

University of Tennessee
College of Education, Health, & Human Sciences
Department of Child and Family Studies

Five Year Strategic Plan
(January 1, 2013 to December 31, 2017)

Identification of Strategic Goals, Objectives,
Resources, Metrics & Responsibilities

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I. PURPOSE AND ORGANIZATION OF THE STRATEGIC PLAN

The University of Tennessee at Knoxville is the State of Tennessee's flagship research institution, a campus of choice for outstanding undergraduates, and a premier graduate institution. As a land-grant university, it is committed to excellence in learning, scholarship, and engagement with society. The Department of Child and Family Studies (CFS), within the College of Education, Health, and Human Sciences (CEHHS), is an instrumental resource of the University to achieve its educational, economic development, and globalization goals, with the ultimate purpose of advancing human knowledge and enriching and elevating society.

The purpose of the strategic plan is to identify and pursue a path toward scholarly, instructional, and service excellence in the Department of Child and Family Studies (CFS). The strategies formulated in the plan are consistent with the vision and mission statements of the college and support the achievement of its goals. The plan includes a list of broad objectives that will guide the department's major decision-making and progress toward its goals over the next 5 years. The plan will be evaluated on a yearly basis and updated as conditions and expectations change.

The CFS Strategic Plan is not intended to supplant nor contradict the CFS Faculty Expectations Document, but rather reflect our goals and aspirations as an overall faculty. As such, all numbers reflect our goals, on average, across the department.

The plan is organized into eight sections as follows:

1. A *vision statement* to help faculty focus on a departmental ideal for the future.
2. A *mission statement* to identify specific outcomes that must be achieved if the vision is to become a reality.
3. A set of *core values* that are shared by all members of the department and are useful for assessing the quality of the department's goals and objectives.
4. A set of *strategic goals* that are desired outcomes, accomplishments, conditions, and positions (e.g., with respect to related programs at other institutions of higher education) that will inform faculty about progress made toward achieving the department's vision and mission.
5. A list of specific, measurable *objectives* that will provide quantitative evidence of progress toward each strategic goal.
6. A list of available and/or needed *resources* to meet the objectives.
7. A list of required annual *metrics* and *products* for evaluating progress toward our goals.
8. Identification of *responsibilities* within each strategic goal that reflect the faculty members' recognition of the shared effort required to achieve our vision and mission.

II. VISION

The vision of the Department of Child and Family Studies is to be recognized by scholars, both within the U.S. and abroad, for excellence in research; to be recognized by employers and graduate institutions for excellence in student preparation; and to be well-known for outreach to groups and communities, all of which contributes to enhanced well-being for children, youth, and families.

III. MISSION

The mission of the Department of Child and Family Studies is three-fold: to (1) conduct research in (or relevant to) contexts such as the home, school, and communities for the purpose of generating new knowledge and informed practices related to the well-being of children, youth, and families, particularly those who are the most vulnerable and at-risk for falling short of optimal outcomes; (2) educate and train well informed undergraduate, masters, and doctoral level students who are well prepared to study and/or serve predominantly at-risk children, youth, and families in the state, region, nation, and international communities; and (3) provide outreach and/or consulting services to families, government and private agencies, NGOs, professional organizations, and industries in areas that relate to Child and Family Studies.

IV. CORE VALUES

The following values are consistent with those recently established for the college and serve as the foundation for the department's vision and mission. They also serve as guiding principles for the attainment of the strategic priorities set forth in this plan. As a department, we value:

- *Research, discovery, and application.* We value the pursuit of knowledge, the respectful exchange of ideas, academic freedom and integrity, and application of ideas and resources to real-world problems.
- *Appreciation of diversity¹ and similarities among our students, staff, and faculty.* We value people of all races, creeds, ethnicities, genders, sexual orientations, gender identities, physical abilities, and socio-economic groups.
- *Development of tomorrow's leaders.* We value culturally aware students and faculty members who represent an array of diverse populations, and who are effective leaders, collaborators, and change agents.
- *The challenge of teaching, learning, and practice.* We value quality instruction for our students that draws upon knowledge generated through research.
- *Intercultural and international engagement.* We value engagement with our local and extended communities and embrace intercultural and global perspectives.

