



COLLEGE OF
EDUCATION

STRATEGIC PLAN



EXCELLENCE IN EDUCATION

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College of Education Strategic Plan

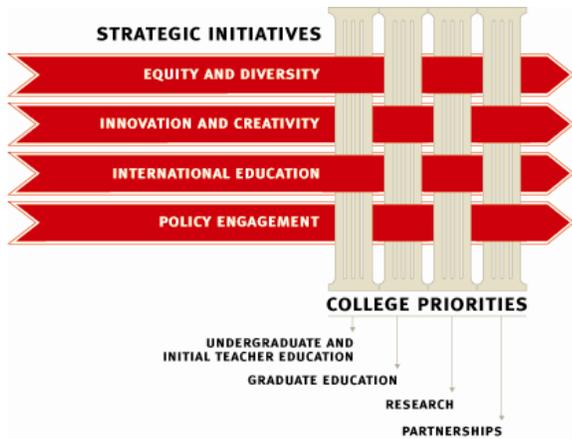
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College of Education Strategic Plan

November 2009

Overview



The College of Education (COE) at the University of Maryland, College Park (UM) envisions a state, nation and world where every individual has equal access to life-long learning and opportunities for healthy development and where each person's distinct abilities are nurtured from potential to achievement. We bring to this vision a dedicated and highly-regarded faculty, staff, student body, and alumni committed to equity and social justice, who embrace diversity and community as central to the process and outcomes of education, and who seek and bring research-based innovation to our most intractable educational problems.

The COE will deliver excellence and provide leadership in every aspect of this work. We initiated a period of self-reflection and analysis to guide us toward achievement of these goals. The result of this effort is the action-oriented Strategic Plan that follows. The Plan acknowledges our strong foundation in research, teaching, and service in a variety of fields while describing a series of goals and benchmarks in undergraduate and initial teacher education, graduate education, research, and partnerships to enable the COE to reach new heights of effectiveness. Many of the goals and benchmarks target areas in which the COE will gain a competitive advantage in its quest for excellence and leadership worldwide. These four areas form the basis of Strategic Initiatives unique to the COE and will organize our thinking and guide our efforts to help transform the College in significant and dramatic ways. We are also reorganizing the College into three departments to optimize our ability to meet these goals.

- Equity and Diversity:** We will become a pre-eminent institution which improves the educational opportunities and outcomes in classrooms filled with diverse learners by preparing and supporting educational and human development researchers, practitioners and leaders committed to goals of equity and achievement for all. We will investigate characteristics of learners, contextual influences, instructional practices, and policy issues that affect teaching, learning, and development of children, youth, and adults, using state of the art assessment and measurement tools. We will enhance our pursuit of interdisciplinary research in these areas and emphasize the recruitment and support of diverse undergraduate and graduate students and faculty, the promotion of cross cultural understandings and practices that reflect regional, national, and international perspectives, as well as the establishment of egalitarian interactions between the College and the schools and communities with whom it works.
- Innovation and Creativity:** The COE will become a seminal institution for using the learning sciences to understand how people learn in the 21st century. Using readily accessible 'laboratories' of undergraduate and graduate courses on campus, PreK-12 classrooms of interested partner districts, and community settings for human development, we will research the cognitive, social, and biological bases of learning and development in new and creative ways. We will also be poised to create and incorporate educational innovations as they emerge worldwide. Moreover,

the on-going technological revolution has produced new ways of doing research, communicating, and the life-long seeking and sharing of information. The COE will support innovative approaches to research, teaching, learning, and assessment made possible by multimedia. It will facilitate the creation and adaptation of learning experiences with digital resources, and data collection and analysis tools that make it possible to evaluate trajectories of learning and development. In addition it will provide a foundation for developing the study of education in the Science, Technology, Engineering, and Mathematics (STEM) disciplines.

- **International Education:** The COE will be known worldwide for its commitment to and success in the internationalization of its educator preparation programs, its research and scholarship on human development and learning practice and policy in international contexts, and its role in designing, delivering, supporting, and assessing professional development, curriculum, and policy initiatives for interested students worldwide. Enhanced by our location and our strong base of faculty accomplishment in comparative international education and psychology, the College will strategically develop new programs with an international outreach, enhance opportunities for undergraduate and graduate students to study and experience first-hand global perspectives, increase support for international scholarship and participation by faculty and students in the global community of scholars, and promote the diversification of our student, faculty and staff community.
- **Policy Engagement:** The COE will attain pre-eminent stature by providing research-based insights supporting policy development on pressing local, state, national, and international educational and human development issues. Unique among its peers, the institution's location just inside the Beltway provides almost immediate access to and potential influence on national, state and local policymakers, policy organizations, granting agencies, the national academies, and professional organizations. As the flagship institution, we will work collaboratively with the Statehouse, the State Department of Education, and higher education institutions across Maryland on education policies. Our flagship, land grant and research extensive status also provides the College with access to similar institutions nationwide for the exchange of information and coordinated efforts to influence key policies. Our work will be informed by and grounded in research on PreK-20 education and human development.

Just as it is important to describe the substance of our work, it is equally important to describe how we will go about doing our work. Excellence and leadership in research, teaching and service, when viewed through the lenses of equity and diversity, innovation and creativity, international education, and policy engagement, require attention to rigor, respect for collaboration and collegiality, as well as agility.

- The COE will assign one individual to each initiative to provide leadership across the College and to collaborate across the campus, while implementing the goals and benchmarks. Strategic funding decisions will help prioritize the COE's goals and benchmarks across the initiatives.
- New and existing COE centers and institutes will be reviewed for their consonance to the Strategic Plan, especially for the ways in which they advance collaboration across departments and adhere to the Strategic Initiatives.
- The COE will meet rigorous standards for educational and social science research utilizing a variety of methodologies and focused on current issues of major importance.
- High quality instruction will be the hallmark of our interaction with all undergraduate and graduate students and we will work with other colleges to enhance instruction across the campus.

- To serve the campus and surrounding communities, we will define issues of interest with the potential for mutual benefit. And we will be more effective by augmenting our expertise through collaboration with others.
- Vigilance about meeting our goals will be seasoned with ongoing evaluation on whether or not the goals and our means to reach them are effective. Should internal or external events indicate that adjustments are needed, we will thoughtfully and deliberately implement mid-course corrections.
- The COE will maintain an entrepreneurial spirit without compromising the demands of science and scholarship.

The COE is dedicated to rigorous evidenced-based research, free and open debate, shared governance, responsibility to the surrounding community and participatory democracy. It is a place whose academic vitality and capacity to serve others flow from, and are nourished by, its core values: diversity and inclusiveness; innovation and creativity; ethical action; civility and collegiality; as well as openness and accountability—all in the pursuit of the learning sciences. It is a place that respects differences and brings people from the widest array of backgrounds and perspectives together for the exchange of ideas and for shared decision-making about future directions.

Ultimately, the College will become the place knowledgeable educators, policymakers, and human development advocates go for scientific evidence about what works in the 21st century to produce educational achievement and equity, and for evidence-based knowledge that can be applied to schools, classrooms, families, and neighborhoods. It will provide research-based recommendations on which all levels of education policy (PreK-20) will be based, as well as knowledge to guide the development of career-long learning opportunities for those in an array of professions. It will be a leader in research to improve teaching and learning on the post-secondary level.

The Strategic Plan and corresponding reorganization position the COE to jump-start improvement and coming of age as a world-class institution. We begin from a position of strength and myriad accomplishments, but many opportunities remain. Goals and benchmarks in each of four priority areas—undergraduate and initial teacher education, graduate education, research, and partnerships—will clearly describe our planned path over the next 10 years. While we begin this process in a time of economic turmoil, we believe that we can reach our goals.

Rather than present a lengthy, undifferentiated (and therefore unrealistic) wish list, the COE Strategic Plan will distinguish between ambitious initiatives that can be fueled immediately by the reallocation of existing resources (within a two year time frame) and aspirations that will require additional funding to launch (within a five to ten year time frame). The Plan will also describe ways to improve work already underway without additional resources as well as areas of possible cost savings. A college-wide resource allocation model will be implemented to support college priorities more effectively; seize new, emerging opportunities; reward innovation; and nurture excellence and creativity.

After the Priorities, the Strategic Plan will describe how the four Strategic Initiatives—equity and diversity, innovation and creativity, international education, and policy engagement—intersect with the priorities and the emerging new (not-yet-named) departments. We will conclude with a description of the Critical Enablers that must be in place to achieve the goals of excellence and leadership.

College of Education Priorities

UNDERGRADUATE AND INITIAL TEACHER EDUCATION

VISION



To support the University's vision to transform Maryland while enhancing the institution's stature worldwide, the COE will intensify its efforts to offer its own majors and students across campus an outstanding and rigorous educational experience. There will be:

- Continuous improvement of teacher education programs, so that graduates can develop and implement equitable, relevant learning opportunities for students, including those with special needs, in diverse classrooms;
- Access to high quality learning experiences for majors outside the formal classroom;
- Opportunities for students in other majors to engage in issues related to teaching, learning, and human development, especially with regard to equity and diversity as part of their general education; and
- Research opportunities in which students can explore current challenges and issues in teaching, learning, and human development.
- Service to the state through regular reports detailing how high achieving high school graduates succeed at public higher education institutions.

The COE will be guided by innovative and creative thinking while incorporating cutting edge, research-based knowledge as well as technology and media in new collaborative endeavors with knowledgeable partners. In these efforts, the COE will be responsive to three distinct groups of students: undergraduates from across campus,¹ undergraduate teacher education majors and minors, and graduate students who are pursuing their initial professional degrees as classroom teachers. We will simultaneously strengthen recruitment of highly-talented and diverse high school and community college students, as well as career changers, as part of these three groups of students.

The result will be twofold: a larger cadre of new teachers ready to make a real difference in raising achievement among all students, especially those who have historically underperformed, and a larger cadre of University graduates who understand the learning sciences and human development.

GOAL 1: The COE will augment its research agenda on critical PreK-20 educational issues with particular attention to research on equal access to high quality education, especially for students with special needs; innovative, creative and effective modes of teaching and learning; human development; interdisciplinary teacher preparation; and solutions to challenges that confound our partner PreK-12 schools² and college of education in institutions of higher education.³

¹ For example, Special Education offers a minor that attracts undergraduate majors across campus and can lead to a specially-designed master's certification program.

² An example is the impact of accountability systems on student learning and teacher preparation.

³ For example, supply and demand within the teaching profession, especially for certain geographic regions and specific teaching specialties, can negatively impact selectivity criteria for prospective teachers.

Within two years:

- The COE and its academic units will establish clear guidelines and expectations that will be used to commit existing resources (e.g., the College Support Program for Advancing Research and Collaboration [SPARC] grants, Designated Research Initiative Fund [DRIF], endowed funds) to support faculty development of research proposals in undergraduate education and teacher preparation (and other priorities described later).
- The COE will analyze the State's Redesign of Teacher Education (1996) to make certain that it is research-based and current. Supportive, candid feedback will be provided to the Maryland State Department of Education.
- The COE will explore revitalized or new centers or institutes, such as the Center for Exceptional Children or an Institute for Research on Education Preparation. To decide whether to move forward to actuality, working groups will define a high-priority research agenda consonant with the Strategic Initiatives that can bring together faculty across the campus, state and nation and explore possible funding options.

Within five years:

- The COE Office of Advancement will secure additional sources of seed funding to support the development of interdisciplinary research proposals related to teacher preparation.
- As appropriate, centers and institutes will launch or reconstitute themselves with the goal of producing evidence-based results to inform campus, state, national and international initiatives. Faculty campus-wide with relevant expertise and research interests will be encouraged to collaborate through the centers and institutes.
- Faculty will undertake a pilot study to research the impact of COE graduates on the achievement levels of their students.

Within ten years:

- Centers and institutes will be fully functioning, fully funded ongoing entities, with two or three year faculty residencies providing leadership, if appropriate.
 - Centers and institutes will provide assistance to COE faculty in collaboration with faculty across campus and the nation as well as to PreK-12 teachers who seek external sources of support for research.
 - Research priorities and results from the centers and institutes will be visible in COE's Professional Development Schools (PDS), other partnerships, and teacher preparation courses, if appropriate.
 - Results will be accessible via well-designed web-sites and well-publicized research symposia as well as understandable to consumers of research such as policymakers and the media.
- Research results across the College will help the COE better understand the optimal integration of technology and learning into teaching, ways to ensure equity while eliminating the achievement gap, international practices and results, the impact of human development on learning, and the ways in which this knowledge can support good policy development.

