

GOAL 1	STRATEGIES PROPOSED	ACTIONS TAKEN
<p>To prepare and/or graduate educational leaders who are change agents who contribute effectively to the urban education experience through their understanding of and competencies for working with urban educational environments.</p>	<p>1. Review each academic program for fit to Goal 1; revise or phase out of those academic programs that do not intentionally target the preparation of leaders as change agents in urban educational environments.</p>	<p>Instructional Technology Masters phased out 2009-10 (YEAR) Former TEFL/TESL redesigned into single new program</p>
	<p>○ Determine the optimal enrollment for the Ed.D. program, based on our ability to effectively prepare urban leaders.</p>	<p>Discussions in the EdD Governance group continue; so far 150 annually has been confirmed, but there is a group that hopes for a smaller annual target</p>
	<p>▪ Determine if the academic concentration are the most relevant to the needs of urban education now and in the future; add/adjust/replace concentrations as indicated;</p>	<p>Concentration classes reduced from 5 to 4 beginning 2012 Blended cohort offered in Hawaii beginning 2007-8 TEMS expanded to include all full time MAT faculty, not just those teaching in the EdD (2010)</p>
	<p>▪ Ensure that the core classes present a balanced representation of instructional content that address the full range of educational environments included in urban settings (K-12, post-secondary, for profit, etc.).</p>	<p>Ongoing review/revision by governance committee and class working groups</p>
	<p>○ Expand enrollment in the master's programs in an effort to counterbalance the Ed.D. enrollment change in an effort of fiscal responsibility.</p>	<p>MAT@USC introduced and expanded 2008 TESOL revised onto MAT core and launched as both online and on campus 2010 MEd for current teachers (built on MAT core) designed, launch due 2012 MAT-SPED as dual credential designed, due to launch 2012 MAT-GIFTED (certificate within MAT) designed, due to launch 2012 MEd K-12 Admin Leadership designed, due to launch 2012 School Counseling revised for launch 2012 Ongoing request for the development of new Masters programs</p>
	<p>○ Review critical program elements for the Ph.D. to ensure that all program elements provided opportunities for the preparation of researchers and faculty who will provide leadership at IHEs in the area of urban education</p>	<p>Ongoing curriculum revisions including new methods sequence, development of specialize courses</p>
	<p>▪ Determine if we are well positioned to prepare future faculty for teaching, research and service, and if not adapt the program accordingly.</p>	<p>Added formal teaching requirement for Phds</p>

	<p>2. Embed the study of and respect for diversity in our academic programs, as a tool by which we can strengthen our students' ability to lead in urban settings.</p>	
	<p>○ Recruit and retain the most diverse student cohorts (i.e., by race, ethnicity, gender, sexual orientation, ability, academic background, age, etc.) of any comparable program, nationally;</p>	<p>Student body continues to be increasingly diverse (#ss)</p>
	<p>○ Review our curricula to ensure that current, relevant and different research, practices, and frameworks related to diversity are reviewed in our academic programs;</p>	<p>Edd: course coordinators, instituted in 2010, assist course faculty with review/update process. Masters: going through revision with common courses that spans across MFT, K12 Leadership, School Counseling, PASA and Educational Counseling PhD: establishing curriculum teams to asses, modify and implement new courses. MAT: program was again revised (launch 2011) and this issue was part of the discussion/design</p>
	<p>○ Recruit and support talented, diverse faculty to engage in scholarship with our students (see Goal 2); and recruit and empower a similarly diverse staff to support the delivery of these programs.</p>	
	<p>▪ We will engage in a dialog, using tools such as the Equity Index, to explore our practices related to faculty, students and staff, to ensure that we become the "go to place to work." We will develop, implement and evaluate an improvement plan as needed.</p>	<p>University limits school-based actions. Diversity committee reestablished 2011-12 12 to focus on curriculum, diverse candidate pools, and faculty mentoring.</p>
	<p>▪ Establish and make routine a process by which we can assess on an ongoing basis the extent to which our graduates become contributors and change agents in urban educational settings.</p>	<p>WestEd evaluations commissioned for MAT and Edd Establishment of data reporting processes to support accreditation Establishment of Director of Program Evaluation position</p>
	<p>○ Rebuild and support our alumni support network to include greater diversity of program representation, and develop a plan with mechanisms for alumni feedback and involvement in the program improvement process.</p>	<p>TBD</p>