- *Outreach and community service.* We value outreach, service learning, engaged scholarship, and community service as part of our mission as a land grant university.
- *Integrity, responsibility, and commitment to high ethical standards.* We value and expect high standards for ethical and professional behavior among staff, students, and faculty.

¹ As a faculty, we use the terms “diverse” and “diversity” broadly in this document, to (a) reflect our respect for members of all races, creeds, ethnicities, genders, sexual orientations, gender identities, physical abilities, and socio-economic groups, and (b) reflect our goal of increasing the variability of our student, faculty, and staff populations with regard to these categories, with an emphasis on increasing the number (and percentage of each population) of persons of color.

V. STRATEGIC GOALS

Achievement of the following goals will indicate that the department's vision and mission have been reached.

- 1.** Attract, retain, and foster continued development of a stellar, diverse faculty.
- 2.** Strengthen the capacity and output in research and scholarship to achieve national and international recognition based on the quality, productivity, and visibility of CFS educational and research programs.
- 3.** Educate and graduate increasing numbers of diverse doctoral students who establish a publication record in peer-reviewed journals during their course of study, are emerging experts in their fields by the time they graduate, and can compete successfully for positions in institutions of higher education or government and private agencies that engage in basic and/or applied research.
- 4.** Educate and graduate diverse Master's students who have broad-based knowledge in CFS and (a) practicum experiences that allow them to compete successfully for leadership positions in community agencies, educational settings, or other programs that serve children, youth, and families and/or (b) research experiences that allow them to apply for advanced degrees in CFS or related fields.
- 5.** Develop and graduate a diverse body of high quality undergraduate students by offering a rigorous program of study that challenges every student and provides opportunities for involvement in research, thus allowing every student to compete effectively for graduate school opportunities and/or professional positions.
- 6.** Promote excellence in outreach, service, service learning, and civic engagement to meet the needs of children, youth, and families at-risk, build new knowledge, and encourage civic dialogue.
- 7.** Strengthen and broaden international/intercultural teaching, service, and research in CFS.

VI. OBJECTIVES (organized by Strategic Goals)

Goal 1. *Attract, retain, and foster continued development of a stellar, diverse faculty.*

- a) Expand tenure-line faculty (TLF) to at least 13 FTE.
- b) Develop a plan for faculty development (e.g., mentoring, professional leave, summer fellowships, reduced teaching loads) by August, 2013.
- c) Develop a strategy for increasing diversity among faculty by August, 2013.

Goal 2. *Strengthen the capacity and output in research and scholarship to achieve national and international recognition based on the quality, productivity, and visibility of CFS educational and research programs.*

- a) As a faculty, average ≥ 2 accepted journal articles, books, or book chapters per year per TLF by May 2014, such that over any 3 year period, the CFS faculty would have produced scholarship $\geq 6 \times \#TLF$. Of these publications, average ≥ 1 refereed journal article, book, or book chapter per year per TLF in which the faculty member plays a lead role in the publication (i.e., first or co-author), such that over any 3 year period, the CFS faculty would have produced lead-authored scholarship $\geq 3 \times \#TLF$.
- b) Submit ≥ 2 refereed journal articles over the course of a doctoral student's program of study, with ≥ 1 of them first-authored and ≥ 1 of them accepted at time of graduation.
- c) Achieve $\geq 75\%$ TLF being a PI or Co-PI on at least one internally or externally-funded grant or contract between January 2013 and December 2015.
- d) Average ≥ 1 internal or external grant or contract applications submitted per year per TLF who are not (during that year) a PI, a Co-PI, or actively publishing out of data from a recent funded project.
- e) Develop a strategy to communicate departmental accomplishments to key stakeholders by December 2012.
- f) Develop a new strategic research focus for the Early Learning Center.
- g) Determine whether to pursue the NAEYC accreditation process for the ELC in the 2014-15 academic year.
- h) Continue the colloquium program as a means of showcasing faculty and student research.