GOAL 2: The COE will expand efforts to recruit and support academically talented and diverse candidates for initial teaching positions in early childhood education, elementary education, secondary education, and especially in STEM-related fields, special education, and English Language Learners (ELL). Our aims are to prepare teachers who better reflect the gender, ethnic, linguistic, and cultural

diversity of students enrolled in the region's urban/metropolitan schools and who possess the knowledge, skills, and commitment to teach in these schools.

Within two years:

- The COE will update and maintain its website to ensure that clear, complete, and consistent information about program requirements, course progressions, learning expectations, available financial support, and the employment opportunities that exist after graduation are readily available.
- The new Center for Chinese Language Teacher Certification and Development will launch with the goal of encouraging heritage and native speakers of Chinese to obtain their teaching certificates as well as prepare native English speakers to become proficient teachers of Chinese language.
- The COE will examine enrollments in all programs to determine their overall contribution to the production of graduates critical to state needs. The number of students admitted to various programs may be adjusted as a result.
 - The annual workforce report from the Maryland State Department of Education (MSDE) will be used in this process.
- With reallocated resources, COE will aggressively market its majors to minority students traditionally underrepresented in the teaching profession.
- The COE will collaborate with the College of Computer, Mathematical and Physical Sciences, the College of Chemical and Life Sciences, the College of Agriculture and Natural Resources, and the School of Engineering to recruit potential STEM teachers to launch *Terps Teach*.
 - The oversight body for *Terps Teach*, the Undergraduate Teacher Education Council, whose membership includes the COE Dean, will begin meeting.
 - Development efforts will commence campus-wide to secure scholarship funding in support of prospective STEM teachers.
 - The number of paid internship opportunities for prospective STEM teachers will increase.
- The COE will begin to implement its existing task force report on recruitment and retention of new teachers by following these recommendations:
 - Use well-trained interns to recruit students in the high schools where they are placed for student teaching;
 - Assess applications during the campus admissions process to identify and reach out to promising teacher candidates;
 - Increase the visibility of COE faculty in campus honors programs such as the University Honors seminars and College Park Scholars.
- The COE will collaborate with the University System of Maryland (USM) and the MSDE to develop a tracking system so that each public institution can be notified annually of job placement of its graduates.

Within five years:

- The COE will expand the financial support available to candidates through scholarships and fellowships, especially for prospective teachers committed to teaching in high-need fields and in our region's urban/metropolitan schools.
 - The numbers of math and science teachers graduating from the University will more than triple from baseline data.
- COE will work with the State and/or nearby districts to establish a widespread, sustained research-based mentoring program for graduates in their first three years of teaching. Our emerging cyber-infrastructure will be used by the mentors and recent graduates.

- Efficiency and the response rate of the existing COE survey of graduates occurring in years 1, 3 and 5 of their teaching service will improve with the availability of the MSDE tracking system.⁴
- The COE will accelerate development of new initiatives and programs and alternative paths within existing programs to be responsive to the needs and interests of undergraduate students, to post-baccalaureate individuals who are interested in teaching careers, and to the staffing needs of our schools in Maryland and the region.
- The College will focus on recruitment and retention for initial teacher preparation programs (and graduate programs, described in the next priority) to integrate efforts across the campus. Dean's office resources will be reallocated to strengthen and more fully coordinate recruitment by the COE Student Services Office and by departments.
- To enhance the recruitment of talented and diverse high school and community college students interested in careers in teaching, we will proactively coordinate recruitment efforts with:
 - University Admissions, schools in our PDS networks, community colleges, other departments on campus, and other programs and initiatives on campus through academic departments;
 - Local school districts, community organizations, business and industry, government and non-profit agencies, past UM graduates, and graduates of other higher education institutions; and
 - Across units, the Office of Student Services, and the University.
- Recruitment of potential STEM, special education, and ESOL teachers will get first priority.
- We will use technology and other innovative recruitment processes to reach prospective students.
- The COE will increase the number of teachers of color graduating from the University by 33% from the baseline data.
 - Math and science teachers of color graduating from the University will more than double from baseline data.

Within ten years:

- The COE will aggressively seek to widen scholarship and loan forgiveness opportunities for prospective teachers that will be used in recruitment.
- The COE will increase the number of teachers of color graduating from the University by 30% from the original baseline data.
- The COE, in partnership with several nearby school districts, will work with middle school students to seed their interest in teaching as a career.
- The College, through its Assessment Committee, will continue to monitor the performance of candidates and programs and prepare electronic annual reports that provide systematic assessment information of current students and graduates, including placement and retention information.
 - Reliable measures of the impact of COE graduates on student achievement will be available.
 - The COE will be receptive to programmatic mid-course corrections that may be needed based on the analysis of data.

GOAL 3: The COE will ensure that its undergraduate and graduate initial teacher education programs are comprehensive, intellectually challenging and responsive to new opportunities such as multiple pathways to certification. The COE will also ensure that its graduates are well-prepared to overcome the

⁴ The tracking system will collect data on honors and recognitions earned in teaching; teacher retention rates; post-program reviews and employer satisfaction surveys; in-state hiring and out-of-state hiring, and level of professional commitment to and knowledge of the education of diverse student populations.

challenges found in many urban and rural classrooms, are well-informed about education practices and research results worldwide, and understand the impact of education policy on schools and classrooms.

Within two years:

- More tenure and tenure track professors will teach courses in initial teacher education programs, and faculty will have more opportunities for collaboration in the reorganized departments.
 - In some areas such as Educational Leadership, the new departments will contain deeper expertise than heretofore, improving both course offerings and research opportunities.
- The COE will ensure that all undergraduate and graduate options for initial teacher preparation undergo rigorous and regular review, both as part of internal self-assessment practices and as part of state and national accreditation procedures. Cross-departmental teams, under the leadership of a COE Associate Dean, will meet annually for this regular review.
- Programs will be upgraded and strengthened as a result of the data collection and from research-based knowledge of high quality preparation.
 - Students' opportunity to learn about equity and diversity, innovation and creativity, international comparisons, and the impact of policy on classrooms and schools will be assessed and amended, if found lacking.
 - Special Education will be better integrated into teacher preparation, a need surfaced in surveys of recent graduates.
 - The addition of Policy Studies to educator preparation as a result of the reorganization will ensure that students learn more about the impact of policy on their chosen profession.
 - Students, through the newly outfitted Classroom of the Future housed in the COE, will deepen their knowledge of the uses of technology in teaching and learning.
- The College will launch a new cross-departmental major in applied human development. Course requirements will include offerings from Human Development, Measurement and Statistics, Counseling and Personnel as well as electives from other departments.
- A new Technology Task Force (TTF) will produce recommendations on ways to build internal capacity for COE faculty and students to take advantage of cutting edge technology and media in teaching and learning.
- The COE will explore the feasibility and demand for preparing Computer Science teachers.
- The COE will design, implement, and study innovative, creative models for teaching internships, including designs that promote collaborative teaching and differentiated professional support systems.
- There will be more program integration across the COE departments at all the surrounding partner K-12 schools.
 - Similarly, program consolidation and elimination, begun during the recent budget reduction and reorganization process, will continue as needed across COE.
- The campus-wide Undergraduate Teacher Education Council (UTEC), recently established by the Provost, will review issues related to teacher preparation programs and to make recommendations to the appropriate College or Department for any needed changes.⁵ UTEC will provide a means to sustain existing and establish new lines of communication with colleagues campus-wide.

⁵ An active UTEC will be a valuable ally during COE's next NCATE accreditation.

- The UTEC will meet several times a year and include representatives from discipline-based Colleges as well as from the COE.
- Data from surveys of graduates and COE staff will be given to the UTEC.

Within five years:

- The COE will implement the TTF recommendations on technological capacity, allocating funding from student use fees as appropriate.
- If deemed appropriate, the COE will launch a preparation program for prospective Computer Science teachers.
- The COE will participate in the campus-wide effort to modestly lower undergraduate enrollment to about 25,000 by fall 2013 with the intent of improving the student experience.⁶
 - Some preparation programs with low enrollment and low graduation rates may be eliminated or integrated with others, depending on resources and statewide need.
- Modifications to the teacher preparation curriculum will be in place focusing on global perspectives and technological advances.
 - A global education studies certificate or minor for undergraduates will be available if surveys show sufficient interest.
 - Study abroad programs will be expanded; options for teacher preparation candidates to engage in international student teaching and field experiences as part of their professional preparation programs will be identified, and new opportunities for student exchanges will be identified.

Within ten years:

- COE graduates will be able to creatively use technology and media in teaching and their own learning process.
- Aspects of teacher education will be delivered via modern technology, with particular emphasis on cutting-edge distance education practices.

GOAL 4: The COE will contribute substantively to the general education studies of all UM undergraduates by providing extended learning opportunities in human development and the learning sciences. Undergraduates will be able to consider how education, teaching, learning and human development contribute to an understanding of the human condition and society under the rubric of the College's Get Connected initiative. The initiative will be embedded in courses in our traditional disciplines and also will confront complex issues that cut across disciplinary boundaries.

Within two years:

- A new *i*-series course, *The Context of Disability: From Stigma and Side Show to Mainstream and Main Street*, will be offered to explore cultural, educational, and medical aspects of difference and disability historically and in contemporary societies.
- The College will contribute to the university-wide development of a broad, conceptual general education plan.
 - The COE will participate in the task force to develop a detailed plan for the revision of the general education program.

⁶ However, to meet state needs, the COE intends to produce 400 teachers per year, which requires an increase of 80-100 students.

- The COE will contribute its expertise as the Provost's Council establishes a robust system of assessment for all elements of the new general education program.
- In addition to the new major in applied human development (See Goal 3), the COE will increase by two its current offering of four undergraduate courses that meet general education requirements.
 - The emphasis will be on courses on diversity and human development.⁷
 - COE will explore offering general education courses during the second summer session when new student orientation requires students to take courses to jumpstart their college education.⁸ [An "unintended" by-product could be recruitment of students to an education major.]
- Extended learning opportunities for pre-professional COE students to help improve educational opportunities in low income, multicultural, urban schools and other educational settings in our region and enrich the knowledge base of COE students will be integrated into the teacher preparation curriculum.
 - Tutoring opportunities, with adequate training, for prospective secondary education majors⁹ will be expanded. Students can gain experience with PreK-12 students by providing academic support as service learning.¹⁰
 - COE majors can participate in developing and offering after-school curriculum enrichment workshops for students in partner schools. [See Appendix A for the evaluation of this effort.]
 - Students will be able to interact with PreK-12 students through action-oriented service projects organized by COE and community partners.
- The COE will create a portfolio of challenging courses, special seminars and specialized minors open to all undergraduate students on a variety of topics, such as (a) diversity and social justice issues in school environments, (b) human development and learning in education contexts, (c) learning English as a second or foreign language, (d) educating children and adolescents with disabilities, (e) educational policy and schooling, (f) history of education and social context of schooling, (g) educational leadership studies, and/or (h) issues in international education. [See Appendix A for the evaluation of this effort.]
 - We will collect baseline data on student participation in these experiences.

Within five years:

- The College will continue to submit proposals to the campus *i*-series courses.
- The COE will add two courses to the existing six undergraduate courses that meet general education requirements.
 - The COE will create and implement enticing courses for undergraduates on social/behavioral issues as well as interdisciplinary exploration of 21st century issues.
 - At least one general education course will be offered every semester henceforth.
- The COE will increase the number of diverse, academically-talented campus undergraduates involved in tutoring and after-school workshops regardless of students' major.

⁷ Some existing graduate level courses in African-American and Latino education and Urban Education, for example, can be modified at the 100-200 level for an undergraduate audience.

⁸ COE will advertise summer programs such as Academic Achievement, QUEST, STEP, Athletics, to name a few.

⁹ One example might be prospective secondary education majors serving as tutors for elementary education majors preparing to take PRAXIS reading, writing, and mathematics as well as for MATH 212/213/214.

¹⁰ Opportunities are offered directly in the COE and in partnership with other University initiatives such as America Counts and America Reads, which target prospective elementary and middle school teachers.

- The number of seminars, special courses, and specializations will increase and the annual participation rate of undergraduates across the campus will increase 10% annually.
- The number of international learning opportunities will increase by 25%.
- The COE Office of Advancement will cultivate additional funding sources to support students who might not otherwise have the resources to participate in international experiences.
- The COE will support the identification and assignment of selected undergraduate students as research assistants to COE faculty engaged in innovative research projects within the college. [See Appendix A.]

