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SUMMARY

Many significant changes have occurred in the external environment since our 2008 strategic plan was approved. In addition to the combined effects of the economic recession, growth of online education, and increased globalization experienced by all UR units, Warner has been particularly affected by a yet unresolved crisis in K-12 public education. Despite these unexpected challenges, we have been able to make major progress towards most of the goals articulated in our 2008 plan—most notably, succeeding in completing our new building, increasing enrollment by 31% compared to our FY07 baseline, securing $3.7M in grant-funded scholarships, and essentially reaching our targets for grant funding. Annual progress made towards each of our selected metrics is reported in Appendix A.

As a result of a strategic planning process that started in Fall 2011 and involved multiple constituencies, we have come to reaffirm the goals and metrics articulated in the 2008 plan, while making some minor revisions and/or postponing some of our original targets. However, in order to achieve these goals and targets in a significantly different environment, our priorities have changed and we are proposing to embark on a few new strategic initiatives, in addition to those originally articulated in our 2008 plan.

More specifically, our strategic plan moving forward is informed by the following five goals and related targets to be reached by 2018:
1. **Increase the number of highly-qualified graduates** to improve the educational services offered by schools, universities and community agencies and to ensure our financial stability (Key targets: Increase credits of enrollment to 10,500/year, doctoral graduates to 40/year, MS/certificate graduates to 165/year, and fully funded PhD students to 28/year)

2. **Increase research output and impact** to inform better educational scholarship, policies and practices (Key targets: Increase faculty publications by 50% compared to our 2007 base; maintain FY12 funding of about $1.5M/year for research grants despite projected decrease in federal funding)

3. **Promote research-based reform efforts** to effectively address significant educational issues in the region (Key target: Maintain FY12 funding of $1.5M/year for reform grants despite projected decrease in federal funding; directly serve 200 Rochester children per year)

4. **Secure the human capital needed to achieve the previous goals** (Key target: Increase faculty to 40 FTEs)

5. **Secure the facilities needed to allow for growth and create a quality educational environment** (Key target: Fully cover LeChase Hall construction costs)

   We have also identified the following new priorities for the next five years:

   a. **Maintain fiscal stability, with a special focus on achieving our enrollment targets**
   b. **Diversify our research and instructional portfolio beyond K-12 schools**
   c. **Provide concrete support to K-12 schools in crisis**

   Based on our most recent analysis of external challenges and opportunities, as well as Warner’s comparative advantages, we have identified the following new strategic initiatives as a critical complement to those already articulated in our 2008 plan:

   A. **Online Initiative**: In addition to offering a few selected online courses and programs for our students to proactively meet evolving student expectations and increase enrollment, we also want to serve the emerging needs for preparing high-quality online instructors and supporting other institutions in establishing successful online programs.

   B. **International Expansion**: We will design specific programs for international students and develop new models to ensure their success at Warner, capitalizing on our expertise in diversity and teaching English to Speakers of Other Languages (ESOL).

   C. **Education-Health Care Collaborations**: Building on the University’s strengths in the health care field and increasing interest in potential applications of education to improve patient outcomes, we want to partner with colleagues in the Medical Center to engage in cutting-edge multi-disciplinary research projects, interventions and instructional programs.

   D. **Extended-learning Programs for K-12 Urban Students**: In the effort to make a concrete difference in the community, and at the same time research new models and enhance the preparation of K-12 personnel at Warner, we want to offer a number of high-quality research-based summer and after-school programs for Rochester children.

   E. **“Life-long” Student Support**: We are transforming how we advise and support students, from the time they inquire as applicants to after graduation, with a special emphasis on career development and alumni engagement.

   These new initiatives will require some additional (but overall modest) investments, in addition to increased operating costs due to our new building and planned new faculty hires. However, our financial projections (as reported in Appendix B) make us confident that we will be able to meet these financial demands provided we achieve and maintain a modest increase in enrollment and continue to secure the current level of grant funding and gifts.
KEY ELEMENTS OF 2008 PLAN AND PROGRESS MADE SO FAR

In our 2008 strategic plan we identified the following five strategic goals and related targets:

1. **Increase the number of highly-qualified graduates to improve the educational services offered by schools, universities and community agencies**

   Key annual targets:
   - 10,000 credits of enrollment (33% increase from FY07 base)
   - 45 doctoral graduates (50% increase from FY07 base)
   - 155 MS/certificate graduates (50% increase from FY07 base)
   - 32 fully funded PhD students (15% increase from FY07 base)

