

**Five-Year Program Plan
2005-2010
Department of Lifelong Education, Administration, and Policy
Approved by LEAP faculty (12/6/05)**

A. Statement of Vision and Goals

1. Vision

We envision leaders who create educational knowledge, policy, systems, and strategies to improve the quality of life of individuals, organizations, and the communities in which they live so that the world is a more inclusive and just place.

Our mission is to create, disseminate, and apply knowledge about leadership, learning, organizational effectiveness, policy, and research methodologies. We prepare leaders, policy analysts, and researchers at the graduate level to advance educational quality, equity, and opportunity in formal, informal, and nonformal settings.

2. Goals

- The department will **Increase the Productivity and Impact of our Research** by investing in faculty members' research and the research infrastructure to increase external funding.
- The department will **Improve the Quality of Teaching and Learning** in and out of school and across the lifespan.
- The department will **Increase Active Engagement with Constituents** through off-campus and distance learning programs, partnerships, research collaborations and advisory councils.
- The department will **Provide Leadership** in promoting equity and social justice in research, teaching, and service.

3. External Factors

- Societal need for research-based leadership in the local, state, national, and global arenas

There is an increased need for colleges of education at research extensive universities to take the intellectual leadership in education sciences and associated graduate programs to insure a well prepared faculty pipeline and the development of new knowledge. The general public, its leaders in diverse cultural, economic, and political settings, and policy makers increasingly expect public schools and, in turn, colleges of education to address and intervene in a variety of social issues. Schools are now in the business of, for example, providing quality education to an increasingly diverse population; assisting communities to empower themselves; promoting physical, mental, and emotional health and well-being across the life span; and preparing citizens who can thrive in a global environment. Reallocation of resources toward graduate education is important to meeting these expectations.

- Increased accountability for learning outcomes

This factor is evidenced by, for example, (a) the increase in standardized assessment (No Child Left Behind, Title II of Higher Education Act), (b) requirements that teacher preparation programs certify their graduates, (c) a strong push at federal and state levels that colleges of education be more closely connected to P-12 schools as well as to colleges of arts and sciences and (d) the call to provide equitable access to a high-quality, affordable education at all levels.

- Increased enrollment demands and personnel shortages in the State of Georgia

The Department of Education's National Center for Education Statistics (May 2004) projects an increase in population in Georgia through 2013 of 5-15% for the P-16 population (the largest on the east coast) because of immigration and north to south migration. Critical shortages are anticipated in leadership positions at all levels. Colleges of education will also experience stress since, because of budget cuts, full-time faculty positions are not being filled. Part-time faculty cannot provide the research skills and leadership required to address the pressing needs of 21st century education.

- Need for education in non-school settings and across the life-span

Education is now a central strategy used by all institutions to address a variety of social issues, such as economic development, community empowerment, and promotion of physical, mental, and emotional health across the life span. Thus, education is now seen as a lifelong process occurring not only in the traditional K-12 classroom settings, but also in other locations of daily life, including the workplace and the community. Colleges of education are called upon to prepare leaders and teachers for all settings in which education occurs.

- Alternative models of leader preparation

Government is diminishing the role of colleges of education as the gatekeeper of educator preparation. The No Child Left Behind Act has redefined "highly qualified teacher" to be a person who has not necessarily taken a single class in education and has legislated what constitutes appropriate education research, which in the past has been left to research universities. Several national reports, such as the four-year study conducted by Arthur Levine for the Education Schools Project, has suggested major changes to the structure of educational leadership programs. At the same time, 45 states have adopted alternative routes to teacher and leader certification, which reduce or bypass the time normally spent in colleges of education. These include for-profit universities, community colleges, not-for profits (such as, Teach for America), and public schools themselves (New York has its own leadership and teacher education program).