Within ten years:

- The COE will add two courses to the existing eight undergraduate courses that meet general education requirements.
 - At least 70% of COE majors will have participated in at least one aspect of the Get Connected initiatives before graduation. At least 30% of non-education majors will have participated in at least one of the Get Connected initiatives during their undergraduate tenure.
-

GRADUATE EDUCATION

VISION



The COE is committed to providing the highest quality graduate and professional education at Doctoral and Master's levels. We offer two doctoral degrees, the Ph.D. (focused on research training) and the Ed.D. (focused on training educational leaders and professionals), and will ensure that both programs place COE among the finest in the world. Equally important are the Master's programs which provide advanced training.

Each program will be known for its comprehensive approach to graduate education, guided by standards of excellence and innovation. Graduate students will experience rigorous cutting edge training in programs noted for the accomplishments and diversity of their graduates. They will have the necessary financial support with access to research settings and technology, as well as workplace amenities and comfortable living options to ensure their success. Frequent interactions with world-class faculty will be a hallmark of each program; faculty will provide mentoring, research collaboration, high quality instruction, and career advice. We will:

- Define and recruit the appropriate number of graduate students to be admitted to each program each year based on budget and faculty resources;
- Recruit a diverse group of students who excel in academic achievement;
- Ensure course offerings, research and clinical experiences of the highest quality and that are characterized by innovative and creative approaches;
- Increase the number of Ph.D. graduates who pursue research-based academic careers at top tier institutions worldwide; and
- Prepare highly trained professionals who will provide leadership, vision and guidance in institutions and agencies dedicated to life-long learning.

The COE has a dual mission: first, we generate new knowledge about the education of children and youth and the nature of teaching, higher education, human development, as well as the social, cultural, learning, and political forces that affect development; and second, we prepare highly skilled practitioners in a variety of fields. The Ph.D. programs focus on preparing leading scholars and researchers who will make significant contributions to the knowledge base in their respective disciplines while the Ed.D. programs and other degree programs focus on training exemplary teacher and school leaders in a variety of educational settings.

GOAL 1: The COE will maintain the highest quality graduate programs which are characterized by outstanding accomplishments of students in the programs, high program completion rates, timely completion of degrees, and competitive placements of graduates.

Within two years:

- The COE will continue to define the characteristics and indicators of excellence that distinguish its Ph.D. and Ed.D. programs.
- The COE doctoral programs will maintain and enhance their culture of academic excellence, intellectual rigor in coursework and other supportive experiences in the programs.

- All graduate programs will provide intellectual and professional development activities such as colloquia and seminars, including some devoted to policy issues. The COE Office of Advancement will secure funding to support these colloquia, including occasional outside speakers.
- Graduate student associations and other forms of social support for graduate students will exist in all programs. Graduate students will be involved in program governance.
- The COE and its academic units will establish clear guidelines and expectations that will be used to commit existing resources (e.g., SPARC grants, DRIF funds, endowed funds) to support faculty development of research proposals that include interdisciplinary, collaborative, and international graduate coursework, research, apprenticeships and internships.
- Ph.D., Ed.D. and other graduate programs will be reviewed as part of the reorganization with the goal of becoming more interdisciplinary and better aligned with the four Strategic Initiatives.
 - An ongoing process will be used to attain and sustain high academic stature; the COE recently established a rigorous data collection routine that will be helpful in maintaining accreditation and recognition.
- Graduate programs will be guided by clear goals and benchmarks for student progress and be informed by data regarding student and program quality indicators. [Appendix C has a list of indicators; individual programs will supplement this list.]
 - Progress against these indicators will be measured annually.
 - While longitudinal data collection on key indicators is important, COE will add indicators over time if a program deems it appropriate.
- Full-time experienced, nationally recognized faculty who possess experience and current knowledge in their discipline and remain engaged in their own ground-breaking research will teach in the Ph.D. programs.
- Faculty who are engaged in prominent scholarship and leadership activities related to education and human development will teach in the Ed.D. and Master's programs.
- All doctoral and other graduate program students will receive mentoring throughout their program of study.
 - Mentoring of graduate students will be a central expectation of faculty and guided by program specific expectations.
- The college will encourage all graduate programs to adopt innovative and creative curricula and pedagogies that include the use of cutting edge technologies and inter- and intra-college coursework and experience.
 - Graduate assistantships will include a mixture of assignments to enable students to learn an array of skills relevant to success in their chosen field.
 - Graduate studies will include analyses of the ways in which major education and human development policies are addressed worldwide.
- The college will develop interdisciplinary courses and graduate specialty areas in pedagogy, human development, life-long learning, information sciences, technology, and media in collaboration with the *i*-School.
- We will offer graduate programs for teachers and other educators worldwide, including on-campus, on-site at county locations, mixed-mode, and on-line delivery options.
- In partnership with governmental and non-governmental organizations, the COE will offer evidence-based, sustained, and carefully evaluated professional development opportunities for practitioners, administrators and policymakers.

- The COE's Office of International Initiatives (OII) will develop initiatives to support graduate student international involvement.
 - Support will be available for graduate student travel for professional development and research abroad; the COE Office of Advancement with work with OII to secure foundation and alumni funding.
 - Support will be available for graduate students applying for Fulbright awards and other international fellowships.
- COE Faculty will continue to encourage international topics, challenges in urban education, the impact of technology on teaching and learning, and research-based education policy for theses and dissertations.

Within five years:

- The COE will direct technology resources toward graduate data collection, management, and teaching.
 - The College will significantly expand its offerings of technologically advanced online course offerings.
 - COE will successfully submit grants that support and expand technology innovation in the college.
- The Dean's Office and departments will work together to improve graduate student facilities in the College.
- The Dean will appoint a Task Force to conceptualize new interdisciplinary Ph.D. programs as well as a new interdisciplinary Master's program, such as the Professional Science Master's programs emerging nationwide. The new three departments offer intriguing interdisciplinary opportunities.
- New full-time hires will complement the existing august graduate faculty; they will be (or have the potential to become) renowned scholars in their respective fields who are actively engaged in research and scholarly activities.
- The COE will provide leadership at the university, state, national, and international levels in developing high quality graduate programs at the doctoral level focused on the preparation of education leaders (e.g., Ed.D. programs) that are distinct from Ph.D. programs with respect to their purpose, core courses, inquiry expectations, capstone projects, and the types of careers graduates pursue after completing the program.
- Ph.D. programs will have high expectations for student scholarly productivity, exemplified by student publications, presentations at professional conferences, and other forms of discipline-based scholarship. Ed.D. programs will have equally high expectations for student productivity based on relevant productivity indicators for these programs. [See Appendix B.]
 - The COE will use DRIF and SPARC funds to support graduate students in these endeavors. Reallocation of some college resources will likely be needed as well.
 - The Office of Advancement may be asked to secure supplementary funds for this purpose.
- Program directors will continually evaluate individual program indicators against those of peer institutions and make changes as needed.
- Career advising will be an important part of mentoring and will be done by individual faculty mentors and through programmatic efforts.

Within ten years:

- If there is sufficient faculty and student interest, several interdisciplinary Ph.D. programs (possibly including policy studies) will be launched as well as one Master's degree program, through the

redesign of existing programs, reallocation of resources and new sources of funding.

- Seventy-five percent of the doctoral programs will be ranked in the top 10 in the country; the comparison will be other research extensive public universities
- By the time they graduate, all Ph.D. students will have made presentations at national conferences and/or published articles or chapters in journals or books
- Student applications to each program will have increased by 30%.
- The college's success at obtaining training grants for interdisciplinary research training will have strengthened this aspect of doctoral training and enhanced collaborations with other programs on campus.

GOAL 2: The appropriate size of each graduate program will be determined to ensure the maintenance of high quality.

Within one year:

- The COE will submit a baseline report to the Provost indicating the optimal number of Ph.D. and Ed.D. students.
 - The COE will determine an appropriate size for each doctoral program.¹¹ Criteria for determining the appropriate size include: (a) the amount of financial support available for graduate students,¹² (b) sufficient faculty time to provide mentoring to Ph.D. students in developing their own scholarship and for Ed.D. and Ph.D. students in developing leadership in their fields; and (c) high-quality placements for students after graduation.

Within two years:

- The number of open slots in doctoral graduate programs will come from analysis of the baseline data and analogous data from peer institutions.
- The COE, in collaboration with the departments, will establish enrollment policies for its graduate programs that support quality, minimize the use of non-full time faculty in Ph. D. programs, and match market demand.
 - Ph.D. programs will enroll full-time students and will provide funding, including enhanced fellowship support, for the duration of students' doctoral programs, with an upper limit of six years.
 - Ph. D. programs and faculty will work to obtain external funding (training grants, individual grants) to support doctoral students. Available funding will be one determinant of program size.
 - Ph.D. and Ed.D. students and those in graduate professional programs may be enrolled part-time if they are simultaneously engaged in meaningful employment or other activities contributing to advancement in their field.

Within five years:

- A process and criteria for determining the optimal number of slots in any Master's degree program will be established.

¹¹ The definition of a program is a course of study which is delineated and approved at the state level.

¹² These sources include block grant fellowships and other graduate assistant support from the COE or the university; state budget funds; soft money sources such as graduate assistants on research grants or DRIF funds; available fellowships or awards, and employer or self-support.

- The COE will continually monitor the size of graduate programs to ensure their ongoing quality. Adjustments will be made, if necessary.
- The COE will establish new entrepreneurial graduate programs that meet the standards of excellence established for on-campus programs.
 - Department initiatives to create programs at new locations can count on support from the College in setting up the necessary logistics.
- The COE will award graduate assistantships and fellowships based on student quality and program quality.
 - Quality will be judged using the College's and University's quality indicators for incoming and enrolled students. [See Appendix B.]

Within ten years:

- Secure funding will maintain the appropriate size of all doctoral programs.
- Funding levels for students will exceed that at peer institutions, so the College can maintain a competitive advantage in recruiting the best students.
- Based on such considerations as placement opportunities, entrepreneurial goals, and college resources, there will be a balance between the number of Ph. D. programs and Ed.D. programs.
- Each graduate program will produce students who are among the most sought after for prestigious hiring in a variety of positions; evidence for this will be the placement record of the programs.

GOAL 3: The College will admit and retain doctoral and master's students who also are eligible for admission to the top institutions in the respective fields.

Within two years:

- Each program, working through the recruitment and retention¹³ effort in the Dean's Office and the University's graduate recruitment office, will have a plan in place to admit graduate students world-wide that are qualified for admission to the best programs at peer and other highly-ranked institutions.
 - The COE will have a strong recruitment infrastructure that uses modern technology and media.
- The COE will increase faculty involvement in recruitment; one individual with marketing expertise will be available to help the programs.
- The College will develop and implement a specific plan for recruiting a diverse graduate student body and will use financial aid packages and other incentives to recruit such students worldwide.

Within five years:

- Admitted graduate students will have GPAs, GRE/MATs and other relevant entry indicators that are competitive with peer institutions for the program.

Within ten years:

- There will be an appropriate balance of enrollments of graduate students across the college in the various graduate programs.
- The college will be known world-wide for the excellence of its graduate programs, which will result in a continuous flow of outstanding applicants to its graduate programs

¹³ Recruitment and retention strategies were first described in the Undergraduate and Initial Teacher Education Priority.

GOAL 4: The College will promote timely and successful degree completion in 4 to 6 years for all graduate students.

Within two years:

- The COE will establish policies for timely completion of graduate degrees which will include clear recommendations for time to degree expectations for different programs, and procedures for evaluating student progress to be sure they are making good progress through the programs.
 - Explicit expectations for faculty mentoring to help students reach benchmarks will be articulated.
 - Consequences for students who fail to meet benchmarks—completion of required coursework, completion of comprehensive exam, advancement to candidacy, and completion of dissertation or capstone project—will be articulated.
 - The Dean's Office will review requests for waivers to lengthen the time to degree completion to ensure that they are not overused.
- The Dean will work with the College Graduate Committee to ensure that graduate assistantships meet workload goals and educational objectives of the students, and are constrained to 20 hours per week of work.
- The College under the guidance of the Graduate Committee and the graduate student organizations will establish a just grievance procedure for graduate students.