GOAL 2	STRATEGIES PROPOSED	ACTIONS TAKEN
<p>To strengthen our position nationally as a dominant resource for research related to urban education.</p>	<p>1. Identify strategic needs in faculty hires for the K-12 and higher education leadership concentrations/programs that will address any content gaps that currently prevent these concentrations from achieving this strategic goal. Focus faculty hiring on those research productive scholars and scholar-practitioners in urban education who will fill those gaps. Across all disciplines, particular attention will be paid to attracting and recruiting faculty who can contribute to the School's understanding of diversity issues in urban education.</p>	<p>45 of our current 83 faculty members have been hired during the timeframe of this strategic plan (see attached faculty report).</p> <p>Addition of 10 research active tenure track or tenured faculty since 2007:</p> <ol style="list-style-type: none"> 1. Anderson 2. Burch 3. Immordino-Yang 4. Marsh 5. Polikoff 6. Pugach 7. Sinatra 8. Slaughter 9. Strunk 10. Tynes <p>Addition of 6 scholar-practitioners:</p> <ol style="list-style-type: none"> 1. Crew 2. Dwyer 3. Escalante 4. Garcia 5. Robles 6. Rousseau
	<p>7. Increase research productivity and dissemination related to K-12 and Higher Education engagement with an impact on urban education, and reward faculty who engage in this effort.</p>	<p>Multiple faculty awards and nomination for these).</p> <p>Increases in research \$ in total and per faculty member</p> <p>Significant strengthening of focused K-12 faculty</p>
	<p>8. Build a network of urban leaders among our alumni such that these leaders, across all educational venues, inform our academic programs by (a) collaborating with us in identifying sites and problems of practice for thematic dissertations; (b) providing field placements for students; (c) engaging with the School as speakers for seminars and volunteers on support committees; and (d) committing to long-term adjunct relationships (teaching in courses, serving on dissertation committees and participating on curriculum development committees).</p>	<p>TBD</p>

GOAL 3	STRATEGIES PROPOSED	ACTIONS TAKEN
<p>To focus our primary research and scholarship efforts and resources in interdisciplinary work that helps improve educational policy and practice in urban communities.</p>	<p>1. Focus the research portfolio of the School on becoming a leader in research on urban education.</p>	
	<p>○ Increase both the per-faculty number of articles being generated about urban education and the total number of faculty publishing urban education articles in high visibility journals.</p>	<p>Publication per faculty has either increased or remained consistent over the years (2007-2010) but the number of publications in “high visibility journals” have continued to grow.</p>
	<p>○ Revisit the school’s strategic communication plan to increase the visibility of issues in urban education, the research about the issues and the people conducting research – a plan that targets USC as well as the regional, national, and international audiences.</p>	<p>Created and implemented strategic communication plan:</p> <ul style="list-style-type: none"> • Built communications staff for integrated branding and messaging via materials, web presence, events, media, social media platforms, advertising • Designed new publications to increase visibility with University and external audiences: Rossier Reach research quarterly (circ. 5000), Futures in Urban Ed bi-annual magazine (18000 circ), e-news weekly newsletter (8000 circ.), • Implemented year-long centennial (‘09-‘10) celebration greatly increasing visibility through events, materials, outreach, media • Greatly increased Rossier voice in social media in 2011: Facebook (nearly 150% increase in interactivity)Twitter (nearly 75% increase in followers and size of engaged audience.) • Built new Web site with emphasis on students, faculty and faculty news. Visitors increased by over 30% between 2010 and 2011, 27% increase in total pages viewed. • Implemented national media campaign in 2010-11, focusing on work of research centers, Ed.D. and MAT. Achieved 20 million online impressions. Purchased NPR radio in LA, DC, Sacramento for 25+million impressions. • Dramatically increased USC recognition of faculty research, academic programs, Dean’s leadership through Trojan Family Magazine, USC Chronicle, usc.edu • Built out Rossier faculty experts list resulting in greatly increased number of media hits on research work.

