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North Carolina Central University

School of Education
Strategic Plan

2021-2026

Excellence in Education

EXCELLENCE IN EDUCATION

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I. Introduction

E ducation remains on the political agenda. 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 process to establish a new strategic plan began in 2019 as a means for setting a vision and direction for the School of Education

(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, objectives, and strategies in this plan represent priorities and the major focus for work. Faculty and staff worked across department lines in a collegial spirit to craft this plan; it 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.

II. History

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). Other deans included Dr. Carolyn Whitted, Interim (1992-1995), Dr. Sammie Campbell-Parrish (1995-2001), Dr. Cecelia Steppe-Jones (2001-2011), and Dr. Wynetta Y. Lee (2012-2015). Dr. Audrey W. Beard (Interim 2015-2017) is currently serving as the permanent dean.

DR. AUDREY W. BEARD, DEAN



“

“TEACHING IS THE ONE PROFESSION

THAT CREATES ALL OTHER PROFESSIONS”

- UNKNOWN

”

Vision

III. Vision

North Carolina Central University School of Education is committed to becoming an international community of scholars who are culturally responsive educators and practitioners. We strive for inclusive, intercultural excellence where everyone derives value from the experience of others and becomes life-long learners. We will be known as the citadel of learning. Teachers, leaders and counselors will be prepared to work with diverse populations on every level.

Mission

IV. Mission

The mission of the North Carolina Central University's School of Education is to prepare educator professionals to serve and inspire excellence in teaching, administration, counseling, technology and other related services to meet the needs of a diverse population. Through course work, field experience, professional development, and exposure to diverse communities, the School of Education will develop leaders who promote social justice and dedicate themselves to the well-being of a global community.

V. 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. This Strategic Plan is grounded in our vision for the future, our mission, and the following core values:

- ▶ CULTURALLY COMPETENT PRACTICE AND CAPITAL
- ▶ COLLABORATIVE INVOLVEMENT
- ▶ INTELLECTUAL ADVANCEMENT
- ▶ INNOVATIVE KNOWLEDGE PRODUCTION
- ▶ GLOBAL AWARENESS AND IMMERSION
- ▶ SOCIAL JUSTICE
- ▶ COMMUNITY ENGAGEMENT
- ▶ TECHNOLOGICAL ADVANCES AND DIGITIZED LEARNING

VI. Strategic Planning Goals, Objectives, and Strategies

Strategic planning goals and strategies for the School of Education

(SOE) align with and support those identified by North Carolina Central University Strategic Plan 2019-2024. As such, the SOE's goals and strategies are presented here underneath the four goals established by the University. In addition, the goals and objectives of Academic Affairs are inherent and evidenced throughout this strategic plan. Specifically, the SOE's Strategic Plan aligns with the following goals of the 2016-2021 Academic Affairs Strategic plan:

Goal 1.	ENHANCE TEACHING, RESEARCH, AND SCHOLARSHIP AMONG FACULTY.
Goal 2.	CREATE AN ENVIRONMENT OF COLLABORATIVE LEARNING AND CROSS-DISCIPLINARY PROGRAMMING.
Goal 3.	DEVELOP INNOVATIVE, VERSATILE, AND CULTURALLY RESPONSIVE LEADERS.
Goal 4.	CREATE AN INCLUSIVE ENVIRONMENT THAT PROMOTES AN UNDERSTANDING OF DIVERSE PERSPECTIVES, RESPECT FOR INDIVIDUALITY AND COMMUNITY AND THE PRACTICE OF CULTURAL COMPETENCE.

Antecedents will be required for the successful implementation of strategies depicted below. Strategies will likely produce minimal results if these antecedents are not in place. These actions, strategies, objectives, and goals are aimed to support the goals of Academic Affairs and ultimately ensure the university strategic plan is realized.





Embrace
Diversity

Goal 1. Student Access and Success

In line with the Eagle Promise, the School of Education will ensure diverse students have equitable access to the educational tools and resources that will lead to their success as professionals.

OBJECTIVE 1: ENHANCE the delivery of academic advising for undergraduate and graduate students at all points of their matriculation from admission to graduation.

- 1.1.1. **DEVELOP, DISSEMINATE, AND UTILIZE** formal documents and resources for use during academic advising.
- 1.1.2. **ESTABLISH** mechanisms that streamline the academic advising process and offers individualized and targeted support for all students.

OBJECTIVE 2: STRENGTHEN COMMUNICATION with students at the program, department, and unit levels.

