



The University of Georgia

Five-Year Plan 2005-2010

Department of Workforce Education, Leadership, and Social Foundations

Statement of Mission, Vision, and Goals

1. *Mission*

The mission of this Department is closely aligned with the statutory purposes and traditional functions of American land-grant universities. Faculty in the Department engage in teaching, research, and service in workforce education, leadership and social foundations, with specific application to P-16 education communities, business and industry, government, and service agencies at local, national, and international levels.

2. *Vision*

Establish a unit that will be recognized for its unique contributions and excellence in interdisciplinary programs and scholarship through teaching, research, and service in workforce education, leadership, and social foundations; as well as to contribute to the mission and vision of the College and the University.

3. *Goals*

- The Department of Workforce Education, Leadership and Social Foundations will ***increase the impact of our research*** through grants, publications, and scholarly presentations.
- The Department of Workforce Education, Leadership and Social Foundations will ***improve the quality of teaching and learning***.
- The Department of Workforce Education, Leadership and Social Foundations will ***strengthen current relationships and create new relationships with constituents*** through off-campus and distant learning program, partnerships, research collaborations and advisory councils.
- The Department of Workforce Education, Leadership and Social Foundations will ***promote equity and social justice*** in research, teaching and service.

External Factors

1. 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.

2. 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.

3. 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 several teaching fields, in leadership positions at all levels and in student support areas. 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.

4. 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.

5. Alternative models of teacher 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. At the same time, 45 states have adopted alternative routes to teacher certification, which reduce or bypass the time normally spent in colleges of education. All of these changes have produced a

variety of competitors to colleges of education. These include for-profit universities (University of Phoenix), community colleges (e.g., New Mexico produces more teachers than 4-year institutions), not-for profits (Teach for America takes college graduates without any education courses), and public schools (New York has its own leadership and teacher education program).

Departmental Priorities

In keeping with the college mission, the following are specific departmental priorities based on the three programs comprising the department.

1. Increase the impact of faculty and student research and scholarly productivity.
2. Expand and strengthen graduate programs emphasizing preparation of individuals for public and private educational and business settings to support the economic development for the state of Georgia and beyond (contemporary societal issues).
3. Maintain and increase collaborative partnerships with community agencies, business and industry, and educational institutions (*P-16*).
4. Engage faculty and students in development issues including equity and social justice at the local, state, national and international levels.

University-Level Performance Measures

Department Selected Performance Measures

Goal #1 The Department of Workforce Education, Leadership and Social Foundations will *increase the impact of our research* through grants, publications, and scholarly presentations.

Objectives:

1. Increase number of faculty presentations of scholarly research annually.
2. Increase number of faculty publications of scholarly research annually.
3. Increase number of funded grants and contracts faculty awarded to Department faculty.
4. Conduct and disseminate research to inform workforce education policy at the state, national and international levels.

Key Performance Measure(s):

1. Increase number of faculty presentations of scholarly research annually.
2. Increase number of faculty publications of scholarly research annually.
3. Increase annual amount of funding awarded to Department for contracts and grants.
4. Establish and continue faculty affiliation with agencies such as the National Center for Engineering-Technology Education and National Center for Career-Technical Education.
5. Recruit and hire professional personnel (i.e., tenure track faculty, research scientist, academic professional) to extend and maximize research productivity of the Department.

Goal #2 The Department of Workforce Education, Leadership and Social Foundations will *improve the quality of teaching and learning*.

Objectives:

1. Implement new instructional delivery strategies to meet needs of emerging constituencies.
2. Align undergraduate Social Foundations instruction with Board of Regents principles for teacher education and NCSFE standards.

3. Enhance and modify programs for preparation of Career and Technical Educators to meet increasing shortage and requirement for highly qualified teachers.
4. Monitor students' ratings of teaching and learning experiences in the Department.
5. Expand opportunities for multicultural experiences.
6. Propose and implement plan for revitalizing Ph.D. in the Program of Social Foundations and assemble a task force to provide leadership and recommendations for delivery of social foundations education over the next several years.
7. Propose and implement plan for reinstating Ed.D. in Program of Educational Leadership.
8. Strategically invest department resources in interdisciplinary programs as opportunities arise.
9. Renew and enhance faculty sense of value and purpose to the academy through professional development and other targeted workshop activities.
10. Establish and adapt a formal program of assessment for PEL programs.
11. Create a uniform PEL on-line program evaluation survey that will generate data regarding program evaluation and current status of program completers.
12. Conduct a complete curriculum review of PEL [EDUL] curricula.
13. Make PEL WebCT and face-to-face programs exemplary and easily replicable.
14. Update current PEL WebCT format to improve program marketing and andragogy.
15. Conduct professional development for PEL faculty in the area of technology for on-line education.