	<ul style="list-style-type: none"> ▪ Develop and disseminate edited collections of faculty work that highlight Rossier School research contributions to urban education. 	
	<ul style="list-style-type: none"> ▪ Focus on research being generated about urban K-12 leadership and higher education issues. 	
	<ul style="list-style-type: none"> ○ Reward faculty for research grants and scholarly publications that contribute to our understanding of challenges facing urban education. 	<p>Overhaul of faculty merit system Establishment of clear guidelines for return of indirects to faculty Various supports for individuals and centers (e.g. bridging loans, space, one time grants etc) Increasing the number of faculty nominations for membership on federal advisory groups, national panels, awards and prestigious research fellowships: (data included)</p>
	<ul style="list-style-type: none"> ○ Increase the proportion of scholarly publications about urban education issues appearing in higher quality outlets (e.g. journals indexed by the Social Science Citation Index). 	<p>Over half (58%) of Rossier's faculty publications have been cited in "high visibility journals" and the number of publications have either grown (i.e. Teacher Education) or have remained consistent (i.e. K-12 Ed. Policy).</p>
	<ul style="list-style-type: none"> ○ Make the School a supportive place to get publications written -- determine barriers to faculty publication productivity, develop general and/or individual plans (where appropriate) to overcome those barriers, and assess their effectiveness. Reward faculty who produce more than two research articles per year related to urban education issues. 	<p>TBD but implicitly part of merit review and Deans merit awards AERA fellows Establish professional office of faculty affairs with support for new faculty, career development and promotion processes etc</p>
	<p>2. Focus the RSOE research portfolio on interdisciplinary efforts, and in particular, on federally funded interdisciplinary efforts related to urban education.</p>	
	<ul style="list-style-type: none"> ○ Partner with the community to engage in at least one school-wide initiative which brings to bear our research and academic strengths in the service of a compelling issue in urban education. In the fall of 2006, the School identified eight possible school-wide initiatives. The faculty narrowed that selection down to two strategic initiatives by collapsing related initiatives where appropriate. One area of interest involves addressing the challenge of low high school graduation rates, and subsequently low college going rates for many students in urban areas. A second area involves the reinvention of what it means to be a school serving urban children in the 21st century. 	<p>Greater Crenshaw Educational Partnership Hybrid High Work with USC Government and Civic Engagement including through Neighborhood Academic Initiative (USC Family of Schools) through Boeing Foundation and Toyota foundation grants. Math for America Los Angeles</p>
	<ul style="list-style-type: none"> ○ Reward faculty who secure grants that include the university's negotiated indirect rate in their budgets as these funds provide additional resources to fund the strategies related to the strategies above. 	<p>Indirect guidelines Support for proposal writing Cultivating of funding opportunities both governmental and foundation</p>

	<ul style="list-style-type: none"> ○ To acknowledge that the highest quality urban research is often multidisciplinary and community based, reward faculty who engage in funded research involving multiple faculty, other units on campus, and multiple community partners. 	<p>School support for proposals for projects that provide interdisciplinary work including the STEM education consortium (USC Research Collaboration Fund)</p> <p>Development Grant for the inaugural Investing in Innovation Fund with LAUSD</p> <p>National Science Foundation Robert Noyce Teacher Grants for Urban Science Network and Math for America Los Angeles</p> <p>Increasing number of joint and courtesy appointments among tenure line and research faculty</p>
	<ul style="list-style-type: none"> ○ Reward faculty who collaborate with the Rossier School Collaborative for Outcomes Research and Evaluation to leverage evaluation monies/partnerships with other campus units. 	
	<p>3. Increase the proportion of tenure line and research faculty. This includes: hiring new tenure line faculty in the critical areas of interest to the school, exploring partnerships with other units on campus and other institutions geared towards expanding the number of large research projects that generate significant external funding, publications and attention, and the overall volume of research more generally.</p>	<p>Growth of MAT resulted in 16 new clinical hires. (10 on campus and 6 offsite). Number of research track faculty has increased to 6: Clark R, Dwyer, Lucido, Munro, Ragusa, and Smith</p> <p>Research funded projects increased to TBD</p> <p>Creation of a stronger systematized support system for School Research Administration Establish professional office of Research to provide services and support related to proposal development and research administration Develop and maintain better communication with centralized research administration units to provide faculty with better service and support related to funding and grants administration.</p> <p>Overall size of tenure track faculty has remained relatively stable from 2007 to 2011, in the range of 21 – 24 faculty per year. However, the composition of the tenure track/tenured faculty has changed with the retirement or departure of 9 faculty and the addition of the 10 new faculty listed in Goal 2, Section 1.</p>

GOAL 4	STRATEGIES PROPOSED	ACTIONS TAKEN
<p>Redefine the “urban” in our mission to mean “urban” anywhere in the world – such that our curriculum, research and partnerships reflect the University’s global interests.</p>	<p>1. By the end of AY 2007-08, we will develop an operational plan that identifies opportunities for international collaboration and potential partner countries. The plan will address criteria for engagement, and a time frame for identifying the portfolio of countries with which we want to work over the next five years. As noted above, a critical element to the type of partnership we will seek is the faculty – both “theirs” and ours. We need intellectual partners to work collaboratively on research and teaching that integrates culturally diverse experiences and expertise into how we understand, and therefore contribute to, urban policy and practice.</p>	<p>Establish APRISE 2009 Establish Asst Dean for Partnerships 2010; that role created a database of existing partnerships Ongoing exploration of possible collaborations overseas including HKY, BN etc Explore federal and foundation funding for international education exchange and research for faculty and programs</p>
	<p>2. Through our partnerships in China, we will develop a model for international collaboration that includes options for our academic programs, continuing education and research – a model we will use to build additional partnerships with other countries/cities.</p>	<p>Development of Global Executive EDD for launch in 2012</p>
	<p>3. Finally, we will incorporate international perspectives into each academic program, beginning with the Ed.D. For example, one element of the Ed.D. could encourage students to think about how globalization relates to mobile and diverse populations in areas that are similar to Los Angeles.</p>	<p>Addition of credit in EDD for international study tour; ongoing development of syllabus for this course</p>