Within five years:

- Eighty percent of full time doctoral students will complete their programs in 4-6 years.
- Through the process of rightsizing graduate programs, faculty advising loads will be structured so that they can spend adequate time with each of their students to help ensure timely degree completion.
- If students are having difficulty with timely completion, faculty will collaborate on ways to provide additional support.

Within ten years:

- Timely completion of degrees, coupled with prestigious placements and early scholarly production, will be a hallmark of all programs in the college.
- The COE will provide more technological support to graduate students in the completion of their program requirements.



RESEARCH

VISION



The COE will be an exemplary center for the creation, refinement, and dissemination of knowledge. Through empirical, normative, and critical research, the COE will address major societal issues on teaching, learning, and development of individuals from infancy through adulthood. We will create research-based knowledge that will guide and enable all stakeholders to work, prosper, and make informed decisions as the boundaries of knowledge continue to expand. The COE will foster an intel-

lectually challenging environment where teaching and scholarship prepare students to become leaders of new research and practice innovations in a rapidly changing world. In the process, the COE will serve as a model for the nation and for global partners. We will:

- Transcend traditional disciplinary, institutional, state, and national boundaries to create new knowledge;
- Leverage the state's investment by attracting significant external funds;
- Use innovation and entrepreneurship to support and enhance the state's leadership in the education and development of its citizenry;
- Capitalize on the expertise of faculty and interests of COE's constituencies to become a national leader in the study of issues of equity and diversity, innovation and creativity;
- Harness emerging technologies to study and create innovative approaches to learning, both inside and outside the COE.

To make this vision a reality, the COE must continue to attract and retain outstanding faculty and staff who will provide leadership and expertise. The Critical Enablers section of this plan will describe goals and strategies to this end. The goals and strategies listed here will facilitate the work that faculty will do.

GOAL 1: The COE will continue to foster a culture in which every program, institute and center engages in research and scholarship at the level of the best in its discipline. The COE will be widely known and respected regionally, nationally, and internationally for its innovative interdisciplinary research efforts, centering on the education and development of individuals of all backgrounds from infancy through adulthood, and the social, political, and economic contexts in which education occurs.

Within two years:

- The new ground-breaking Brain Imaging Center will launch its effort to investigate how the brain works during cognitive and social processes.
- The COE will hire an experienced associate or full professor with a scholarly reputation combining a content area with a focus on innovation in technology to provide COE and campus leadership in developing a vision and plan related to research in technology and innovation.
- The Center for Chinese Language Teacher Certification and Development will review and evaluate curricular materials.
- In collaboration with the UM School of Engineering, a proposal examining the role of academic environments in enhancing the professional growth of women scientists at four key career points will be submitted. The project will be launched pending funding.

- The Dean and the Associate Dean for Research will work with departments, institutes and centers to set clear goals for reaching a higher level of excellence in research and scholarship as measured by national rankings.
 - Every COE program will formulate and follow a plan for advancement.
- The COE will continue to strategically monitor opportunities and work in interdisciplinary teams—enhanced via the new departmental structure—so as to increase the number and value of its externally supported research programs.¹⁴
- The COE will establish an Advisory Committee on Research (ACR) to advise the Dean on strategic directions the college might pursue, as well as to establish the research infrastructure to support these collaborations.¹⁵
 - The strategic directions will leverage existing strengths and address significant issues relating to human development, teaching and learning, education policy, and leadership, with the goal of becoming among the best in the nation in those selected areas. [Criteria for choosing those to develop and support are listed in Appendix C.]
 - The COE will link to major university research areas, such as Diversity and Inclusiveness; Language, Culture, and Cognition; and Developmental Neuroscience. Other interdisciplinary initiatives would similarly build on significant strengths in important areas.
- Measurement and Statistics faculty will collaborate with faculty needing a strong methodological component to their research and/or proposals.

Within five years:

- The COE will hire another faculty member for a joint appointment with the *i*-School to focus on innovation through technology.
- Research awards, from all sources, will increase 25% to \$19.6M.
 - Department chairs will work with the Associate Dean for Research to set goals to realize this increase (as well as the one within ten years).
 - Each program within each department will collaboratively set a target number of proposals to be submitted each year.
 - To strengthen the support structure for grant writing, senior professors will offer collegial advice and mentoring to junior professors.
- The Brain Imaging Center will continue to attract additional college, campus and off campus researchers who will contribute to interdisciplinary efforts.
- In coordination with campus funding support services (e.g., Division of Research) as well as those available through national agencies (e.g., The Foundation Center), the COE will develop and implement a coordinated strategy to pursue grants from major institutes, agencies, and foundations.
 - The number of \$1M or more annual grants for research support—currently at 11—will increase by at least 50%.
- The COE will establish a set of clear guidelines and expectations that will be used to commit existing resources (e.g., SPARC grants, DRIF funds, endowed funds) to support Departments and Centers that demonstrate activity and success aligned with the COE Strategic Plan.

¹⁴ Research awards, from all sources, are currently \$15.7M.

¹⁵ The ACR will have representation from the college administration, junior and senior faculty, graduate students, key staff personnel, education agencies, professional organizations, government, and business.

- The COE will double the amount of internal seed monies available to advance research productivity, drawing these additional resources from, for example, the Office of Advancement as well through the reinvestment of College level DRIF.
- The COE will strongly encourage major initiatives identified by the ACR by providing support, such as expanded grant infrastructure and competitive seed funding, to conduct the preliminary work required for the success of these initiatives. The Associate Dean for Research will coordinate these efforts.

Within ten years:

- The goal is to have the COE ranked within the top 15 public colleges of education and all programs ranked within the top 10.¹⁶
- The number of \$1M or more annual grants for research support will at least double from the present baseline amount.
- The number of COE faculty members of the National Academy of Education will increase to at least three.
- Research awards, from all sources, currently \$15.7M, will increase an additional 25%.
- Foundation grants will constitute 10% of the COE's external research funds.

GOAL 2: Drawing upon its location, the COE will strengthen its visibility and research programs by pursuing collaborative structures on campus and with local, state, and federal education and private agencies, as well as professional associations, in order to create research opportunities for improving and re-visioning education.¹⁷

Within two years:

- The COE will maintain and strengthen existing collaborations with local, state, federal, and private agencies, as well as expand relationships with new agencies for partnerships of mutual benefit. Such relationships will help to immediately foster:
 - Shared research agendas, with special attention to partners' needs, and increased funding opportunities.
 - Leadership and visibility of the COE as a state and national player with these agencies and organizations.
 - The linking of research and practice around policy-relevant issues.
- Utilizing key personnel (e.g., Dean's Office, senior faculty, center/institute directors), the COE will strengthen partnerships with the MSDE and with individual school districts, to ensure that the College's critical research agendas: (1) overlap with the needs of the state's (and nation's) schools, (2) involve the personnel in those schools as equal research partners, and (3) contain on-going dialogs with the school constituents before, during, and after individual research endeavors.
- To centralize the expertise and research efforts on equity and diversity in the COE, we will establish an interdisciplinary center involving partners from the UM campus and community.

¹⁶ Because the programs in the COE currently exceed the top 25 goal that the university has for all of its programs, the COE will establish goals that surpass the university's benchmarks.

¹⁷ This goal represents the intersection of the COE's four priorities—undergraduate and initial teacher education, graduate education, research, and partnerships. The collaborations described here will contribute to the preparation of education professionals to bring about the related educational policies and practices growing out of the knowledge generated and associations formed.

- The COE will proactively seek opportunities for collaborative research with disciplinary departments on campus. The goal of such research would be to study undergraduate teaching and learning campus-wide, so that COE research could be better integrated into the fabric of the campus and contribute to its continuous quality improvement. [See the Partnerships section.]

Within five years:

- The COE will expand its faculty expertise by nominating members of national agencies and organizations to be College Park Professors.
- The COE will initiate collaborative research projects with area research universities (e.g., Johns Hopkins University, Georgetown University, George Washington University), and those within the UM system (e.g., UMB, UMBC, Towson) to address on-going educational issues of the state, nation, and global community.
- The COE will nurture a critical mass of faculty who are devoted to a culture of technological literacy that will enhance pedagogical innovation and address through research the role of technology in education and human development.
- The College will assess the impact of campus-wide collaborations on undergraduate teaching and work with campus administrative units to institutionalize reforms supported by the evidence.

Within ten years:

- Collaborative relationships will yield:
 - Engagement in the public debate around significant education issues and educational reform.
 - Summer institutes for innovative programs.
 - Internship programs for graduate students as well as venues for graduate student research, resulting in more scholarly presentations on their work.

GOAL 3: The COE will substantially increase its role in entrepreneurship, technology transfer, and commercialization of research-based practices.

Within two years:

- The COE will link with the university's new organizational structure to expand entrepreneurial ventures and interactions with the private sector.
- The COE will enhance appropriate affiliate relationships, joint research, and scholarly activities with M Square Research Park tenants and groups.

Within five years:

- The COE will conduct an environmental scan of peer institutions in order to define best practices in the identification and marketing of research-based programs and products.

Within ten years:

- We will identify and market at least one research-based program or product.



PARTNERSHIPS

VISION



Through partnerships, the COE will be a catalyst for learning, research, and action. From the solid foundation of innovative teacher education centers in the 1970s to the present network of comprehensive programs in Professional Development Schools (PDS), the preparation of teachers and other school-based educational professionals demonstrates our commitment to local school systems. Faculty will continue to share their research expertise with government and non-government committees that address educational, organizational, policy, and developmental problems. Professional development for continued growth is

routinely offered through outreach efforts that bring research-based expertise to professionals in off-campus, post-graduate, and community settings.

While we have a history of partnership work in the state, we want to strengthen existing efforts while cultivating new ones. And, the COE wants to improve professional training programs by ensuring that our curriculum and research are not only of the highest quality, but also relevant to the critical work of our school and other partners in education.

Going forward, the COE is committed to responsive, equitable, sustainable, and reciprocal partnerships based on common interests addressing local, state, national, and international needs. Our partnerships will thus be characterized by excellence, innovation, and positive impact which enable each partner to attain its respective vision, in a collaborative, value-added atmosphere. We will:

- Identify new partners while strengthening existing partnerships with schools, agencies in the State of Maryland, professional organizations, other flagship institutions nationwide, international groups, and others;
- Strengthen existing partnerships with the *i*-School, School of Engineering, and School of Agriculture at UM while developing partnerships with other groups campus-wide.
- Build rapport and secure financial support to enable partnerships to tackle urgent challenges;
- Undertake collaborative, interdisciplinary research;
- Develop evaluation systems, or utilize existing data generated by our partners, to make decisions about the efficiency and effectiveness of partnerships;
- Disseminate knowledge related to partnerships and their collaborative inquiry.

The COE is committed to engaging in responsive, equitable, sustainable, and reciprocal partnerships based on common interest that address local and global community needs.¹⁸ To accomplish this, the COE will embrace our land-grant and flagship missions, both of which has the potential to transform

¹⁸ There are many references to partnerships in the first three priorities, because collaboration—a highly valued 21st century skill—insures the quality of the final outcome. We will mention these earlier references, elaborating when appropriate with complementary benchmarks.

Maryland and have national and international impacts while focusing on issues that are relevant and timely and will improve the lives of children, youth and adults in our state.

GOAL 1: Drawing upon its location, the COE will strengthen its visibility and research programs by pursuing collaborative structures on campus and with local, state, and federal education and private agencies, as well as professional associations, in order to create research opportunities for improving and re-visioning education.

Within two years:¹⁹

- Professional relationships between the COE and nearby district officials (superintendents, staff, school boards, etc.) will be strengthened by sharing current research results, especially about challenges associated with educating diverse groups of students.
- The COE faculty will seek district-based research collaboration and establish protocols for development of collaboratively designed and implemented studies of mutual benefit to the partners.
- The COE will devise rigorous criteria that must be used in the evaluation of all of its collaborative programs.
- In collaboration with the UM School of Agriculture, COE will co-teach a cross-cultural comparative education course with a higher education institution in Taiwan.
- As described in the research section, a proposal examining the role of academic environments in enhancing the professional growth of women scientists at four key career points (doctoral student, early career, associate to full professor, and full professor) will be submitted in collaboration with the UM School of Engineering. The project will be launched pending funding.

Within five years:

- The COE and its school system partners will routinely respond to requests for proposals (RFPs) and other external funding opportunities.
- Local, state, and national policymakers will look to the COE and its school partners for guidance on a wide variety of issues related to learning, teaching and development of children, youth and families.
- The COE will exchange scholarly information with the many professional organizations that focus on education (e.g., National Governors Association [NGA], Learning First Alliance [LFA], Center on Education Policy, United Nations Educational, Scientific and Cultural Organization [UNESCO]).
- In collaboration with partners, the COE will evaluate its partnerships. Adjustments will be made, if needed, as a result of the evaluation.

