

## **Five-Year Program Plan**

**2005-2010**

### **Department of Elementary and Social Studies Education**

#### I. Statement of Vision and Goals

A. Vision: The Department of Elementary and Social Studies Education supports the development of a critically minded public, in which relations are democratic, difference is appreciated, and experience is conjoint and communicated. Our focus is on children and adolescents, their families and teachers, and their communities. We believe that collaborative inquiry among teachers, teacher educators, and other members of the public is the way to achieve the equitable educational outcomes that are required for a just society.

#### B. Goals:

1. Establish an Institute on Educational Equity and Progressive Change that will focus research, provide granting opportunities, collect data to improve our teacher education programs, to promote internal and external dissemination, and allow us to become a public force in understanding and addressing some of the persistent educational issues found in the local area and the southern United States more generally.
2. Infuse the department's teacher education programs with the department's vision.
3. Increase the department's research capacity and impact.

#### C. External Factors:

1. Deep historical and contemporary challenges and opportunities in education in the southern United States
2. Increased accountability for learning outcomes in public schools
3. Increased public school enrollments, changing demographic profiles in public schools, and growing shortages of qualified teachers in the State of Georgia
4. Increased need for research-based leadership in education at the state, national, and international levels
5. An increased demand for alternative modes of teacher certification
6. High demand for majors in all of the department's programs
7. A recent history of budget cuts, faculty attrition, and consequent over-reliance on graduate teach assistants

#### D. Departmental Priorities

In order to bring the department's vision to reality, accomplish its goals, and respond to the external factors identified, the following are our specific program priorities:

1. Develop and sustain a culture of research and teaching that foregrounds the issues, problems, and possibilities of education in Georgia and the South. Specific strategies include:
  - Discover, disseminate, and apply the knowledge that will improve the learning of all students, but particularly those living in poverty, culturally and linguistically diverse students, and children with special needs.
  - Invent venues for the intentional sharing within the department and across the college and university of research on and understandings of the specifics of education in the southern states
  - Foster means of turning research into applied knowledge for classrooms and future research.
  - Seek funding to build and sustain the Institute on Educational Equity and Progressive Change
  - Develop policy and research relationships that influence education policy and practice.
  - Enhance the teacher education programs in the department to prepare exemplary teachers, researchers, and policy makers to assume leadership in the region's educational institutions.
  - Align all teacher education programs in the department to reflect a more unified departmental teaching philosophy
  - Optimize integration of the GSTEP Principles and Framework into the department's teacher education courses
  - Increase the impact of research on education policy and practice.
  - Enhance the department's national recognition as a center for the education of pedagogically exemplary, reflective practitioners committed to educational equity.
  
2. Accelerate the integration of the new department. Specific strategies include:
  - Pursue an intentional department dialogue intended to reduce the differences in organization, philosophy, structures, and conceptions of good teaching across intradepartmental teacher education programs.
  - Develop practices and policies within the department that encourage and promote research, publication, and application of knowledge to teaching in the context of state and region.
  - Infuse all teacher education programs with the philosophical stance (democratic education) and the relationship skills (mutually beneficial relationships with schools) brought to the department by the League of Professional Schools.

3. Critically reexamine current teacher education within the department to respond to emerging needs and budget realities. Specific strategies include:
  - Enhance the use of data to make continuous program improvement
  - Increase enrollment in the graduate programs in the department.
  - Examine the long-term viability of undergraduate teacher education given the realities of budgets, research demands, need for external funding, and other external factors.
  - Explore alternative certification models at the graduate level, with special emphasis on induction support, developing teacher skills in classroom research and inquiry, distance learning, international programs, and partnerships with school and community-based programs.
4. Increase faculty to meet teaching and research demands. Specific priorities include:
  - Orient hiring to privilege candidates whose teaching and research complements, or can be quickly made to complement, a department-wide commitment to addressing issues about education in the southern United States
  - Recruit candidates with demonstrated capacity to attract external funding.
  - Make diversity of the faculty a top priority.
5. Recruit students that enhance the department's vision. Strategies include:
  - Without excluding students with other intentions, make clear the department's mission of preparing teachers for the specific challenges of teaching in southern schools.
  - Focus more forcefully on increasing student diversity at all levels.

## II. Institutional-Level Performance Measures

The methods described below will be used to annually measure demand, quality, productivity and impact:

### A. Demand

1. Examine intended majors enrollment reports
2. Examine ratio of applicants to admitted students in undergraduate and undergraduate programs
3. Examine FTE reports
4. Examine, or if necessary, create, reports showing ratio of student FTE to EFT faculty and ratio of courses taught by tenure track faculty to courses taught by part-time faculty and graduate students

## B. Quality

1. Examine Praxis II or other certification licensure examination pass rate annually for undergraduate programs
2. Examine certification or licensure examination pass rate annually for graduate programs

## C. Productivity

1. Faculty:
  - a. Teaching
    - 1) Undergraduate credit hour production
    - 2) Graduate credit hour production.
    - 3) Credit hour production/EFT
    - 4) Formula funding production (1 grad = 3 undergrad)
  - b. Research
    - 1) Number of publications in peer-reviewed journals, chapters in books, books, etc.
    - 2) Externally funded research activity
  - c. Service
    - 1) Number of leadership positions in professional organizations
    - 2) Number and type of activity in support of professional organizations, e.g., reviewing manuscripts
2. Students:
  - a. Ratio of students admitted to those graduating
3. Activities benefiting Community, State, Region, Nation, International community
  - a. Number of workshops conducted
  - b. Number of activities with students, schools, and community-based agencies