Key Performance Measure(s):

1. Evaluate implementation of new delivery systems based on student and faculty evaluations and feedback.
2. Periodic meeting of curriculum committee to examine programs and curriculum viability (enrollments, exit surveys, financial and physical requirements, relevance and currency, job placement, credit hour production, PRAXIS pass rate) as a basis for continuing, changing, or deleting programs and/or courses
3. Administer and summarize data from selected sources (i.e., end of course evaluations, LiveText, portfolios, exit surveys, student reflections/logs, peer observations) to evaluate quality of teaching and learning.
4. Maintain 100% of all undergraduate students participating in a culturally or economically diverse educational practicum or business and industry internship; continue diversity requirement for master's level students and encourage participation of doctoral level students.
5. Maintain top 5 national ranking of program in workforce education.
6. Recruit and hire professional personnel (i.e., tenure track faculty, research scientist, academic professional) to extend and maximize quality of instruction in the Department.
7. PEL: (a) Establish enrollment management systems and data collection procedures with regards to faculty and student performance and program effectiveness.
8. Create, field-test, and implement an on-line evaluation survey.
9. Faculty will review the scholarly content within PEL programs and consider ways to (a) bundle courses into regular 3 credit hour courses with traditional A-F grading, (b) equalize curriculum and credit hours between the WebCT and face-to-face cohort programs.

10. A uniform format will be developed for the entry portals to all PEL WebCT courses (both for on-line and face-to-face programs). This will establish a brand for the program that is recognizable and representative of the University and the College.

11. PEL faculty will be provided with in-service training on WebCT and associated components.

Goal #3 The Department of Workforce Education, Leadership and Social Foundations will *strengthen current relationships and create new relationships with constituents* through off-campus and distant learning programs, partnerships, research collaborations and advisory councils.

Objectives:

1. Offer degree programs through unique learning delivery systems for *P-16* education.
2. Establish certification programs in educational leadership through partnerships with school districts.
3. Examine opportunities for and feasibility of program's future growth with identified constituent groups.
4. Support efforts for impacting educational policy, through the National Center for Research in Career and Technical Education partnerships and in complimentary areas in the other programs in the Department.
5. Establish a PEL program Advisory Board as required by ISLCC Standards.
6. Establish standard procedures for planning and starting new PEL Face-to-face Cohorts (Procedure taken from current Collaboration Model)

Key Performance Measure(s):

1. Complete 3-year graduate assessment report to determine if constituent needs are met through all learning delivery methods.
2. Develop and maintain enrollment of 20- 25 students in the online workforce education MED program.
3. Examine opportunities for and feasibility of program's future growth with identified constituent groups.
4. Develop advisory councils with Southern Associate of Colleges and Schools (SACS) accredited Commission on Colleges (COC) technical colleges to investigate the feasibility of inverted articulation programs.
5. Enhance current relationships with Georgia Department of Education and Georgia Department of Technical and Adult Education.
6. As a faculty team, participate in community involvement efforts related to workforce education.
7. Establish policies and procedures that guide the actions of the PEL Advisory Board; Identify Members; Conduct Meetings; take action on Board recommendations.
8. Create a check list that documents steps taken to create new cohort groups.

Goal #4 The Department of Workforce Education, Leadership and Social Foundations will *promote equity and social justice* through research, teaching, and service.

Objectives:

1. Support research and scholarship which will enhance and inform the delivery of workforce education in impoverished areas and with underrepresented populations.
2. Enable increased standards of living for economically disadvantaged constituents through workforce education that prepares people for occupations in a 21st century global economy.
3. Provide opportunities for faculty and students to participate in appropriate economic and technological development and learning experiences in underdeveloped countries as well as in impoverished areas in the United States.
4. Enhance initial efforts to recruit graduate students and faculty from underrepresented groups.
5. Explore opportunities for faculty and students to experience different cultures and subcultures to promote equity and social justice.
6. Position the department; especially Social Foundations to play an active roll in the establishment of the College of Education Center for Diversity and Social Justice.

Key Performance Measure(s):

1. Seek support for funded research in the areas of poverty and underrepresented groups.
2. Compile data on numbers of professionals who are certified, endorsed, and licensed through workforce education initiatives and followup on retention of workforce education professionals in related careers.
3. Infuse equity and social justice concepts in courses and develop new course proposals which incorporate concept which will further promote equity and social justice.

December 15, 2005

ANTICIPATED RESOURCE NEEDS TO IMPLEMENT PROPOSED 5-YEAR PLAN

Program initiative	2006-07	2007-08	2008-09	2009-10	2010-11
1d Affiliation with National Research Centers	12,500	12,500	12,500	12,500	12,500
1e Hire Research Scientist	65,000	65,000	--	--	--
2e-f Maintain cadre of qualified tenure-track faculty in WFED ^a	140,000	210,000	280,000	350,000	420,000
2i Faculty and staff development	5,000	5,000	5,000	5,000	5,000
3b Online MEd program ^b (see separate Tuition Return budget)					
3e-f Relationships with external constituencies	5,000	5,000	5,000	5,000	5,000
4c Faculty and student international experiences	10,000	10,000	10,000	10,000	10,000

^aThe Program of Workforce Education is projecting losses of up to 6 faculty over the next 5 years due to scheduled retirements. These anticipated retirements are in addition to 2 contested faculty transfers during COE reorganization. Three additional faculty retired from WFED in the three years prior to COE reorganization. In this time frame, WFED has not received replacement faculty while maintaining student enrollment, research productivity, and grant funding. Funding represents hiring 2 new faculty in 2006-07AY with 1 additional faculty member in each of the next four years.

^bFor foreseeable future, majority of costs associated with ongoing maintenance of online program will be obtained from Tuition Return budgets rather than state funds.