Within ten years:

- The COE will have realized its potential to partner with policy organizations on the local, state, national and international levels by making research-based evidence easily accessible to policymakers on pressing issues.

GOAL 2: Create and strengthen relationships between COE faculty and professionals in schools, community colleges, workforce development, community and family organizations, policymakers,

¹⁹ The benchmarks cited here complement those provided under the same goal in the research priority.

government agencies, and colleges and universities with the intent of weakening the link between social and economic inequities and achievement.

Within two years:

- The COE will take a leadership role in establishing an expanded campus-wide partnership with Paint Branch Elementary School (or if circumstances dictate, another school in a nearby district) and the community in which it is located to help students transcend social and economic disadvantages that confound their academic achievement.²⁰
 - An after-school Chinese Language program will begin at Paint Branch Elementary School, as part of the new Center for Chinese Language Teacher Certification and Development.
- The College will design and implement a collaborative evaluation process to inform the Paint Branch Partnership on all aspects of their work and its outcomes, including the effects of (1) innovative curriculum and pedagogy, (2) interdisciplinary and cross-campus collaborations between teachers, students and professors, and (3) broad-based community involvement in a PDS, especially from the perspective of human development.

Within five years:

- Lessons learned from the Paint Branch Partnership will yield an informed, more encompassing model of school-university partnerships that include field based opportunities for teaching, research and service from all disciplines of teaching, learning, and human development.
- The College will launch two additional partnerships, most likely in the same district, to test the model.
- The COE will assess and implement appropriate technology in the three partnerships (Paint Branch and the two new sites), including establishment of a virtual online professional community as well as real-time audio, video and data linkages between school and campus classrooms.
- The COE will expand the number of our study abroad options for UM students, explore options for our students to engage in international coursework, field experiences, research, and service learning opportunities as part of their professional preparation programs, and develop new opportunities for international exchanges (e.g., Fulbright International Fellowships).
- The COE will continue to host statewide colloquia—initiated in 2008—on internationalizing teacher education and school curriculum, and will evaluate their impact.

Within ten years:

- The COE will establish a network of campus/school partnerships to improve the interplay between public education and community service providers.
 - Potential funding from the Full-Service Community Schools title of No Child Left Behind (NCLB) or other sources will support documentation of the processes and outcomes that

²⁰ This partnership will serve as example of (1) how broad campus engagement in a school and community can be of mutual benefit to all stakeholders and provide opportunities for enriched curriculum, collaborative inquiry, and professional growth, and (2) cross-campus collaboration can enhance the efforts of colleges engaged in partnerships and has the potential to leverage scarce resources.

partners can expect from such collaborative ventures.

- With advanced networking technologies, the COE will enrich and expand international partnerships to provide for virtual educational exchanges for P-20 students, faculty and staff.
- The COE will actively share lessons learned from its set of school-campus partnerships through the use of educational technologies.

GOAL 3: Evaluate and strengthen existing PDS and other school partnerships that are established for purposes of educator preparation as well as collaborative scholarship.

Within two years:

- Through the on-going yearly, state reporting process (Teacher Preparation Improvement Plan), and the periodic review of the College for national accreditation (NCATE), we will assess existing partnerships for their effectiveness, need for resources, match to professional roles and responsibilities in schools, and student and faculty scholarly productivity.
- With the Dean, the COE Council of Chairs will devise a faculty-driven process and structure for review of PDS policies and implementation.
- Public school partners will be invited to establish a high-level joint governance body to set measurable goals for partnerships and to review, on an annual basis, progress toward those goals.

Within five years:

- Working with selected partnership schools, COE will focus on educational questions and issues²¹ based on common interests so that findings can contribute to the knowledge base at a national and global level.
- We will evaluate partnerships for positive outcomes for all stakeholders.
 - Targets will include the quality and quantity of teachers and other educators prepared in PDS, and the academic performance of their P-12 students, with special attention to children disadvantaged by race, ethnicity, poverty, or language proficiency.
- Outcomes related to collaborative research will be evaluated and the partnership goals re-established, including long-term studies and/or program evaluation of PDS implementation and impact.
- In collaboration with the MSDE and the other teacher-preparing institutions in the State, and based on sound evidence, the COE will actively participate in a review and redesign process of the current state policies related to school-university partnerships requirements.

Within ten years:

- We will reward faculty for partnership participation consistent with the COE mission.
- The COE will utilize technology and other media to connect with schools and classrooms involved in school partnerships.
- The COE will analyze the impact of partnership schools on the preparation of teachers, counselors, principals, and superintendents and make changes based on the outcomes to solidify COE's leadership in the preparation of educators.
- The College will lead the state in collecting evidence about partnerships to contribute to cutting edge school-university partnership models.

²¹ COE's PDS are culturally, linguistically, ethnically, and economically diverse and some are located in urban settings, so many of the issues involved are common in such schools.

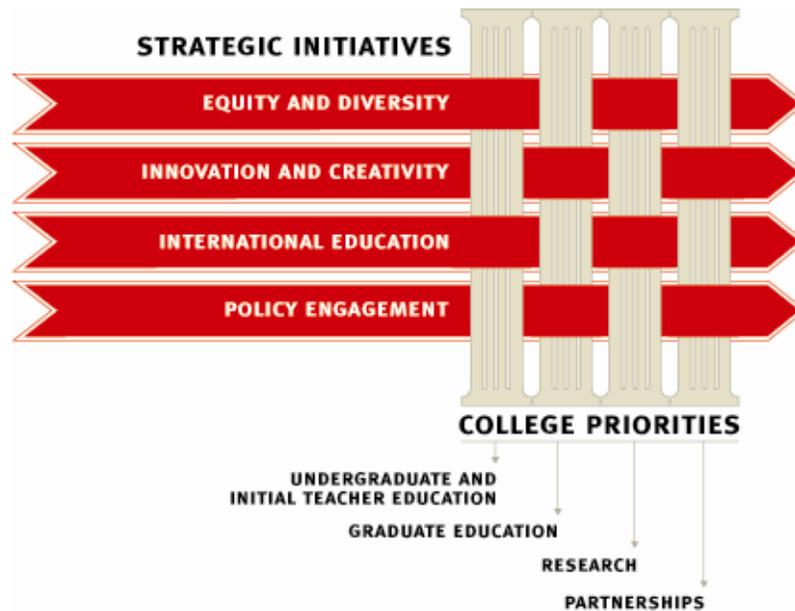
Strategic Initiatives

VISION

We described our aspirations in our four priority areas of work: undergraduate and initial teacher education, graduate education, research, and partnerships with other education stakeholders. We described benchmarks to judge our success in actualizing these aspirations. We also began describing how we intend to meet these benchmarks.

To support the University's transformational vision, we incorporated the campus strategic initiatives²² into the COE priority goals and benchmarks. In the undergraduate priority, for example, we said that COE will have ten viable general education courses within ten years, with the assurance that at least one will be offered each semester and will be taught by a tenured or tenure-track faculty member. In each of the COE priorities, we describe a concerted effort to increase the number of international exchange opportunities for faculty, staff and students. The COE outreach to the surrounding community has a somewhat different focus than the University's and will be expanded upon below. Our prospective teachers must intern in nearby schools to complete their preparation; our graduate students and faculty must undertake scholarly research in school and human development settings as part of a research extensive institution. Success in these interactions demands respectful, fruitful collaboration with our educational neighbors. We thus deliberately seek the ends articulated by the University.

However, the College has gone a step further in our Strategic Plan by identifying four Strategic Initiatives that will guide our efforts to transform the College in significant and dramatic ways. We see these four as our ultimate competitive advantages. During the next 10 years, the COE will make a concerted effort to position itself as a leader in all four, building on existing expertise while deepening expertise to gain greater stature and leadership.



²² These initiatives are General Education, Maryland in the World—Engaging the Global Community, and The Surrounding Community.

EQUITY AND DIVERSITY



The COE has a deep reservoir of research-based knowledge about urban education. It also has an admirable track record of activity, including, but not limited to:

- Teacher education field placements in classrooms that represent the diverse ethnic, cultural and socio-economic representation of today's urban settings.
- A school counseling program that prepares school counselors who can promote human growth and development in urban educational settings.
- Expertise on local needs and concerns to improve minority achievement and eliminate the achievement gap through the Maryland Institute for Minority Achievement and Urban Education (MIMAUE).
- A master's and doctoral program in Minority and Urban Education (MUE) to provide graduate students with deep knowledge about the education of minorities and of students in urban areas.
- A new minor in Human Development to give students a strong understanding of the multicultural, diverse and increasingly complex world in which we live and work, so that they can become informed consumers of research in the field of Human Development.
- The impact of factors on learning, such as fathering, parenting, gender differences, challenges associated with educating at-risk children, cultural influences on development and social organization of classrooms, among others.
- Studies on evidence-centered design on large scale assessments, which can have a profound effect on urban schools in the age of accountability.

But the gap between scholarly discussion of 'what should be' and 'what is' is often uncomfortably large. It is clear, for example, that one of the greatest challenges is the chasm between what prospective teachers are taught and the organizational setting in which they find themselves once on the job in urban schools. Whereas extrinsic motivation is often the norm in today's schools, prospective teachers are taught to use intrinsic motivation in dealings with students. Whereas high expectations are often defined by easy-to-measure assessment items in today's schools, prospective teachers learn to guide students to mastery of rich discipline-based knowledge and skills. Whereas many prospective teachers seek to implement learner-centered classrooms, they often find a school milieu that values teacher-centered classrooms.

Another challenge is helping schools re-organize and re-conceptualize their task. Our faculty study, among other topics, the impact of school ethnic composition, childhood prejudice, conflict resolution, or human development on learning. Their research-based results can have profound implications for creating a learning milieu that celebrates diversity, while meeting individual needs. Yet steering a large bureaucracy in a new direction is often overwhelming, despite the evidence produced by research. The COE will address these and other disparities of social justice in its move to excellence among its peers. Below, we highlight several (but perhaps not all) benchmarks described earlier in the priorities sections that are related to equity and diversity.

Undergraduate and Initial Teacher Education:

- Working groups focused on new and/or revitalized centers and institutes will define a high-priority research agenda consonant with the Strategic Initiatives that can bring together faculty across the campus, state and nation and explore possible funding options.
- A recruitment and retention effort, led by the Dean's office, will bring a talented and diverse pool of candidates who better reflect the gender, ethnic, linguistic, and cultural diversity of students enrolled in the region's urban/metropolitan schools into the teaching profession.
- The COE will ensure that all teacher preparation programs contain research-based information about the challenges of working with diverse student populations.
- The COE will increase the number of teachers of color graduating from the University by 30% from the original baseline data, including work through the STEM *Terps Teach* effort.
- UTEC will review the extent to which UM coursework includes research-based perspectives on equity and diversity.
- At least two new general education offerings from the COE will focus on diversity and human development.
- A new *i*-series course, *The Context of Disability: From Stigma and Side Show to Mainstream and Main Street*, will be offered to explore cultural, educational, and medical aspects of difference and disability historically and in contemporary societies.
- The Get Connected Initiative will ensure that prospective teachers have opportunities for clinical urban experiences prior to licensure as teachers.

Graduate Education:

- The COE will intensify its commitment to building a diverse graduate student body, with a focus on diversity across race/ethnicity/disability/ gender. Through a coordinated recruitment and retention effort, the College will implement a plan for recruiting such students and will use financial aid packages and other incentives to attract such students worldwide.
- All graduate students will have a mixture of assignments, including graduate assistantship experiences in urban settings to learn skills relevant to success with diverse students and clients.
- All doctoral and other graduate program students will receive mentoring throughout their program of study to ensure that, regardless of background, all students can successfully fulfill requirements to graduation.
- The COE will explore, conceptualize and launch new interdisciplinary Ph.D. programs as well as a new interdisciplinary Master's program, some of which will include study of issues related to equity and diversity.
- COE Faculty will continue to encourage the study of the challenges in urban education for theses and dissertations.
- The College will support interdisciplinary, collaborative, and international coursework, research, apprenticeships and internships in its graduate programs.
- Each graduate program will produce students who are among the most sought after for prestigious hiring in a variety of positions. The COE will redouble its efforts as needed to ensure that admissions meet the goal of diversity.