Goal 3. *Educate and graduate increasing numbers of diverse doctoral students who establish a publication record in peer-reviewed journals during their course of study, are emerging experts in their fields by the time they graduate, and can compete successfully for positions in institutions of higher education or government and private agencies that engage in basic and/or applied research.*

- a) Submit ≥ 2 refereed journal articles over the course of a doctoral student's program of study, with ≥ 1 of them first-authored and ≥ 1 of them accepted at time of graduation.
- b) Ensure that each doctoral student participates in the preparation of ≥ 1 extramural grant during the course of his or her program of study by August, 2015.
- c) Average ≥ 1 research or theoretical paper presentation per year per doctoral student at national or international conferences.
- d) Develop a Post Doc Funding Plan by August, 2013 to allow us to strive to add ≥ 1 Post Doc position.
- e) Graduate on average ≥ 3 doctoral students per year over the course of any 5-year period.
- f) Increase enrollment to 10 doctoral students by 2014, 15 by 2016, and 18 by 2018.
- g) Develop a strategy for increasing diversity among doctoral students by August, 2013.
- h) Consider an International / Intercultural focus or concentration at the doctoral level.

Goal 4. *Educate and graduate diverse Master's students who have broad-based knowledge in CFS and (a) practicum experiences that allow them to compete successfully for leadership positions in community agencies, educational settings, or other programs that serve children, youth, and families and/or (b) research experiences that allow them to apply for advanced degrees in CFS or related fields.*

- a) Ensure that each Master's student who completes a thesis has submitted ≥ 1 manuscript for publication in a refereed journal by the time that she or he graduates.
- b) Increase enrollment to at least 10 MS-CO students by August 2014 and an average of 15 students per year by 2016.

- c) Increase enrollment to 20-25 MS-TL students by August 2014.
- d) Develop a strategy for increasing diversity among Master's students by August, 2013.

Goal 5. *Develop and graduate a diverse body of high quality undergraduate students by offering a rigorous program of study that challenges every student and provides opportunities for involvement in research, thus allowing every student to compete effectively for graduate school opportunities and/or professional positions.*

- a) Graduate $\geq 95\%$ of students who have progressed into the teacher licensure options. Graduate UG-ECE students with an average cumulative GPA between 3.0 – 3.6 by May 2016. (NOTE: Target upper range to be evaluated after initial benchmark data are collected.)
- b) Graduate $\geq 90\%$ of UG-CO majors with a cumulative GPA between 3.0 – 3.6 by May 2016. (NOTE: Target upper range to be evaluated after initial benchmark data are collected.)
- c) Achieve $\geq 15\%$ of undergraduate students who graduate with a BS degree in CFS will have participated in research with faculty by May 2016.
- d) Achieve $\geq 10\%$ of undergraduate students who graduate with a BS degree in CFS will have presented or published research based on work with faculty by May 2016.
- e) Support the efforts of the Office of Student Services to recruit exceptional, diverse high school students to the undergraduate program by April 2013.
- f) Develop and implement a plan to recruit diverse high school students into the CFS teacher licensure options by Fall, 2012.
- g) As a department, maintain effective teaching as reflected in average SAIS evaluations at or above university averages.
- h) Develop and offer ≥ 1 online CFS course.

Goal 6. *Promote excellence in outreach, service, and civic engagement to meet the needs of children, youth, and families at-risk, build new knowledge, and encourage civic dialogue.*

- a) Develop a strategy to disseminate to stakeholders key activities and efforts related to service learning, outreach and civic engagement by June 2013.

- b) Establish protocols for increased collaborations with college stakeholders, including members of our Board of Advisors and respective departments by June 2013.
- c) Review current curricula for opportunities to engage in service learning by April 2013.

Goal 7. Strengthen and broaden international/intercultural teaching, service, and research in CFS.

- a) Establish an International / Intercultural Ad Hoc Committee.
- b) Consider an International / Intercultural Focus or Concentration at the doctoral level.
- c) Update CFS website to feature international activities in the department.
- d) Expand number of students (at all levels) involved in international / intercultural experiences.

