encourage faculty to be trained as reviewers for accrediting bodies (e.g., SACS, CAEP, specialty program areas, etc.).
- Encourage faculty to respond to calls for proposals for presentations at accrediting meetings, professional meetings, and research conferences.
- Develop a calendar of events to retool faculty to conduct research.
- Revise electronic journal.
- Cross train support staff as a means of fostering participation in staff development activities.

Toward competitiveness ...

Strategies

- Develop electronic journals.

Tactics

- Enhance technology capacity.
- Establish doctoral programs to engage faculty in collaborative research with students.

Community Engagement

Toward distinctiveness ...

Strategies

- Expand existing structures to strengthen school partnerships.
- Create off-site locations in community centers to facilitate adult learning and continuing education activities.
- Develop interdisciplinary partnerships to support social justice and culturally competent projects.
- Identify and develop new partnerships.
- Develop programs/initiatives that focus on adult learners as a collaborative project with community organizations.

Tactics

- Identify new potential community partners.
- Identify new potential organization affiliations and memberships.

Toward excellence ...

Strategies

- Develop collaborative project(s) that focus on African-American males in K-12 pipeline with DPS and civic groups.
- Explore possibility of the charter school as a teaching/learning lab for African-American males.

Tactics

- Establish a peer-mentoring program with students studying to be educators in other countries.
- Attend events sponsored by DPS and other partner districts.
- Provide courses in DPS schools for adult learners.
- Provide courses for SOE students in DPS schools.

- Enhance the frequency that NCCU faculty members provide instruction in the Early College High School.
- Provide professional development for in-service teachers in DPS.

Toward competitiveness ...

Strategies

- Initiate memberships in global organizations.

Tactics

- Submit documents for publication consideration in international journals.

Organizational Structure

The School of Education will be restructured in order to (a) facilitate the successful implementation of this plan, (b) enhance future iterations of work related to our students' acquisition of skills and knowledge, and (c) foster community engagement initiatives. There will be three academic departments and one auxiliary unit, effective no later than July 1, 2012. The new academic departments will be:

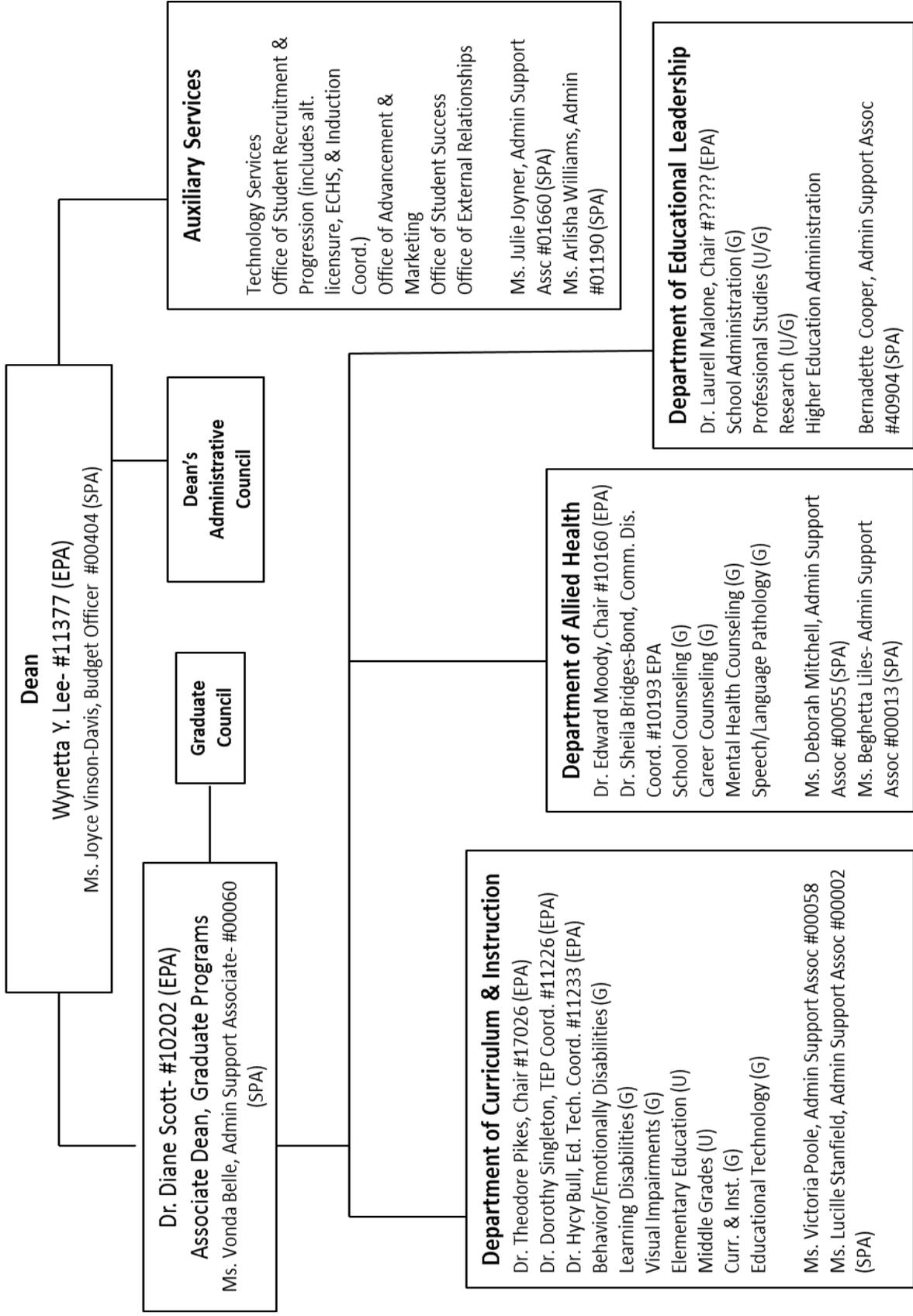
- Curriculum & Instruction (C&I, Special Education, and Technology)
- Educational Leadership (Ed. Leadership, Professional Studies, & Research)
- Allied Health (Counseling & Communication Disorders)