Research:

- Among its research recommendations for special support from the Dean, the ACR will include significant issues relating to diversity and equity that require further research so the COE becomes a national leader in the study of issues of equity and diversity.

- To centralize the expertise and research efforts on equity and diversity in the COE, we will establish an interdisciplinary center involving partners from the UM campus and community.
- The COE will collaborate with local, state, federal, and private agencies to focus on shared research agendas, with special attention to partners' needs.
- With the concerted effort to increase funding for research, the COE will undertake additional projects related to equity and diversity.

Partnerships:

- The COE will establish an expanded campus-wide partnership with Paint Branch Elementary School (or if circumstances dictate, another school in a nearby district) and the community in which it is located to help students transcend social and economic disadvantages that confound their academic achievement.
- The College will design and implement a collaborative evaluation process to inform the Paint Branch Partnership on all aspects of their work and its outcomes, including the effects of (1) innovative curriculum and pedagogy, (2) interdisciplinary and cross-campus collaborations between teachers, students and professors, and (3) broad-based community involvement in a PDS, especially from the perspective of human development.
- Partnerships will be evaluated to determine the quality and quantity of teachers and other educators prepared in PDSs, and the academic performance of P-12 students attending these schools, with special attention to children disadvantaged by race, ethnicity, poverty, or language proficiency.
- Potential funding from the anticipated Full-Service Community Schools title of No Child Left Behind or other sources will support documentation of the processes and outcomes that partners can expect from such collaborative ventures.
- With partnership schools, COE will focus on educational questions (e.g., those dealing with equity and diversity) and issues based on common interests in which findings can contribute to the knowledge base at a national and global level.

INNOVATION AND CREATIVITY



The COE must focus on critical needs for education in the 21st century: preparing students of all ages for a lifetime of learning with the tools needed in a 21st century workplace and civic life. The COE's connections to the public schools and community service professionals in Maryland as well as to flagship and land grant universities nationwide offer many opportunities to work together to significantly impact elementary, secondary and higher education and social support services. Innovative educational

approaches that engage learners in interesting visual environments will also provide opportunities for COE faculty to expand their teaching and research.

We envision that the COE will have a dynamic and multipurpose space designed to conduct education and human development research; teach face-to-face and via distance; develop multimedia education resources; and work collaboratively with other UM colleges, departments, centers, and entities on interdisciplinary efforts and with our school, higher education, and community partners. Specifically, the COE will provide:



- Unprecedented access to existing educational resources, mentors, experts, and on-line educational activities and virtual environments;
- Real-time accurate assessment of student learning of important content;
- Cutting-edge research on new educational resources and methods of evaluation of educational innovations;
- A platform for research on education and the science of learning, PreK-20.

With information technology evolving at an exhilarating pace, educators who work with all ages of learners must plan appropriately for new and emerging technologies that have relevance for teaching, learning, and creative expression. The fundamental activities of design, creation, implementation, and research about educational and learning processes thus pose a unique set of challenges.

Immediately below, we highlight several (but perhaps not all) benchmarks described earlier in the priorities sections that are related to innovation and creativity in using the learning sciences to deepen understanding of learning and human development, including the impact of emerging technologies.

Undergraduate and Initial Teacher Education:

- The COE will augment its research agenda on critical PreK-20 educational issues with particular attention to research on equal access to high quality education; innovative, creative and effective modes of teaching and learning; human development; interdisciplinary teacher preparation; and solutions to challenges that confound our partner PreK-12 schools and institutions of higher education.
- The Dean will appoint a Technology Task Force (TTF) to produce recommendations on ways to build internal capacity for COE faculty and students to take full advantage of cutting edge technology and media in teaching and learning.
- Collaboration with the *i*-School and other campus groups will help COE realize a research and practical agenda related to technology and media in teaching and learning.
- Using teacher education as a laboratory, results emerging from new departments, centers and institutes will significantly inform campus, state, national, and international initiatives.
- The COE will work with the State and/or nearby districts to establish a mentoring program (possibly including the use of technology) for graduates in their first three years of teaching.
- The COE will develop new initiatives and programs and alternative paths within existing programs to be responsive to the needs and interests of undergraduate students at UM, to post-baccalaureate individuals who are interested in teaching careers, and to the staffing needs of our schools in Maryland and the region.
- Students will be able to Get Connected with PreK-12 students through action-oriented service projects organized by COE and community partners.
- The College will explore the feasibility of establishing a teacher preparation program for Computer Science teachers.
- The COE will implement innovative, creative models for internships.
- The recruitment and retention efforts will use technology extensively to market to prospective students.²³
- In a review of teacher preparation coursework, students' opportunity to learn about innovation and creativity will be assessed and amended, if found lacking.

²³ Digital natives will likely resonate with the use of applications like Facebook and YouTube.

Graduate Education:

- Graduate programs in the college will be encouraged to adopt innovative and creative curricula and pedagogies that include the use of cutting edge technologies and inter- and intra-college coursework and experience.
- The COE will direct technology resources toward graduate data collection, management, and teaching.
- The COE will produce graduates whose research interests are on innovation in schools, especially through the lens of technology and media.
- The college will develop interdisciplinary courses and graduate specialty areas in pedagogy, human development, life-long learning, information sciences, technology, and media in collaboration with the *i-School*.
 - The three new departments offer intriguing interdisciplinary opportunities.

Research:

- The COE will focus on harnessing emerging technologies to study and create innovative approaches to learning.
- The new ground-breaking Brain Imaging Center will launch its effort to investigate how the brain works during cognitive and social interactions.
- The COE will continue to strategically monitor opportunities and work in interdisciplinary teams so as to increase the number and value of its externally supported research programs.
- The COE will proactively seek opportunities for collaborative research with disciplinary departments on campus. The goal of such research would be to study undergraduate teaching and learning campus-wide, so that COE research could be better integrated into the fabric of the campus and contribute to its continuous quality improvement.
- The COE will establish a critical mass of faculty devoted to developing a culture of technological literacy that will enhance pedagogical innovation and address through research the role of technology in education and human development.

Partnerships:

- The COE will assess and implement appropriate technology in its three partnerships, including establishment of a virtual online professional community as well as real-time audio, video and data linkages between school and campus classrooms.
- With advanced networking technologies, the COE will enrich and expand international partnerships to provide for virtual educational exchanges for P-16 students, faculty and staff.
- The COE will actively share lessons learned from its set of school-campus partnerships through the use of educational technologies.
- The College will utilize technology and other media to connect with schools and classrooms involved in school partnerships.

INTERNATIONAL EDUCATION



In no other time has the importance of global competence and intercultural understanding been greater. Students at all levels need to be more cognizant of the world outside their own communities and outside of the United States; and they need to be equipped to solve problems of a global nature, with international players, if they are going to cope successfully with an increasingly globally connected future. There is no way to achieve this goal if their teachers and educational leaders are not themselves informed and comfortable with international perspectives. The importance of preparing our future teachers, counselors, and educational leaders with experiences and understandings that reflect the international

context is tremendous. This College will become a leader in the field. Similarly, there is a stellar portfolio of research currently ongoing in the College focused on cross-national comparisons²⁴ and cross-cultural and inter-cultural studies. There is deep and abiding interest among the faculty to pursue this avenue of research, which will yield results of great interest to policymakers and researchers worldwide as well as opportunities for COE's graduate students to participate in this avenue of research during their tenure at the College.

Immediately below, we highlight several (but perhaps not all) benchmarks described earlier in the priorities sections that are related to international education.

Undergraduate and Initial Teacher Education:

- Students' opportunity to learn about international comparisons in their program of studies, and the impact will be assessed and amended, if found lacking.
 - A global education studies certificate or minor for undergraduates will be available if surveys show sufficient interest.
 - Study abroad options for students will be expanded; options for teacher preparation candidates to engage in international student teaching and field experiences as part of their professional preparation programs will be identified, and new opportunities for student exchanges will be identified.
- The COE will create a portfolio of challenging courses, special seminars and specialized minors open to all undergraduate students on a variety of topics, including issues in international education.
- The Center for Chinese Language Teacher Certification and Development will flourish with the goal of encouraging heritage and native speakers of Chinese to obtain their teaching certificates as well as prepare native English speakers to become proficient teachers of Chinese language.
- The number of international learning opportunities will increase by 25%.
- The COE Office of Advancement will develop additional funding to support students who might not otherwise be able to participate in international experiences.

²⁴The Trends in International Mathematics and Science Study and the Programme for International Student Assessment are two highly regarded cross-national comparisons in which COE faculty have done research.

Graduate Education:

- The COE will offer graduate programs for teachers and other educators worldwide, including on-campus, on-site at county location, mixed-mode, and especially on-line delivery options.
- In collaboration with the UM School of Agriculture, COE will co-teach a cross-cultural comparative education course with a higher education institution in Taiwan.
- The Office of International Initiatives (OII) will develop initiatives to support graduate student international involvement.
 - Support will be available for graduate student travel for professional development and research abroad; the COE Office of Advancement will work with OII to secure foundation and alumni funding.
 - Support will be available for graduate students applying for Fulbright awards and other international fellowships.
- COE Faculty will continue to encourage international topics, challenges in urban education, the impact of technology on teaching and learning, and research-based education policy for theses and dissertations.

Research:

- COE research interests will transcend traditional disciplinary, institutional, state, and national boundaries to create new knowledge.
- The COE will initiate collaborative research projects with area research universities (e.g., Johns Hopkins University, Georgetown University, George Washington University), as well as those within the UM system (UMB, UMBC, Towson) to address on-going educational issues of the state, nation, and global community.
- Graduate studies will include analyses of the ways in which major education and human development policies are addressed worldwide.

Partnerships:

- The COE will have realized its potential to partner with policy organizations on the local, state, national and international levels by making research-based evidence easily accessible to policy-makers on pressing issues.
- The COE will continue to host statewide colloquia—initiated in 2008—on internationalizing teacher education and school curriculum, and will evaluate their impact.
- With advanced networking technologies, the COE will enrich and expand international partnerships to provide for virtual educational exchanges for P-20 students, faculty and staff.

POLICY ENGAGEMENT

To help policymakers and educated citizens make better-informed policy decisions, the COE will apply the scholarship of the faculty to public issues in education. Many of these issues are contentious; for example, the appropriate depth and breadth of the federal impact and influence on K-12 schooling is a controversial issue with varying points of view. Similar examples for higher education, international comparisons, and the role of community service organizations in schooling are easily cited. What is common, however, is the need to start policy engagement with the issue itself and to educate those who will be affected by the policy.

The COE can offer its unique perspective to these debates, grounded in extensive research and practical experience in K-20 classrooms. The College can help policymakers identify questions that need answers, data trails that should be followed, indicators of unintended consequences, as well as evidence on what works to maximize learning and human development. It also can prepare the next generation of education policy scholars as its graduate students create and critique alternative courses of action to enhance the quality of education for all persons and to redress the social conditions that restrict collective democratic aspirations.

The College's proximity to Washington, D.C. and Annapolis, Md., provides incredible access to and potential influence on national, state and local policymakers, policy organizations, granting agencies, the national academies and professional organizations. The COE will:

- Make relevant research from the education and human development community readily available in a timely fashion to policymakers at the state and federal level;
- Deepen the knowledge base of political staff on issues related to education and human development;
- Serve as a clearinghouse of research-based results in education and human development for questions raised by political and policy staff;
- Help the education and human development community learn to make its research findings known in venues beyond the research community.

Immediately below, we highlight several (but perhaps not all) benchmarks described earlier in the priorities sections that are related to policy engagement.

Undergraduate and Initial Teacher Education:

- The COE will analyze the Redesign of Teacher Education (1996) to make certain that it is research-based and current. Collegial, supportive feedback on this policy document will be provided to the MSDE.
- The addition of Policy Studies in the department focused on educator preparation as a result of the reorganization will ensure that prospective educators learn more about the impact of policy on their chosen profession.
- Research results will be accessible via a well-designed web-site and well-publicized research symposia as well as understandable to researchers, educators, policymakers, and the media.
- Students' opportunity to learn about the impact of policy on classrooms and schools will be assessed and amended, if found lacking.
- The COE will create a portfolio of challenging courses, special seminars and specialized minors open to all undergraduate students on a variety of topics, such as educational policy and schooling, history of education and social context of schooling, and educational leadership studies.