4. Program Priorities

Given our mission as a research extensive, land grant institution, our program priorities are to:

- Improve infrastructure to support faculty research efforts and acquisition of external funds (e.g., Graduate Research Assistantships, Research Scientists, Faculty Leaves, Policy & Evaluation Center)
- Implement the PhD program in Educational Administration and Policy.
- Strengthen the qualitative research program through the development of new courses (e.g., qualitative evaluation methods and historical methods), continued enhancement of existing program initiatives and offerings, and development of a PhD program.
- Develop and strengthen diversity and social justice initiatives (e.g., Historically Black Colleges and Universities collaborative program, Multicultural Certificate program, Center for Latino Success and Achievement in Education)
- Increase the outreach efforts of our academic programs (e.g., Gwinnett University Center, distance learning delivery).
- Build and strengthen programs to prepare leaders and support professional development in educational settings across the lifespan (e.g., Human Resource and Organizational Development program, University certificate program in Leadership and Change Management, Research-based initiatives in EDAP).

- To support the University’s undergraduate programs focus on helping students “appreciate lifelong learning and community service” (Task Force on General Education and Student Learning) by addressing the needs of non-traditional students at UGA and in USG institutions.

Summary of Resources Needed (**Bold** indicates COE funds; Non-bold indicates LEAP funds).

FY06 (all priorities) and FY07 (EDAP PhD) show actual resources allocated. The rest of the table reflects the first year in which the resource is requested; faculty requests and GRAs will continue once the budget has been allocated in a given year. The table will be updated at the beginning of each year for department resources once the income from tuition return, salary release, and indirect cost income is known.

<i>Priority</i>	<i>FY 06</i>	<i>FY 07</i>	<i>FY 08</i>	<i>FY 09</i>	<i>FY 10</i>
Research	\$50,000(approx)		\$100,000		
EDAP PhD	\$20,188/ 20,188	\$22,711/ 142,711	\$131,000	\$71,000	
Qualitative	\$28,200	\$39,200	\$90,000		
Diversity		\$11,000	\$		
Outreach	\$44,000/ 21,332		\$120,000	\$57,000	
Leadership	\$14,052	\$65,000			
Lifelong learn		\$11,000			
<i>Total</i>	\$114,188/ 83,772	\$22,711/ 268,911	\$441,000	128,000	

Note: Several requests cut across two priority areas. The request is placed in the priority area listed first in the listing below. For example, GRAs are placed in the program priority being supported rather than the Research priority area. GRAs are budgeted at \$11,000.

FY06: Research: Additional GA support and faculty travel (LEAP)
 EDAP PhD: Faculty retire/rehire (COE & LEAP)
 Qual: Part-time faculty (COE)
 Outreach: EDAP part-time faculty (COE); 4 GAs supported by Tuition-return programs
 Leadership: CTCLI GA (COE)

FY07: Lifelong/Research: GRA to support research and development of Center for Non-traditional students
 Leadership/Research: GRA to support research and development of Change Management certificate
 Diversity/Research: GRA to support research and development of Social Justice initiative
 Qual/Research: GRA to support Quig conference
 EDAP PhD: Two faculty [replacement]; Retire/rehire; 3 GRAs for PhD (re-allocated)
 Qual: Part-time faculty
 Leadership/Outreach: EDAP’s research-based field initiatives (Academic Professional)

FY08: Research: Research Scientist/Policy (College 5-year plan).
 EDAP PhD: Two faculty hires, 4th GRA for PhD program (in BOR-approved proposal)
 Qual: Senior faculty hire (College 5-year plan).
 Outreach/Leadership: Two faculty hires (HROD [new], CTCLI [replacement])

FY09: Outreach/Qual: Faculty line (Distance education initiative)
 EDAP PhD: Faculty line, 5th and 6th GRAs for PhD program (in BOR-approved proposal)

FY10: Those initiatives not funded in previous FY will be moved to FY10.

B. University-Level Performance Measures

The methods described below will be used to annually measure demand, quality, productivity and impact. In addition, other department-appropriate indicators will be added.