VII. RESOURCES

1. Resources available within the department for teaching, research, and service are:

- Department Head time
- Assistant Head time
- Faculty time
- Adjunct faculty time
- GA and GTA time
- Support staff time
- Classroom, office, center, and laboratory space
- Early Learning Center for Research and Practice
- Center faculty and student expertise

2. Funds in the department available for use are:

- Gen Ed funds
- Faculty enrichment funds
- Moore funds
- F&A generated by grants
- Salary recovery funds
- Research Incentive Funds (beginning August, 2012)

3. Resources outside the department are:

- Other research facilities available worldwide
- Advisory Board time and influence
- Existing Centers in the college and university
- College and University development offices
- Office of Research
- Current and former student connections
- National and international network of scholars
- Technology funds
- Professional Development Awards
- Specific International Partnerships with MOUs
- Ready for the World grants
- Center for International Education grants

VIII. METRICS & PRODUCTS

This section includes (a) the *metrics* that will need to be collected annually and (b) the specific *products* that will need to be generated to ensure achievement of each objective. Changes in the metrics and creation of the products will provide evidence of achievement of the objectives and thus, correspondingly, progress toward our six strategic goals and the realization of our vision and mission.

In February of each year, these metrics will be collected and organized for the prior calendar year. The faculty will review the data and progress on the proposed objectives at the annual retreat. Objectives and strategies outlined above will be revised based upon decisions made regarding progress toward objectives at each annual retreat.

Required Annual Metrics:

1. # of each of the following populations: TLF, total faculty, PhD students, MS-TL students, MS-CO (thesis) students, MS-CO (practicum) students, UG-ECE students, UG-CO students.
2. # of persons of color within each of the following populations: TLF, total faculty, PhD students, MS-TL students, MS-CO (thesis) students, MS-CO (practicum) students, UG-ECE students, UG-CO students.
3. # graduated from each of the following programs: PhD, MS-TL, MS-CO (thesis), MS-CO (practicum), UG-ECE, UC-CO.
4. # peer-reviewed publications per TLF.
5. # peer-reviewed publications per TLF with faculty in lead authorship role.
6. # peer-reviewed submissions over course of doctoral program for every PhD student who graduated.
7. # peer-reviewed publications over course of doctoral program for every PhD student who graduated.
8. # peer-reviewed submissions with doctoral student in lead role for every PhD student who graduated.
9. # faculty as PI, Co-PI, or actively publishing from an internally or externally funded grant or contract.
10. # internal/external grant or contract submissions
11. # internal/external grant or contract submissions by faculty who were not PIs, Co-PIs, or actively publishing out of data from a funded project during the given year.
12. Average CFS SAIS scores.
13. Average UT SAIS scores.
14. # CFS Colloquium presentations.
15. # audience members at CFS Colloquium presentations.
16. # PhD students who graduated during year and participated in grant writing.
17. # peer-reviewed conference presentations at national or international conferences by each of the following populations: PhD students, MS-TL students, MS-CO (thesis) students, MS-CO (practicum) students, UG-ECE students, UG-CO students.

18. # peer-reviewed publications by each of the following populations: PhD students, MS-TL students, MS-CO (thesis) students, MS-CO (practicum) students, UG-ECE students, UG-CO students.
19. % of progressed UG-ECE students graduated.
20. % of UG-CO majors graduated.
21. Average GPA for the following graduating groups: UG-ECE, UG-CO.
22. # of graduated UG-CO and UG-ECE students who participated in faculty research.
23. # of graduated UG-CO and UG-ECE students who presented or published research with faculty.
24. # of students at each level involved in international / intercultural activities.

Required Products:

1. Faculty Development Plan
2. Plan to Increase Diversity
3. Key Stakeholder Communication & Collaboration Plan
4. ELC Strategic Research Plan
5. Potential NAEYC Accreditation Evaluation
6. Post-Doctoral Funding Plan
7. High School Recruitment Plan for Diversity
8. Plan for Service Learning in CFS Courses
9. CFS Outreach & Engagement Dissemination Plan
10. ≥ 1 online CFS course.

IX. RESPONSIBILITES

The culmination of the planning effort for this strategic plan lies in the assignment of responsibilities to carry out specific, prioritized strategic activities, which apply identified resources to meet measurable objectives.

The specific assignment of responsibilities that follow are organized in two ways. First, responsibilities are organized by goal, to ensure that all objectives have been assigned. Next, the same responsibilities are organized by responsible party (e.g., individual faculty members, Department Head, specific committee, etc.) to facilitate easy identification of any individual's or committee's responsibilities. Specific actions and steps are not specified but are rather left to the responsible parties.

Responsibilities (Organized by Goal):

Goal 1. Attract, retain, and foster continued development of a stellar, diverse faculty.