- 1.2.1. **ESTABLISH A VARIETY OF STUDENT-CENTERED COMMUNICATION CHANNELS** at the program and department levels that foster access to resources and engage students in the academic process.
- 1.2.2. **DEVELOP TARGETED MODES OF COMMUNICATION** at the unit level that empower students and demonstrate support for academic success.

OBJECTIVE 3: FOSTER A SENSE OF COMMUNITY among students and stakeholders within and between academic programs that build cultural and social capital.

- 1.3.1. **CREATE OPPORTUNITIES FOR STUDENTS** to network, learn, and grow with each other.
- 1.3.2. **FACILITATE STUDENTS' DEVELOPMENT OF PROFESSIONAL RELATIONSHIPS** with faculty, staff and professional educators across the region.

OBJECTIVE 4: INCREASE THE PASS RATE on the Praxis Core by 10% each year and the pass rate on the Praxis II (Content Areas) and Pearson Assessment (Reading) by 5% annually, over the next five (5) years.

- 1.4.1. **ESTABLISH STRUCTURED AND TARGETED SUPPORT** that equips students with the attitudes, knowledge, skills, and access for success on key academic assessments.
- 1.4.2. **CREATE OPPORTUNITIES FOR STUDENTS TO ENGAGE** in academic practices that equip them with the tools necessary for success on exit examinations.

OBJECTIVE 5: INCREASE THE PERCENTAGE OF UNDERGRADUATE AND GRADUATE STUDENTS from underrepresented backgrounds pursuing education degrees by at least 5% per year, during a five-year period.

- 1.5.1. **ENGAGE IN INTENTIONAL RECRUITMENT STRATEGIES** that lead diverse prospective students to apply to a teacher education program.
- 1.5.2. **ESTABLISH RESEARCH-BASED ADMISSION PRACTICES** that facilitate the enrollment of a diverse body of students in the teacher education program.



Goal 2. Innovation and Research

The School of Education will establish itself as a leading producer of educational innovation and research that impacts PK-16 schools and the community.

OBJECTIVE 1: PROMOTE FACULTY AND STUDENT ENGAGEMENT in the development of innovation and research that advances the mission of the school.

- 2.1.1 **ESTABLISH SUPPORT MECHANISMS** that strengthen investment of faculty and staff.
- 2.1.2 **PROMOTE** Student Research.

OBJECTIVE 2. ADVANCE INNOVATION AND RESEARCH that impacts PK-16 schools and the community.

- 2.2.1 **INCREASE MARKETING** of research and scholarship efforts internally and externally.
- 2.2.2 **DEVELOP** research infrastructure and procedures.
- 2.2.3 **ENGAGE** Community Partners in Research Efforts.

Goal 3. Collaboration and Partnerships

The School of Education will build firm partnerships with educational stakeholders.

OBJECTIVE 1: STRENGTHEN EXISTENT PARTNERSHIPS WITH LOCAL and regional public schools.

- 3.1.1 **INVENTORY** existing partnerships to ensure alignment with the SOE mission.
- 3.1.2 **ENGAGE** in collaborative efforts that aid the SOE and educational stakeholders.

OBJECTIVE 2: INCREASE THE QUANTITY OF PARTNERSHIPS AND COLLABORATIVE EFFORTS with state, national, and international educational stakeholders by 10% annually.

- 3.2.1 **ESTABLISH** new partnerships that advance the mission of the SOE.
- 3.2.2 **PARTICIPATE** in collaborative efforts that serve to advance common goals such as educational equity and social justice.



**EDUCATION
IS THE MOST
POWERFUL
WEAPON WHICH
YOU CAN USE
TO CHANGE THE
WORLD**

- NELSON MANDELA

Goal 4. Unit Sustainability

The School of Education will maintain existent and develop new infrastructures that strengthens its reputation and advances its mission.

OBJECTIVE 1: ENHANCE OPERATIONAL SYSTEMS

to increase productivity and efficiency.

- 4.1.1. **IMPROVE** student admission procedures at the undergraduate and graduate levels.
- 4.1.2. **STRENGTHEN** academic reporting and continuous cycles of improvement.
- 4.1.3. **ASSESS** unit level committee structures and policies that impact unit functioning sustainability.

OBJECTIVE 2: ENGAGE IN INNOVATIVE EDUCATIONAL

AND ADMINISTRATIVE PRACTICES that lead to sustainability.

- 4.2.1. **DEVELOP** new academic programs based on student and workforce demands.
- 4.2.2. **INCREASE** sources of funding that can be used to support innovation and special initiatives.



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