ECEE APR Action Plan 2015 - 2020

Status of Action Items from Prior Review

At the time of the ECE’s prior review in 2005-06, the faculty were commended for: program quality, PDS model, Child Development Centers, Reading Recovery, Saturday School, International Initiatives and the Best Practices PreK grant. Reviewers recommended that the faculty create a strategic plan, review our research goals, mentor non-tenured and tenured faculty to become more research-active/productive and develop our Ph.D. program. In the intervening decade, ECE (E) has built upon its identified strengths and addressed each recommendation:

1. CREATE A STRATEGIC PLAN
   In 2005, ECE had written mission, vision and values statements but did not have a guiding strategic plan. Following the APR review, ECEE faculty developed and implemented a strategic plan for the period of 2006-2011 that included activities, a timeline and success measures. The previous action plan submitted by ECE to Dean Ron Colarusso on October 10, 2006 is attached. We continuously monitored our action plans and then developed and implemented a second strategic plan for the period of 2012-2016 (described in the current APR Report (pp 7-12).

2. REVIEW OUR RESEARCH GOALS
   ECEE faculty have indeed become more research-active/productive as evidenced during the past three years and fully described in the self-study.

3. MENTOR NON-TENURED AND TENURED FACULTY
   ECE designed a systematic, structured and ongoing mentoring program managed by the faculty serving on the department Promotion and Tenure Committee in consultation with the department chair.

4. DEVELOP OUR Ph.D. PROGRAM
   During the previous APR review period (2003-2005) there was an average of 13 PhD students. Subsequent to the review, ECE began to dedicate funding for annual fellowship (e.g. 3 @ $30,000.) to increase the enrollment of full time doctoral students. This approach has been successful with 23 PhD Students enrolled in 2015 and an average of 3 graduating each year. Since 2012, 30% self-identified as African American. Currently, we have students from China, Korea and Turkey. Almost all students receive funding as GTAs or GRAs, and in addition to ECEE Fellowships, ECEE doctoral students have been awarded CEHD Dean's Fellowships.
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Major findings from current Reviews (Unprioritized list)

External Reviewer’s Report
1. Address potential impact of GPC consolidation; align vision to maintain urban focus
2. Make necessary improvements to CDC; combine locations and expand space
3. Enhance our Latino focus (study abroad, etc.); increase linguistic/cultural experiences in Spanish speaking countries; consider a dual language option
4. Decrease use of limited term faculty; convert to clinical faculty
5. Acquire additional faculty in literacy, mathematics, SS; replace senior faculty person w/urban, CD, STEM focus
6. Develop more recognizable faculty mentoring program

APRC
7. Reduce the number of programs
8. Develop nimbleness in anticipating and reacting to volatile external influences on degree programs
9. Plan for explicit workload management and hiring informed by curricular changes and enrollment fluctuations

ECE Self-Study Report
10. Maintain focus on high quality research
11. Increase the number, diversity and quality of our applicant pool in both UG and G programs
12. Strengthen current UG and G programs; leverage metro Atlanta location to create programs for non-school based educators

Action Steps for the Coming Cycle 2015-2020 (Prioritized)

1. Research Culture
   a. Develop recommendations for the department chair for analyzing faculty workload to assure opportunities for research and scholarship. (December 2016 Faculty Meeting; Research Committee; APRC #9)
   b. Develop a mechanism during the annual review process for faculty to report quality and quantity of research. Committee will provide a resource list for faculty to choose quality indicators for reporting purposes. (December 2016 Faculty Meeting; Research Committee; Internal #10)

2. Nimbleness/innovation
   a. Restructure current programs or develop new programs that are innovative and in high demand, including ones to capitalize on new State of Georgia certification and/or endorsements: MAT, Laura Meyers, Spring 2016; Creative and Innovative Education (CIE), Teri Holbrook, spring 2017; Teacher Support and Coaching (TSC) Endorsement Program, Barbara Meyers and Carla Tanguay, summer
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2016: Dual Immersion Endorsement, Laura May, Cathy Amanti, PSC Taskforce, fall 2015 (External Reviewers #3, APRC #7 and #8)
b. Analyze enrollment data (OIE and iPORT), GPC transfer data, website data (Google Analytics), and marketing data (Student surveys) and make recommendation based on trends and needs annually at ECEE December Faculty Meeting. Innovation Bucket Group, Program Coordinators, Webmaster (External Reviewers #1; APRC #7 and 8).
c. Review each Program of Study to determine if it is nimble to external factors and make recommendations for innovative program changes. (February 2016 Faculty Meeting; Program Coordinators; Department Chair; Innovation Bucket Group; APRC #7)

3. Linguistic/Cultural Sensitivity
   a. Develop and enhance linguistic/cultural experiences to supplement dual immersion/dual endorsement programs, particularly in Spanish Speaking Countries (e.g., study abroad, student, and faculty exchange) (Spring 2016 Faculty Meeting, External #3, Internal #12)
   b. Coordinate with search committees on identifying Latina/o candidates and/or candidates with expertise in bilingualism and biliteracy for future hire (On-going, Search Committee Chairs, External #3; Internal #12)
   c. Encourage/seek visiting scholars with expertise in the linguistic/cultural teacher development issues (On-going, External #3; Internal #12)
   d. Locate/seek funding for scholar/teacher exchanges with countries who have limited funding (On-going, External #3; Internal #12)

Barbara Meyers, Chair, Department of ECEE

Paul Alberto, Dean, College of Education And Human Resources

Risa Palm, Provost, Georgia State University