GRADUATE SCHOOL OF EDUCATION
STRATEGIC PLAN FY14

VISION
The GSE will be the public education college of choice for teacher and leader preparation in Massachusetts because of the quality of its programs and reputation of its faculty.

BELIEFS
Faculty and staff believe that education should be transformational for leaders, teachers and students and this is achieved through a commitment to excellence, equity, cooperation and inquiry.

MISSION – Faculty and Professional Staff:
Prepare leaders and teachers who have the knowledge and skills necessary to support the academic and social success of all children by maintaining a focus on the needs of students from different cultures, geographic locations, socioeconomic groups, and language groups.

- Partner with school districts, the LNHP and UML departments, in order to enhance the quality of education for students at all levels.
- Engage in state and federal initiatives in order to influence educational policy and/or its implementation.
- Engage in individual and collaborative scholarship and externally funded projects to extend the knowledge of the field.

DEGREE PROGRAMS
CIIC ELEM
CIIC SEC
ED ADMIN
R AND L
ED.D

MINORS
EDUC
STEM
HAVERHILL MINOR

PARTNERSHIPS WITH SCHOOLS
Elementary partnership schools
Leadership fellows from 5 districts
UTeach partners with 5 districts

CHIEF REDESIGN OFFICER LAWRENCE
GRANT DEVELOPER WITH LOWELL

PARTNERSHIP WITH NATIONAL PARK through Tsongas Industrial History Center

PARTNERSHIP WITH OTHER GROUPS
UMB – Early C&C
Salem - UMB – PHD
JUMPSTART

POLICY
Readiness Center
Vision Project
PARCC
STEM Network
MACTE COMTEC
ABLE-4-STEM

EXTERNAL FUNDING FOR GSE
Petalls
Science Express
Math Tutoring
UTeach
IGert
# VISION FOR THE STRUCTURE OF THE COLLEGE OF EDUCATION

## COLLEGE ADMINISTRATION

**DEAN**

**DIRECTOR OF ACCREDITATION AND NEW PROGRAM APPROVAL**

**REPORTING AND LICENSURE OFFICER**

<table>
<thead>
<tr>
<th>DEPARTMENT 1</th>
<th>DEPARTMENT 2</th>
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<tbody>
<tr>
<td><strong>PEDAGOGICAL STUDIES</strong></td>
<td><strong>POLICY, LEADERSHIP AND RESEARCH</strong></td>
</tr>
<tr>
<td>Curric and Instruction options</td>
<td>Higher Ed – M.Ed. (Ph.D. option)</td>
</tr>
<tr>
<td>R and L Masters and PhD</td>
<td>Research and Evaluation PhD</td>
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<tr>
<td>Ed.D. Math/Sci</td>
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<tr>
<td>UTEACH Minor</td>
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<tr>
<td>EDUC Minor</td>
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**Affiliated Center: TIHC**

Director (Staff)

**Affiliated center: Research and Evaluation**

Director (Faculty)

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**# of faculty we need to build towards = 26**

16 (currently 10)

(INCLUDES 3 CLINICAL FACULTY)

(INCLUDES 1 NTT)

(INCLUDES 3 UTEACH NTT's)

10 (all tenure track) (currently 7)
# Pillars of Excellence

## TRANSFORMATIONAL EDUCATION

### STRENGTHS
- Excellent teaching practices by majority of faculty
- Commitment to improving online teaching from many faculty
- Have identified key assessments for programs.
- Commitment from Initial Licensure faculty to continuously examine programs.
- UTEACH program is engaging STEM majors

### OPPORTUNITIES
- UTeach and minor will track into masters degrees
- Create an elementary education track within the BA Liberal Arts which could lead increase enrollment on our main campus and provide a presence at our satellite in Haverhill.
- New PhD options, particularly Research and Program Evaluation – development of a program evaluation center

### WEAKNESSES
- Need to use the data we gather from key assessments to greatest effect.
- Need to build community among undergraduate minor and among doctoral students to ensure retention and progress
- Secondary program needs to increase the nature of its field-based work.
- Inequity of load due to specialized nature of faculty qualifications.