Graduate Education:

- All graduate programs will provide a variety of intellectual and professional development activities such as colloquia and seminars, some of which will focus on policy issues in education.
- If there is sufficient faculty and student interest, several interdisciplinary Ph.D. programs (possibly including policy studies) will be launched as well as one Master's degree program, through the redesign of existing programs, reallocation of resources and new sources of funding.

Research:

- The strategic directions will leverage existing strengths and address significant issues relating to human development, teaching and learning, education policy, and leadership, with the goal of becoming among the best in the nation in those selected areas.
- The COE will maintain and strengthen existing collaborations with local, state, federal, and private agencies, as well as expand relationships with new agencies for partnerships of mutual benefit. Such relationships will help to immediately foster the following:
 - Shared research agendas, with special attention to partners' needs, and increased funding opportunities.
 - Leadership and visibility of the COE as a state and national player with these agencies and organizations.
 - The linking of research and practice around policy-relevant issues.
- Utilizing key personnel, the COE will strengthen partnerships with the MSDE and with individual school districts, to ensure that the College's critical research agendas: (1) overlap with the needs of the state's (and nation's) schools, (2) involve the personnel in those schools as equal research partners, and (3) contain on-going dialogs with the school constituents before, during, and after individual research endeavors.

Partnerships:

- Professional relationships between the COE and nearby district officials (superintendents, staff, school board, etc.) will be strengthened by sharing current research results, especially about challenges associated with educating diverse groups of students.
- Local, state, and national policymakers will look to the COE and its school partners for guidance on a wide variety of issues related to learning, teaching and development of children, youth and families.
- The COE will have working relationships for the exchange of scholarly information with the many professional organizations that focus on education (e.g., NGA, LFA, Center on Education Policy).
- The COE will have realized its potential to partner with policy organizations on the local, state, national and international levels by making research-based evidence easily accessible to policy-makers on pressing issues.
- Create and strengthen relationships between COE faculty and professionals in schools, community colleges, workforce development, community and family organizations, policy makers, government agencies, and colleges and universities with the intent of weakening the link between social and economic inequities and the achievement gap.
- The COE will establish a network of campus/school partnerships to improve the interplay between public education and community service providers.

Critical Enablers

VISION

This concluding portion of the Strategic Plan describes the essential conditions and tools required in order to achieve the College's vision. Most critical is an outstanding and dedicated corps of faculty and staff focused on fulfilling the College's mission. Thus, we describe the College's commitment to and strategies for attracting, retaining, and caring for the faculty and staff that will enable it to achieve its Strategic Initiatives as articulated in the priorities. A welcoming work environment with cutting edge material and technological infrastructure is also needed to provide students a more supportive learning environment and to facilitate the work of the faculty and staff. To accomplish this, the COE must implement an innovative, thoughtful, and consultative process for allocating vital resources in support of college priorities. The final critical enabler section describes how we will re-invigorate our external relations program to more effectively promote dialogue between the college and its stakeholders.

FACULTY AND STAFF

Faculty and staff numbers will maintain a level that fully supports our Strategic Plan. Faculty members are the single most important factor determining the reputation, impact, and visibility of the college. The College's stature is a testament to its existing faculty. Similarly, COE staff members have shown themselves time and again to be dedicated, loyal, and indispensable to the smooth functioning of the institution. This will be especially evident as the staff infrastructure is realigned during the reorganization process.

Yet natural attrition and strategic new directions will inevitably lead to new faculty (including faculty from other ranks such as research, instructional and PDS coordinators) and staff hires from time to time. The goals and benchmarks below will guide our hiring practices, in light of current and future economic realities.

GOAL 1: To recruit and retain outstanding faculty and staff, the College will provide compensation, resources, benefits, and support programs that are competitive with those of the top public colleges of education in the nation.

- Faculty and staff hiring decisions will be made to further the Strategic Initiatives of the COE and in the context of the three new departments.
- The COE will work with the University as it vigorously pursues funding to ensure compensation and benefit packages that are at the level of our peers and suitable for the cost of living requirements in our metropolitan area.
 - By FY 2013, average faculty compensation for each professorial rank will be at or above the mean of the campus' five designated peers for that rank and for comparable disciplines. Overall, the campus reports that we are currently at 98% of this goal. Where the goal is already exceeded, an appropriate differential will be maintained.
- The College will follow the campus' lead in making staff salary levels, benefits, and conditions of employment competitive with those for similar positions in competitive markets.
- The College will follow the campus' lead in ensuring that pay levels, benefits, and conditions of employment are fair, competitive and appropriate for non-tenure track faculty, especially for those in part-time and short-term contractual positions.
- The College will follow the campus' lead in developing financial arrangements to facilitate early or phased retirement for senior faculty members who may request it.

- The College will develop a workplace that is attractive and welcoming,²⁵ reflects the intellectual and cultural ambiance of an institution that supports interdisciplinary interaction, and promotes a sense of community.
- The College will develop outstanding research and teaching facilities and create an overall physical work environment that encourages efficiency and responsiveness throughout the institution.
- Staff members in all categories will be provided opportunities for professional development and career growth as well as for leadership and advanced skills training, as appropriate.

GOAL 2: The COE is committed to an inclusive community and will aggressively recruit outstanding and diverse individuals to our faculty, staff, and administrative ranks. We will promote a college based on fairness, equity, and diversity in all our policies, procedures, and activities.

- Policies and practices for the hiring, retention, professional development, and promotion of faculty and staff will encourage the full participation and success of individuals from under-represented groups.
- The COE will review its current policies on diversity and collaboratively devise an updated diversity plan that will identify and incorporate the values of diversity and inclusiveness in all aspects of the college.
- The College will monitor each unit's success in increasing diversity among faculty, staff, and administrators.
- The College will identify impediments to success and work to remove them.
- We will strengthen mentoring in order to strengthen and build a fully diverse college community.
- Following the lead of the university, the COE will seek to greatly reduce the existing gap in the rate of promotion to tenure and of promotion to full professorships between women and minority males as compared to that for majority males.
- We will maintain and encourage free speech, open debate, academic freedom, and respect and tolerance for diverse opinions and life styles.

GOAL 3: Following the University lead, the College's reward systems, its systems for resource allocation, and the shared vision and values of the university community will encourage balanced creative efforts towards the fulfillment of all aspects of our mission and our Strategic Priorities.

- The standards used in hiring and promotion of tenured and tenure-track faculty will stress excellence and will be in line with standards used at our peer institutions.
 - Mentoring of junior faculty will be a valued activity by tenured faculty
- The post-tenure review process will be systematic.
 - We will take advantage of available university resources to reward outstanding accomplishments, such as scholarly achievement, innovative teaching, institutional and professional service, or exemplary community engagement.
 - The COE, in adherence with university policy will develop a policy and fair and equitable mechanism for reducing compensation when performance improvement goals that are set following an unsatisfactory post-tenure review are not subsequently met. Stringent safeguards will ensure that this mechanism is not abused.
- Non-tenure-track faculty will be carefully selected, regularly reviewed, appropriately mentored, and retained when performance is high.

²⁵ The next critical enabler, Infrastructure and Academic Support, discusses this in more detail.

- COE will integrate non-tenure-track faculty into the university community.
- High standards for staff recruitment and work performance throughout the college will be maintained.
 - The performance review and development system will be transparent and fair and will provide opportunities for mentoring, performance counseling, and reward for outstanding accomplishments.

INFRASTRUCTURE AND ACADEMIC SUPPORT



Following the lead of the University, the College will take advantage of opportunities to be a Green Facility, slashing energy use, expanding green spaces, reducing its carbon footprint, and retrofitting the Benjamin and Cole facilities to meet campus environmental standards. The College's infrastructure will enable and enhance the work of its faculty, staff, and students. Its people and processes will be responsive and customer-oriented. Its facilities, information resources, and technologies will fully support the missions of teaching, scholarship, and community outreach and engagement. The

quality and attractiveness of the overall work environment will assist in the recruitment and retention of outstanding faculty, students, and staff.

GOAL 1: The COE will maintain environmental stewardship and sustainability in its substantial renovation of the Benjamin and Cole building. The retrofit will reduce the use of energy, water, materials, and natural resources.

- The COE will pursue available funding and search for additional space that will reduce our space deficit and adequately support our mission of outstanding teaching and research.
- We will work with the University to preserve and enhance the architectural heritage of the college through the continued development of open spaces, gathering places, vistas of green lawn and trees, and groupings of buildings that promote a sense of community.

GOAL 2: The COE will support a learning and research environment with up-to-date teaching and research facilities and powerful technology tools that support the College's mission, especially the innovation and creativity strategic initiative.

- The College will be a part of the Administrative Affairs strategic facilities and information technology renovation plan tied to college academic and administrative priorities. The plan will focus on modernizing research and office space and upgrading classrooms to promote quality teaching, learning, and research.
- The College will continue to provide special-purpose information technology-enhanced classrooms and laboratories to support next generation instruction capabilities.
 - COE students, through the newly outfitted Classroom of the Future housed in the COE, will deepen their knowledge of the use of technology in teaching and learning.
- The College will create a robust "virtual presence" infrastructure to support distance learning, research collaborations, international programs, and daily business activities.

- Even where face-to-face meetings are feasible, virtual presence saves valuable time otherwise wasted in travel and also can significantly reduce the College's energy use.
- We will upgrade the IT security infrastructure in partnership with the Office of Information Technology.

RESOURCE ALLOCATION AND ADMINISTRATIVE EFFICIENCY

To fulfill the vision of the Strategic Plan, the College will commit to the highest standards for efficient and effective use of its resources. Resources needed to fulfill the mission will emerge from the State of Maryland and the federal government; from tuition and fees, from entrepreneurial, revenue-generating activities; and from fundraising programs and the generosity of our alumni and friends. Realization of effective resource allocation will require a long-term, carefully crafted and executed plan to maximize the use of available resources and increase the administrative efficiency of all College operations.

Resource allocation will achieve three objectives:

- Allocate resources to programs and activities that are most closely aligned with the priorities of the Strategic Plan or that exhibit the potential to be excellent;
- Shift the College's resources to a powerful, reduced set of programs and activities so as to improve quality and effectiveness; and
- Maximize operational efficiency at all levels.

Through successful resource allocation and increased administrative efficiency, the College will become an agile and responsive organization. Working with the University, we will employ state-of-the-art information technology to ensure that College data are accurate and available for effective decision making. College units will provide responsive, customer-oriented services to all constituencies. Annual surveys will monitor the progress made in improving academic and administrative operations.

The implementation of the University's resource allocation model will contribute to the College's ability to reward and nurture excellence and creativity by providing resources for new initiatives consonant with the strategic plan.

GOAL 1: The Dean will work with the Provost and vice presidents to develop well-thought-out measures of mission and achievement for our College and use the measures to introduce a full-scale dynamic resource allocation process. The allocation model should result in a close balance of the College's available resources with its mission, expectations, impact on its field, and overall reputation.

- The University will establish a budgetary process that reallocates an amount approximately equal to 2% of the University's state supported operating funds²⁶ every year.
 - Of the retained resources, half will be held by the Provost for redistribution and half will be reallocated within the College from which it derives.
 - Reallocations will be aligned with the priorities of the Strategic Plan, with coordination by the Provost.
 - Within the Division of Academic Affairs, mission achievement will be gauged by educational outcomes, scholarly productivity, and engagement with the external community. Additional measures will include: centrality to mission, excellence in performance, especially in comparison with peers; international reputation; rate of progress; and quality of leadership.

²⁶ In 2008, 2% is about 16M in the University budget and about \$350,000 in the College budget.

- Specific measures of unit achievement will be developed by October 1, 2009, and the resource reallocation model could be implemented in the FY 2010 budget cycle depending on the state budgets provided to the campus.
- For all tenured faculty separations and retirements, half the position and associated state salary will revert to the Provost's Office for allocation. These reversions will count towards the college's share within the reallocation process. This rule will be administrated in such a way that it does not unduly influence decisions concerning faculty retirement.
- The Provost will oversee a process based on shared governance, for redistributing resources among colleges.
- Within the Division of Academic Affairs, deans will determine reallocations to priorities of the strategic plan within their units with oversight by the Provost.
 - A significant investment in cutting edge technology and media is critical to the College's ability to successfully implement its innovation and creativity initiative.
- Reallocation decisions will be informed by quantitative and qualitative criteria concerning educational and scholarly accomplishments of the unit as well as other contributions to plan priorities. The criteria used will be appropriate to each discipline, will be referenced to disciplinary norms, and will be developed annually.
- We will establish a process that reallocates space assigned to College units to optimize the use of this critical resource.