- The department head will interact with the college and university administration in order to achieve Objective 1a.
- The department head and a committee of two faculty members will work to achieve Objective 1b.
- The department head will work to achieve objective 1c.

Goal 2. Strengthen the capacity and output in research and scholarship to achieve national and international recognition based on the quality, productivity, and visibility of CFS educational and research programs.

- Each tenure track faculty member in CFS should continue or initiate activities that will enhance his/her effectiveness in order to achieve Objectives 2a, 2c, and 2d.
- Objective 2b is ultimately the responsibility of the doctoral students. All chairs of doctoral committees should encourage our doctoral student publication standards. All faculty assigned doctoral GAs should, as part of the GA workload, provide an opportunity to earn authorship on a presentation and subsequent manuscript.
- A committee of three faculty members (Stakeholder Communication and Collaboration Ad Hoc Committee) will be appointed to work on achieving Objective 2e.
- The ELC Director and members of the TLC will be responsible for Objectives 2f and 2g.

- Objective 2h will be the responsibility of faculty members who coordinate the colloquium.

Goal 3. *Educate and graduate increasing numbers of diverse doctoral students who establish a publication record in peer-reviewed journals during their course of study, are emerging experts in their fields by the time they graduate, and can compete successfully for positions in institutions of higher education or government and private agencies that engage in basic and/or applied research.*

- Objective 3a is ultimately the responsibility of doctoral students. Major professors should reinforce and encourage our standards for doctoral student publication. Faculty assigned doctoral GAs should provide at least one opportunity per academic year for the doctoral GA to earn authorship on a presentation.
- To achieve Objectives 3b and 3c, doctoral students are encouraged to identify opportunities to work with faculty on grants and conference presentations. Faculty writing grants should include at least one doctoral student in the effort. Faculty assigned doctoral GAs should provide at least one opportunity each calendar year for the doctoral GA to earn an opportunity to present research at a regional or national conference.
- Objective 3d will be the responsibility of the department head working in concert with faculty who are preparing grant applications.
- Objectives 3e and 3f will be the responsibility of the department head and members of the Graduate Committee, but also faculty who attend national and international conferences.
- Achievement of Objective 3g will be the responsibility of the department head.
- Achievement of Objective 3h will be the responsibility of the department head and the International/Intercultural Ad Hoc Committee

Goal 4. *Educate and graduate diverse Master's students who have broad-based knowledge in CFS and (a) practicum experiences that allow them to compete successfully for leadership positions in community agencies, educational settings, or other programs that serve children, youth, and families and/or (b) research experiences that allow them to apply for advanced degrees in CFS or related fields.*

- Objective 4a is ultimately the responsibility of thesis-based masters students. Faculty chairing thesis-based students should reinforce and encourage our masters-level publication standards. Faculty assigned masters-level GAs should provide at least one opportunity per academic year for the GA to earn authorship on a presentation.

- Objectives 4b and 4c will be the responsibility of the department head, members of the Graduate Committee, members of the TLC, and faculty who attend national and international conferences.
- Achievement of Objective 4d will be the responsibility of the department head.

Goal 5. *Develop and graduate a diverse body of high quality undergraduate students by offering a rigorous program of study that challenges every student and provides opportunities for involvement in research, thus allowing every student to compete effectively for graduate school opportunities and/or professional positions.*

- The Undergraduate Committee and the CFS Advising Center Coordinator are responsible for planning and communicating appropriate course offerings to facilitate the achievement of Objectives 5a and 5b.
- Each tenure track faculty member in CFS should strive to include at least 1 undergraduate student in each project resulting in a conference presentation and/or journal submission to ensure that the department meets Objectives 5c and 5d.
- The Undergraduate Committee will be responsible for Objective 5e.
- A committee of two faculty members will work in concert with members of the TLC to achieve Objective 5f.
- All TLF and adjunct faculty are responsible for 5g.
- Achievement of Objective 5h will be the responsibility of the department head and selected faculty members.

Goal 6. *Promote excellence in outreach, service, and civic engagement to meet the needs of children, youth, and families at-risk, build new knowledge, and encourage civic dialogue.*

- A committee of three faculty members will work to achieve Objectives 6a and 6b.
- The Undergraduate Committee will work to achieve Objective 6c.