## D. Impact

The impact on the University's three strategic goals will be measured and monitored as follows:

1. Building New Learning Environments
  - a. Progress toward creating the Institute on Educational Equity and Progressive Change
  - b. Progress toward fully integrating GSTEP principles and framework into teacher education curricula
  - c. Increased enrollment in graduate-level certification programs relative to undergraduate programs
2. Research Investments

- a. Progress toward transitioning the Institute on Educational Equity and Progressive Change to an official university-recognized or Institute
  - b. Increase in number of grant proposals submitted
  - c. Increase in amount of grant awards
3. Competing in a Global Economy
- a. Number of students and faculty participating in study-abroad programs
  - b. Number of international students admitted
  - c. Number of faculty and students participating in international scholarly conferences or engaged in other international scholarship.
4. Diversity
- a. Number and percentage of underrepresented students
  - b. Number and percentage of underrepresented faculty
  - c. Number of students in diverse settings for pre-professional experience

### III. Departmentally Selected Performance Measures

The following are objectives for each goal in A.2, above, and unique performance measures which we will regularly monitor and assess progress toward those objectives.

#### Goal 1: Establish an Institute on Educational Equity and Progressive Change

##### Objective 1: Implement the Institute on Educational Equity and Progressive Change

###### Key Performance Measures:

- a. Fall 2005: Develop full rationale, concept, and design of the Institute, and gain departmental approval;
- b. Spring 2006: Initiate department-level activities, disseminate idea through the College of Education

##### Objective 2: Extend the Institute's initial work

###### Key Performance Measures:

- a. Spring 2006: link existing partnerships (e.g., League schools) to Institute
- b. Fall 2006: establish formal community-university-Institute partnerships aimed at mutual support, research, and teaching

- c. Spring 2007: extend benefits and work of the institute to faculty within the College of Education, the university, and researchers throughout the region

Objective 3: Gain funding

Key Performance Measure(s):

- a. May 2006: Identify potential funding sources
- b. Fall 2006: Prepare and submit funding proposals

Goal 2: Infuse the department's teacher education programs with the department's vision and knowledge gained from Institute

Objective 1: Impact content of teacher education programs

Key Performance Measures:

- a. Spring 2006: Revise course descriptions to reflect departmental vision
- b. Fall 2006: Complete a review of course content and pedagogy across all programs to assure both reflect the department's commitments and vision
- c. Spring 2007: Create new courses that support the department's vision, and potentially sunset obsolete courses that fail to fit with the vision.
- d. Spring 2007: Implement modalities that measure impact of the department's vision on student knowledge and dispositions.

Objective 2: Increase diversity of faculty and students

Key Performance Measures:

- a. Fall 2007: Increase minority presence in student body by 10%. Goal: a departmental student body that matches the state's demographics
- b. As funding allows: Increase minority presence in the faculty to match the state's demographics

Objective 3: Develop mechanisms whereby knowledge created in the Institute informs programs, pedagogy, course content, etc. These might include "Brown Bag" seminars or other face-to-face seminar opportunities, Institute White Papers or Working Papers, and portions of department meetings or other purposive department-wide meetings to deal directly and intentionally with new knowledge.

Key Performance Measures:

- a. Fall 2006: Mechanisms identified and beginning to operate
- b. Fall 2007: Consistent evidence of various mechanisms in operation.

Goal 3: Increase the department's research capacity and impact.

Objective 1: Increase the amount of external funding of research in the department

Key Performance Measures:

- a. Fall 2006: Increase number of grant applications by 10% over 2005
- b. Fall 2007: Increase number of grant applications by 25% over 2005
- c. 2008-2010: Retain a rate of application at least 30% greater than 2005

Objective 2: Increase research productivity, particularly through support and encouragement of the Institute

Key Performance Measures:

- a. Spring 2006: Create a Faculty Research Inquiry Group as an arm of the Institute to collaboratively design and implement new research projects and monitor on-going projects that reflect departmental commitments and values.
- b. Fall 2006: Achieve a 10% increase over 2005 in presentations, publications, and other evidence of research productivity
- c. Fall 2007: Achieve a 25% increase over 2005 in evidence of research productivity

Objective 3: Increase the impact of our research

Key Performance Measure:

- a. Spring 2006: As part of the proposed Institute, create mechanisms (brown-bag seminars, web-published working papers, etc) to bring individual and group research findings to the department and college
- b. Spring 2007: Build processes through which research findings are systematically thought about across the faculty regarding their implications for revisions of course content, new courses, and field practices.

#### IV. Resources needed to achieve departmental goals:

Goal 1: Establish an Institute on Educational Equity and Progressive Change that will focus research, provide granting opportunities, collect data to improve our teacher education programs, and allow us to be a public force in understanding and addressing some of the persistent educational issues found in the local area and the southern United States more generally.

Resources needed: Dean-level support in the form of office space, clerical staff, phone, research assistants, and related support

Goal 2: Infuse the department's teacher education programs with the department's vision.

Resources needed: Funds to provide departmental mini-grants to groups of faculty who will work collaboratively to revise courses and programs to more precisely reflect department's vision.

Goal 3: Increase the department's research capacity and impact.

Resources needed: New, targeted lines, and lines at both assistant and associate levels. In order to most quickly create and sustain a new culture, the department must quickly bring in "new blood." The department must be able to hire highly competitive faculty members. By doing so we will build research and funding capacity quickly. We suggest that one-third of new faculty be hired at the associate level.