GOAL 2: To elevate the quality of education and research programs, the Provost and the deans will develop a schedule to modestly decrease total undergraduate and graduate enrollment. In addition, the planned redistribution of faculty and other resources will begin to redress current imbalances.

- The COE will also participate in the campus process to evaluate low-enrollment and low-degree productivity programs to determine which of these programs can be supported. The process of program elimination or consolidation, recently undertaken in the reorganization, will continue.
- The COE reorganization will optimally support scholarship, teaching responsibilities and student learning.

GOAL 3: Under the oversight of the Provost and vice presidents, the College will conduct thorough reviews of all academic and administrative processes in all departments and take action as warranted to increase efficiency across the College, simplify the work of the College, and facilitate innovation.

- The new three-department model for COE offers immediate cost-savings with fewer department chairs and potential savings on elimination of duplicate services.
- The COE will review, revise, and streamline all major administrative processes to decrease the time to completion of transactions and to increase the quality of critical as well as routine projects. These processes include academic program and course approvals; academic unit reviews; unit head reviews; faculty and staff searches, appointment, promotion, and reclassification processes; and procurement, among others.
 - They will be more effective and efficient as determined by quantitative output measures, surveys, and focus groups.
- We will establish a minimum student section size, which may depend on disciplinary requirements, for graduate and undergraduate courses that are credited to the teaching reasonability of a faculty member.

- We will closely examine opportunities and implement programs to decrease operational costs and increase efficiency through economies of scale in situations where this strategy yields benefits to the College. Facilities, procurement, infrastructure services, implementation of administrative processes, and implementation of academic processes are prime candidates to benefit from economies of scale.

EXTERNAL RELATIONS, DEVELOPMENT, AND COMMUNICATIONS



The Office of College Advancement will play a central role in raising public awareness of the College's vision and its strategic initiatives—equity and diversity, innovation and creativity, international education and partnerships. Its success will be demonstrated by expanding and strengthening the College's base of stakeholders (e.g., alumni, faculty,

staff, campus colleagues, education administrators, etc.), and in creating a community of friends ready to support the College in all ways.

GOAL 1: The College will successfully complete the Great Expectations capital campaign²⁷ and build a fundraising program capable of generating increased gift support for the College of Education.

- The Office of Advancement will increase collaboration with the University's Office of Gift Planning to market planned giving options to the College's alumni and friends.
 - To complement the University's emphasis on major gifts (i.e., > \$50,000), the Office will increase focus on gifts of similar size. When appealing to certain major gift suspects, we will encourage a two-prong donation: i) a current-use gift so funds are available immediately (e.g., for distribution of scholarships); ii) an estate gift/planned gift for future use. This allows the College to create a sustainable donor base for its future.
 - Advancement will continue to establish and cultivate relationships with new donor prospects (i.e., getting to know prospective donors and moving them toward a position of solicitation readiness), with the goal of closing a minimum of 12 major gifts per year.
 - We will actively seek out leverage opportunities for donors to upgrade their gifts (e.g., to mark the 5th or 10th anniversary of their establishment of a fund or when they began making annual gifts to the College).
 - Advancement will increase the culture of giving among faculty and staff, and simultaneously encourage them to be alert of new funding sources that we can pursue.
 - Advancement will successfully raise funds through its volunteers and leadership for the array of specific purposes described in the College priorities.²⁸

²⁷ In order to reach the College's \$20M goal by the end of the campaign period in 2011, an average of \$3.75M/year needs to be raised.

²⁸ Two examples follow: (1) The COE Office of Advancement will secure an additional source of seed funding to support the development of interdisciplinary research proposals related to teacher preparation; (2) Advancement will cultivate additional funding to support students who otherwise lack the resources to participate in international experiences.

- Advancement will also implement a pilot program that asks all Cabinet members to donate a minimum of \$5,000 to the College, as well as commit to raising at least that amount from the major gift suspects with whom they have been matched.
- Advancement will establish a Dean's Business Roundtable, consisting of top entrepreneurs, corporation executives, and leading organizations. Robust participation will be the key strength as members focus on addressing some of the major education challenges facing society today and generating significant funding for solutions. Plans are to establish the group's charter membership by the end of 2010.
- Through wealth engine research, Advancement has uncovered 250 donors who have the potential to donate a cumulative of \$65 million. These prospects will be approached strategically by researching the appropriate avenues to reach out to them and appealing to their interests within the College.
- Advancement will work with the College's web team to establish a portal for online donations that will be displayed prominently on the College's redesigned homepage. This would link to the College's development web page, which would outline the College's fundraising priorities and the various funds to which donors can give. The online donation form will also offer options for a one-time gift or a recurring donation.
- Advancement will actively seek out education-related grant opportunities and match them to appropriate faculty.

GOAL 2: The College will strengthen marketing and communications to generate funding and raise public awareness of the College and its accomplishments.

- The Office will use the following as principal means of communication to elevate the College of Education brand and lead to significant increases in funding:
 - *College Bulletin* (College newsletter, published monthly online)
 - *Endeavors* (Alumni newsletter, published two times/year, print and online)
 - *Web site and Social Networks:* Advancement will use the College homepage and social networks (e.g., Facebook; LinkedIn) to update alumni and friends about key happenings within the College. The Office will also investigate developing an online campaign (e.g., Fund a Future Teacher) where organizations are asked to match funds based on the number of 'friends' the College's accumulates in its networks.
- To integrate marketing with fundraising, we will arm University Relations staff and other faculty/staff/alumni volunteers soliciting major gifts on behalf of the College with key information regarding the College's top ranking, faculty innovations and our impact in the local and global community.
- Advancement will work with its Advisory Council, comprised of college leadership and department representatives, to generate ideas/messages for promotion of College initiatives and accomplishments, which would be conveyed in a consistent and complementary manner.
- The Office of Advancement will work with University Marketing and Communications to develop a marketing/branding plan for the College, beginning March 2010.
- Advancement will continue to collaborate with University Media Relations to promote the College and its initiatives in regional and national media.

GOAL 3: The Office of Advancement will promote activities that create a sense of life-long reciprocal relationships with alumni, faculty, staff and friends for the purpose of strengthening programs to expand the College's family and their ties to the College and the University.

- Advancement will continue to work with College colleagues and faculty to organize at least six events per year that highlight alumni accomplishments and/or provide opportunities to reconnect/strengthen alumni bonds within the College community. The Office will ensure programs meet the needs of alumni and the College, and will market the programs effectively to ensure increased participation every year.
- We will assign Alumni Board members to work as a liaison with the programs from which they matriculated, to establish a line of communication for the purpose of identifying collaborative opportunities (e.g., for mentoring, career networking, workshops/panels, fundraising events).
 - All events will be assessed in terms of cost effectiveness, increase in Alumni Association membership, and donations received. Based on this input, modifications will be made when necessary. Sponsorship categories will also be established for certain College events (e.g., the Annual Alumni Awards), allowing multiple sponsors at different funding levels to support one event.



UNDERGRADUATE AND INITIAL TEACHER EDUCATION

APPENDIX A
Extended Learning Opportunities Evaluation

To monitor the success of the portfolio offerings, a specially-appointed Task Force will:

- Review existing courses, seminars and specialized minors currently offered in the COE
- Make recommendations for enhancing the breadth and balance of the offerings
- Invite coalitions of interested and related faculty to propose courses, seminars and minors
- Develop marketing practices to attract a diverse group of students to the portfolio of courses, seminars and minors
- Create tracking systems to monitor:
 - Courses taught by tenured or tenure-track faculty
 - Enrollments in courses, seminars and minors, including SAT, GPA, and diversity information
 - Completion rates in minors
 - Student evaluations and exit surveys

To monitor the success of the service learning strategy, a Task Force will:

- Review service learning opportunities currently available and make recommendations about how to best expand and balance the effort.
- Develop marketing practices to attract a diverse group of students to the service learning opportunities.
- Create tracking systems to monitor:
 - The number and type of partnerships involved
 - The numbers of students involved, including SAT, GPA, and diversity information
 - Follow-up surveys of students and partners involved

To monitor the success of the international learning experiences, a Task Force will:

- Review the current study abroad programs offered within the COE and through UM and make recommendations for developing the best combination of offerings.
- Develop marketing practices to attract a diverse group of students to the array of study abroad options.
- Create tracking systems to monitor:
 - The faculty who are appointed as GATE Fellows.
 - The number and type of COE study abroad options and courses that have incorporated international topics and themes.
 - The numbers of students involved, including SAT, GPA, and diversity information.
 - Student evaluations of courses that have incorporated international themes and topics.
 - Follow-up survey data of students involved.

To monitor the success of expanded Research opportunities, a Task Force will.

- Review the prevalence of undergraduate research experiences available in the COE now and make recommendations for increasing the number and breadth of opportunities
- Recruit COE faculty—especially those with funded research projects—to create research assistant positions in their projects for interested undergraduate students
- Develop marketing practices to attract a diverse group of students to the research assistant options in the COE
- Create tracking systems to monitor:
 - The number and type of COE-based research projects which are open to undergraduate research assistants
 - The numbers of students involved, including SAT, GPA, and diversity information
 - Follow-up survey data of students and faculty members involved



GRADUATE EDUCATION

APPENDIX B
Key Student and Program Indicators

The following indicators will be used to monitor the quality of graduate programs in the COE and progress toward the Strategic Plan goals. Departments and programs will identify positions and institutions that are judged to be of high quality, and also provide specificity for different kinds of scholarly products relevant to the field.

Student Indicators at Time of Admission

- Student test scores (GRE, MAT)
- Undergraduate GPA
- Graduate GPA, where appropriate
- Statements of interest and potential connection to the departments' ongoing research and programs for Ph. D. programs and practice and outreach activities for Ed. D. students
- Quality of letters of recommendations
- Prestige of undergraduate or previous graduate institution
- Level of scholarly activity, such as presentations, publications
- Leadership activities in undergraduate or master's program
- Breadth and quality of work experience
- For Ed. D. programs demonstration of exemplary practice in PreK-12 schools and colleges and potential for future leadership

Student Indicators During Enrollment in Doctoral Program

- Scholarly productivity of Ph.D. students (i.e., publications in peer reviewed journals, chapters in edited volumes, conference presentations, technical reports, etc.). Scholarship is defined as the development of new knowledge in a given field, and/or the production of policy papers based in research knowledge.
- Quality of performance in doctoral program (course grades, comprehensive exam performance, ratings of performance in other program activities).
- For Ed. D. programs demonstration of the ability to work to address compelling educational problems in K – 12 and post-secondary settings.
- Student applications for grants and fellowships and success at obtaining them.
- Leadership activities- positions in student government or department committees, participation in policy or leadership forums, etc.

Student Indicators at Time of Degree: Primary focus on placements

- Post graduate placements- tenure track faculty positions at research extensive universities; postdoctoral fellowships or research scientist positions at prestigious institutions; positions with leading government, research, and/or policy organizations (specific lists of these positions can be generated by different programs)

Student Indicators Five Years Post Degree: Primary focus on accomplishments and placements

- Tenured or tenure track positions in research extensive universities and other research extensive institutions
- Employment in other important education or policy organizations or associations (lists to be generated)
- Professional accomplishments during first five years of career- publications, awards, memberships, editing activities, etc.
- Indicators of emerging leadership in the profession- involvement in national organizations, participation in policy panels and forums, offices held in various organizations

Program Quality Indicators

- Percent of full time and part time graduate students and reason for part time status (particularly in Ph.D. programs)
- Credentials of faculty teaching graduate courses (scholarly accomplishments, leadership activities)
- Percent of full-time faculty teaching graduate courses
- Mentoring assignments and student rating of mentoring experience
- Characteristics of assistantships in program
- Characteristics and number of internships and apprenticeships as well as other professional experiences
- Average time to degree in program
- Number of colloquia and symposia and similar activities offered to graduate students
- Awards and honors achieved by graduate students in program
- Number of student publications in peer-reviewed journals
- Number and quality of student presentations
- Quality of career counseling activities in program
- Placements by program



RESEARCH

APPENDIX C
Criteria for the Advisory Committee on Research

- The leadership of a senior faculty champion or group and the presence of a sufficient corps of faculty and staff committed to the highest achievement.
 - Competitive positioning and the likelihood of research distinction.
 - Responsiveness to a critical problem and potential for impact.
 - Compatibility with the academic goals and mission of the COE.
 - Potential for significant government, corporate, or foundation funding.
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