The Auxiliary Unit will report directly to the dean of the SOE and will consist of the following offices:

- Office of Advancement & Marketing
- Office of Student Recruitment & Progression
- Office of External Relationships
- Office of Student Success

The leadership will consist of the dean, one assistant dean, and three department heads. The savings realized will be re-invested in the intellectual culture of the SOE.

School of Education Organizational Chart



Budget

The economic trend for higher education finance indicates budgetary contractions, and this trend is not expected to change in the foreseeable future. Yet our commitment to becoming a signature program is firm, as is our commitment to providing a high quality educational experience for students. Therefore, we fully intend to become educational entrepreneurs by finding new streams of revenue to support the goals and objectives within this strategic plan.

The operating budget for the SOE in fiscal year (FY) 2011-12 was \$5,034,766, and we anticipate similar funding for FY 2012-13. During the next five years we anticipate increased funding as the headcount enrollments increase. We anticipate increased funding resulting from an increased offering of online courses. Both of these factors are an effect of the funding formula's structure. We also will work to have clinical programs funded at appropriate levels. For example, the Communications Disorders program is a clinical program that should be funded at a higher level than it currently is.

In addition to generating more revenue through state funding formulas, we will seek fair market value for the services we provide to various publics. Pricing for conferences, webinars, continuing education units, and various clinical services will be reviewed and revised. The electronic journals will be a revenue generating venture as well as a scholarship endeavor. We will strive to increase revenue from activities by 5% annually.

Faculty members are encouraged to seek external funding through research grants and contracts for programmatic activity. The intent is to increase the value of grants and contracts by increasing the volume of proposals submitted by 10% annually.

Between FY 2007-2012, the SOE raised \$198,301 through annual giving. We anticipate increasing external and internal giving to the SOE by at least 10% annually between FY 2012-2013 and 2016-2017.

Online Education

One of the connecting themes for the strategic plan is instructional technology, which includes online course delivery. The strategic plan's planned effort for online course delivery is found in the goals and objectives for graduate education, the strategies and tactics to move toward competitiveness for students, and in the budget section of the document. See text below:

- Between academic years 2013-14 through 2016-17, the potential for global enrollment through online program delivery will substantially increase through the following means: (a) increasing technology infrastructure for course delivery; (b) increasing online course offerings 10% annually; (c) establishing two or more programs with 100% online delivery; and (d) exploring the possibility of program delivery through a consortium of institutions. (Page 9)

Toward competitiveness ...

Strategies

- Provide international learning experiences across degree programs.
- Recruit academically strong students into graduate programs.
- Develop new online degree programs.
- Strengthen enrollment capacity in robust graduate degree programs.

Tactics

- Develop more courses (undergraduate and graduate) that are 100% online delivery.
- Develop an undergraduate degree program that is 100% online delivery.
- Develop improved marketing materials.
- Develop use of social media as a communication, recruitment, and instructional tool.
- Establish an online research-intensive doctoral program with four concentrations: PK-12 Assessment & Evaluation, Education Policy, Higher Education Administration, and Institutional Research & Organizational Effectiveness.
- Establish a doctoral program in Communication Disorders. (Page 15)

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Appendices

- A. Departmental Strategic Plan Templates
- B. Student Recruitment & Progression Plan