Goal 7. *Strengthen and broaden international/intercultural teaching, service, and research in CFS.*

- Objective 7a will be the responsibility of the Department Head.

- The CFS International/Intercultural Ad Hoc Committee will facilitate Objectives 7b and 7c and communicate potential strategies, specific opportunities, and resources to faculty regarding Objective 7d.
- All faculty are encouraged to consider how they might contribute to Objective 7d.

Responsibilities (Organized by Responsible Party):

Department Head / Assistant Department Head:

- Interact with college and university administration to expand tenure-line faculty to at least 13 FTE.
- Together with a committee of 2 faculty members, develop a plan for faculty development (e.g., faculty leave, summer fellowships, reduced teaching loads) by August, 2013.
- Develop a strategy for increasing diversity among faculty, graduate students, and undergraduate students by August, 2013.
- Working in concert with faculty who are preparing grant applications, develop a Post Doc Funding Plan by August, 2013 to allow us to strive to add ≥ 1 Post Doc position.
- Lead and support efforts to graduate on average at least 3 doctoral students per year over the course of any 5-year period.
- Lead and support efforts to increase enrollment to 10 doctoral students by 2014, 15 by 2016, and 18 by 2018.
- Lead and support efforts to increase enrollment to at least 10 MS-CO students by August 2014 and an average of 15 students per year by 2016.
- Lead and support efforts to increase enrollment to 20-25 MS-TL students by August 2014.
- Facilitate the collection and evaluation of all annual metrics.
- Facilitate the development of an online CFS course.
- Establish an International/Intercultural Ad Hoc Committee.

- Together with the International/Intercultural Ad Hoc Committee, determine the feasibility of an International/Intercultural focus or concentration at the doctoral level.

Individual Faculty Members:

- Tenure-track and tenured faculty: Work toward the CFS goal of averaging ≥ 2 accepted journal publications per year per faculty by May 2014. Work toward the CFS goal of averaging ≥ 1 refereed journal publication per year per faculty in which the faculty member plays the lead role in the publication (i.e., first or co-author).
- Tenure-track and tenured faculty: Work toward the CFS goal of averaging ≥ 1 internal or external grant or contract application, per year, for faculty who are not a PI, Co-PI, or actively publishing out of data from a funded project.
- Tenure track and tenured faculty: strive to include at least 1 UG-CO student and 1 graduate student (PhD or MS-CO) in each project resulting in a conference presentation and/or journal submission in order that the following goals may be met: achieve $\geq 15\%$ of undergraduate students who graduate with a BS degree in CFS will have participated in research with faculty by May 2016; achieve $\geq 10\%$ of undergraduate students who graduate with a BS degree in CFS will have presented or published research based on work with faculty by May 2016.
- Tenure track faculty: achieve $\geq 75\%$ TLF being a PI or Co-PI on at least one internally or externally-funded grant or contract between January 2013 and December 2015.
- All chairs of doctoral and thesis committees should encourage CFS graduate student publication standards (PhD = 1 pub with 2nd under review, at least 1 of these first-authored; Thesis-based MS-CO = 1 manuscript under review).
- All faculty assigned .50 PhD or thesis-based MS-CO GAs should, as part of the GA workload, provide an opportunity to earn authorship on at least one presentation per year.
- Faculty writing grants should include at least one doctoral student in the grant writing effort. When possible, graduate assistants and/or post-doctoral positions should be written into grant applications.
- Tenure-track, tenured and Adjunct faculty: Achieve and maintain CFS average SAIS evaluations above the university averages.
- Faculty who are funded to travel to national or international conferences will be asked to identify and engage in graduate student recruitment activities to increase the quality and number of applicants to our graduate programs.

- All faculty are encouraged to explore contributions to the International/ Intercultural mission of CFS.

ELC Director:

- Together with the TL Committee, develop a new strategic research focus for the Early Learning Center.
- Together with the TL Committee, determine the feasibility of seeking NAEYC accreditation for the ELC in the 2014-15 academic year.

Colloquium Coordinator:

- Continue the colloquium program as a means of showcasing faculty and student research.