1. Demand

- Documented personnel shortages
- Intended majors enrollment reports
- Ratio of applicants to admitted students in undergraduate and graduate programs

2. Quality

- **The following key outcomes identified in our existing major assessment plans(s) will be monitored annually:**
Praxis II or other certification licensures exams

3. Productivity

a. Faculty – the following methods will be used and reported annually in order to monitor and measure the full range of faculty accomplishment.

- **Teaching**
Undergraduate credit hour production
Graduate credit hour production
Credit hour production/EFT
Formula funding production (undergraduate x 1 + graduate x 3/EFT)
- **Research**
Number of publications in peer reviewed journals
Externally funded research activity
- **Service**
Number of leadership positions in international, national, regional, and state organizations

b. Students

Average time to graduation by program
Graduation rates – students admitted versus those who graduate

c. Benefits to Community, State, Region, Nation, Global Community

Number of workshops conducted locally, statewide, nationally, & internationally
Number of clients seen in College clinics
Number of formal partnerships with schools and community based agencies.

4. Impact

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

- **Building New Learning Environment**
Number of internal and external awards received by faculty
COE-wide mean on student evaluations of faculty instruction
- **Research Investments**
Amount of grants awarded
Amount as a percent of state funded expenditures

- **Competing in a Global Economy**
 - Number of students participating in study abroad programs
 - Number of faculty conducting research or service to international schools &/or human service agencies
- **Our contributions to enhancing diversity will be measured and monitored as follows:**
 - Number and percent of underrepresented students in all programs
 - Number and percent of underrepresented faculty

C. College-selected performance measures

We have identified goals as described in A2 above. The following are objectives for each goal and unique performance measures which we will regularly monitor to assess progress towards those objectives:

Goal #1 The COE will **Increase the Impact of our Research** by investing in the .research infrastructure to increase external funding.

Objectives:

- a. Increase the average external funding per faculty member
- b. Increase the ratio of faculty submitting proposals for external funding

Key Performance Measure(s):

- a. & b. **Fall 2005** - 2%
- a. & b. **Fall 2006 & beyond** - 3% each year

Goal #2 The COE will **Improve the Quality of Teaching and Learning.**

Objectives:

- a. Send more PhD graduates to peer & aspirant research extensive institutions
- b. Increase the number of students who demonstrate professional performance through electronic portfolios.
- c. Track & increase the number of graduates taking positions in-field within 12 months of graduation.

Key Performance Measure(s):

- a. **Fall 2005** – collect baseline data
Fall 2006 & beyond – slight increase over baseline
- b. **Fall 2005** – Increase by 100 students per year
Fall 2006 & beyond - Increase by 150 students per year
- c. **Fall 2006** – collect baseline
Fall 2007 & Beyond – increase by 5% per year

Goal #3 The COE will **Increase Active Engagement with Constituents.**

Objectives:

- a. Establish a College level advisory committee
- b. Increase the number of formal partnerships with agencies, school districts and other educational providers with whom we work or partner.
- c. Increase the number of off-campus and distance learning programs

Key Performance Measure(s):

- a. **Fall 2005** - Identify potential committee members & obtain their agreement to serve
Fall 2006 - Hold first semi-annual meetings
Fall 2007 & beyond- Maintain semi-annual meetings
- b. **Fall 2005** – collect baseline data
Fall 2006 & Beyond – add 1 new partnership per year
- c. Add one new program per year

Goal #4 The COE will **Provide Leadership** in promoting equity and social justice in research, teaching and service.

Objectives:

- a. Increase the percent of underrepresented students in all programs
- b. Increase the percent of underrepresented faculty
- c. Conduct an annual survey of the climate for diversity
- d. Increase the percent of students' working with under-represented student populations (low SES, ESOL, special needs, students of color) through more diverse field placements.

Key Performance Measure(s)

- a. & b. **Fall 2005** – Collect baseline data
Fall 2006 and beyond – 1% increase each year
- c. **By Spring 07** – complete survey, collect and aggregate baseline data
- d. Percent of students in diverse field placements
Fall 2005 - 90% of student body
Fall 2006 - 100% of student body
Fall 2007 & beyond- Maintain 100% of student body