### THREATS
- Constant regulation changes from DESE which have impacted enrollment.
- Faculty load at capacity – faculty specialized, can’t always expand programs as we do not have the correct expertise.
- Trying to find a way that engineers can complete UTEACH.
- Intensive competition for education students in the region…. Enrollment decreases
- Online education programs are becoming far more common and licensure is restricted by states ….. enrollment decreases.

## GLOBAL ENGAGEMENT AND INCLUSIVE CULTURE

### STRENGTHS
- Partnership in research with Ireland and Israel through the efforts of James Nehring and Stacy Szczesiul.
- Recurring funding from the Korean Foundation thanks to the efforts of MJ Kim
- JUMPSTART program attracts students of diverse backgrounds

### OPPORTUNITIES
- Designate scholarships for under-represented populations candidates
- Create faculty and student ambassadors to meet with students from under-represented groups
- GUST campus – faculty interest
- International funding is available for the right project

### WEAKNESSES
- Engaging a more diverse student body in our teacher preparation program.
- NAVITAS did not attract international students to education; cannot offer the program we had designed.
- Diversity of faculty is 2 Asian and 1 African out of a faculty of 17

### THREATS
- Teaching population in this area is predominantly white and therefore we are unable to attract a diverse population to our advanced programs.
- International doctoral students need TAships, yet they do not have the skills to teach undergraduate education courses as they are unfamiliar with systems, strategies, policies in the US. Not sure what they could teach in other colleges either.
### INNOVATIVE RESEARCH AND ENTREPRENEURSHIP

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>OPPORTUNITIES</th>
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<tbody>
<tr>
<td>- The vast majority of faculty are research active, regularly publishing in journals</td>
<td>- STEM funding can benefit from the involvement of STEM Education Faculty</td>
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<tr>
<td>- Have gained $5.8 million in grant funding in the last 2 years (David Lustick, Jill Lohmeier, Michaela Colombo, Anita Greenwood)</td>
<td>- Federal grants require program evaluators, opportunity to build a program evaluation center drawing on the expertise of Jill Lohmeier</td>
</tr>
<tr>
<td>- Faculty engage with colleagues in other departments on their research and are often Co-PI (Judith Davidson, Michelle Scribner-MacLean)</td>
<td>- Foundations and industry as sources of funding</td>
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**WEAKNESSES and/or THREATS**

- Not all faculty in a field where external funding is obviously/regularly available.

### LEVERAGE OUR LEGACY AND OUR PLACE

<table>
<thead>
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<th>STRENGTHS</th>
<th>OPPORTUNITIES</th>
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<tbody>
<tr>
<td>- Partnership with the LNHP</td>
<td>- Even great involvement of departments with the resources of the LNHP (coursework and internships)</td>
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<td>- Creative Economy grants/proposals focus on regional advancement (David Lustick, Jill Lohmeier, Patricia Fontaine)</td>
<td>- Engaging alumni from our teacher prep and doctoral programs through GSE events</td>
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<td>- Seed Grants work with local K-12 students</td>
<td>- Celebrating our partnerships to increase loyalty to the GSE</td>
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<td>- Loyal undergraduate alumni base</td>
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<td>- Several large scholarships received in the last 3 years</td>
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<td>- Strong partnerships with schools in some programs (Initial Licensure and UTeach)</td>
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**WEAKNESSES**

- Individual alumni giving is declining
- Identity as a GRADUATE school, when in fact we now serve a lot of undergraduates — this reduces our visibility in publications (e.g. UML has 5 undergraduate colleges) and commitment of alumni

**THREATS**

- Online students have no/little connection to UML and will lower our alumni support

### ENTREPRENEURIAL STEWARDSHIP IN HIGHER EDUCATION

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<th>STRENGTHS</th>
<th>OPPORTUNITIES</th>
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<tbody>
<tr>
<td>- We do a lot without demanding many resources — can finance many of our needs through continuing education contributions.</td>
<td>- Closer engagement in grants with Lowell through the new Grant and Partnerships position.</td>
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**WEAKNESSES**

- UTeach facilities lack a teaching lab
- Model teaching room and appropriate technology for teacher training, much as nursing needs a “mock hospital” facility for their students.

**THREATS**

- Teacher preparation under attack from many quarters and we may not have the personnel and facilities to answer the criticisms