CFS Advising Center Coordinator

- Work with Undergraduate Committee to plan appropriate course offerings (including number of sections and sequencing of courses across semesters) to increase the efficiency of our teaching resources and allow more students to graduate in 4 years under the new 15/4 Plan.
- Together with the Undergraduate Committee, communicate course offerings to students.
- Together with the Undergraduate Committee, identify and implement student retention strategies.
- Together with the Undergraduate Committee, identify and implement strategies to improve timely graduation.

Undergraduate Committee:

- Plan appropriate course offerings (including number of sections and sequencing of courses across semesters) to increase the efficiency of our teaching resources and allow more students to graduate in 4 years under the new 15/4 Plan.
- Together with the CFS Advising Center Coordinator, communicate course offerings to students.
- Evaluate and identify policies and procedures to work toward the following goal: Graduate $\geq 95\%$ of students who have progressed into the teacher licensure options. Graduate UG-ECE students with an average cumulative GPA between

3.0 – 3.6 by May 2016. (NOTE: Target upper range to be evaluated after initial benchmark data are collected.)

- Evaluate and identify policies and procedures to work toward the following goal: Graduate ≥ 90 % of UG-CO majors with a cumulative GPA between 3.0 – 3.6 by May 2016. (NOTE: Target upper range to be evaluated after initial benchmark data are collected.)
- Review current curricula for opportunities to engage in service learning by April 2013.
- Support the efforts of the Office of Student Services to recruit exceptional, diverse high school students to the undergraduate program by April 2013.

Graduate Committee:

- Develop a recruitment plan to increase the number and quality of applicants to our graduate programs.
- Evaluate our current admissions standards relative to our goals for our graduate students.
- Evaluate our current annual evaluation plan for graduate students, and consider changes to promote our heightened graduate student standards.
- Graduate on average at least 3 doctoral students per year over the course of any 5-year period.
- Increase enrollment to 10 doctoral students by 2014, 15 by 2016, and 18 by 2018.
- Increase enrollment to at least 10 MS-CO students by August 2014 and an average of 15 students per year by 2016.
- Increase enrollment to 20-25 MS-TL students by August 2014.

TL Committee:

- Together with the ELC Director, determine the feasibility of seeking NAEYC accreditation for the ELC in the 2014-15 academic year.
- Together with the ELC Director, develop a new strategic research focus for the Early Learning Center.

- Together with the High School Students of Color Recruitment Ad-Hoc Committee, develop and implement a plan to recruit high school students of color into the CFS teacher licensure options by Fall, 2012.
- Increase enrollment to 20-25 MS-TL students by August 2014.

Ad Hoc Committees:

- *Faculty Development Ad Hoc Committee*
 - Develop a plan for faculty development (e.g., faculty leave, summer fellowships, reduced teaching loads) by August, 2013.
- *Stakeholder Communication and Collaboration Ad Hoc Committee*
 - Develop a strategy to communicate departmental accomplishments to key stakeholders by December 2012.
 - Develop a strategy to disseminate to stakeholders key activities and efforts related to service learning, outreach and civic engagement by December 2012.
 - Establish protocols for increased collaborations with college stakeholders, including members of our Board of Advisors and respective departments by December 2012.
- *High School Recruitment for Diversity Ad Hoc Committee*
 - Develop and implement a plan to recruit diverse high school students into the CFS teacher licensure options by Fall, 2012.
- *International/Intercultural Ad Hoc Committee*
 - Evaluate whether, and if so how, CFS should pursue an International / Intercultural emphasis or concentration at the doctoral level.
 - Identify ways to track student involvement in international / intercultural activities.
 - Work with CFS website coordinator to better highlight the international / intercultural activities of CFS.
 - Identify and communicate to faculty potential strategies, specific opportunities, and resources to include more students in international/intercultural experiences.

PhD Students:

- Publish at least 1 refereed journal article over the course of a doctoral student's program of study (2nd manuscript under review at time of graduation), with the student as first author on at least one of these submissions.
- Participate in at least one grant application.
- Average 1 research or theoretical paper presentation per year per doctoral student at national or international conferences.
- Join at least 2 professional organizations.

Thesis-based MS-CO Students:

- Present at least one manuscript at a national or international conference prior to graduation.
- Submit at least one manuscript to a peer-reviewed journal prior to graduation.
- Join at least one professional organization.