2. **Increase research output and impact to inform better educational scholarship, policies and practices**

   Key annual targets:
   - Increase faculty publications by 50% compared to our 2007 base
   - Maintain $564,000 in research grant funding (last five-year average)

3. **Promote research-based reform efforts to effectively address significant educational issues in the region**

   Key annual target: $1.5M in reform grant funding (last five-year average)

4. **Secure the human capital needed to achieve the previous goals**

   Key annual target: 40 faculty FTEs (12% increase from FY07 base)

5. **Secure the facilities needed to allow for growth and create a quality educational environment**

   Key target: Construct $21.5M new facility on the River Campus

   For each of these strategic goals we identified a set of “long-term strategies” that seemed most promising to help us achieve that goal, as well as a few concrete initiatives, of which six overall were identified as having top priority. In what follows we have identified these six key initiatives, briefly reporting on the progress made so far:

A. **New building.** A new building dedicated to the Warner School – by far the most critical and ambitious aspiration in our 2008 plan – became a reality in January 2013. Raymond F. LeChase Hall, a brand-new 65,000 sqft. building located at the core of the River Campus, has 14 classrooms (that will also be utilized by the College part of the time) and three additional “specialized” Warner classrooms (almost tripling our previously assigned classroom space), 92 offices (representing a 40% increase), dedicated student spaces (including a 24/7 technology lab), and numerous spaces for formal and informal gatherings. We have been able to secure the full funding for this $23.5M project, although this required assuming a long-term loan of $3.5M that was not part of our original plan.

B. **Accelerated Ed.D. Programs.** We launched an accelerated option for each of our Ed.D. programs in FY06, and over 110 students have since graduated from these programs – representing more than half of our doctoral graduates over this period of time. Several of these graduates are holding leadership positions – including eight school superintendents, the President of a local community college, and the Head of Libraries at Yale University.

C. **Scholarships.** Since Fall 2007, we have secured over $3.7M in tuition waivers from “scholarship grants” targeted to prepare school personnel in areas of shortage – specifically, math and science teachers (3 NSF-funded Noyce grants, for a total of $1.8M), teachers of English for Speakers of Other Languages (ESOL) ($770K), teachers serving
students with significant disabilities ($919K), and most recently urban school leaders ($195K). These awards represent a significant achievement, especially when considering that we were never awarded this kind of grant before.

D. Expanded Center for Professional Development & Education Reform. Over the past five years, we have expanded the operations of our Center for Professional Development & Education Reform by adding program evaluation and school leadership to professional development services.

E. Endowed Professorships. This is the one area where we have not yet met success. Recognizing that the established minimum funding of $1.5M for an endowed professorship will continue to be a challenge for Warner donors, we have recently expanded this initiative to include seeking gifts to fund new part-time positions as “educator in residence” for exceptional retired teachers and other educators who can play important roles in promoting our teaching and reform missions.

F. Mini-grant program. Starting in FY06, we have awarded 30 mini-grants to 18 different Warner faculty members, for a total of over $600K. While all funded mini-grants led to valuable research publications, six were also instrumental in securing grant funding for a total of almost $2.5M.

These successful initiatives, along with a few others that were also implemented over the last five years, have enabled us to achieve most of the strategic targets set in 2008, and get very close to others - as documented in Appendix A. This is a remarkable result when we consider the significant set-backs and challenges caused by the national recession and its implications for K-12 schools in particular.

While referring to Appendix A for more details, here we highlight the main achievements and challenges:

- The construction of Raymond F. LeChase Hall has certainly been our major achievement. This new facility provides us now with the space needed for future faculty and staff hires as well as new programs, improves our ability to recruit students (especially locally), and has provided new opportunities to host outreach programs such as our Horizons Summer Program for K-8 Rochester City School Students. Warner’s move to LeChase Hall has also made available to the College over 22,000 net sqft. of office and classroom space in Dewey Hall. At the same time, the new building represents increased financial obligations, both in terms of operating costs, and of having to assume $3.5M in long-term debt (which we are still hoping to at least reduce with funds raised as part of the Meliora Campaign).

- Of all the key metrics we have identified, net tuition is the most critical to ensure the financial viability of our strategic plan – since net tuition represents over 80% of the Warner School’s core revenues (see Appendix B). Our estimate in 2008 was that financing our strategic plan would require a stable enrollment of at least 10,000 credits per year, with Warner-funded financial aid rate of no more than 26%. We have proven our capacity to attain both targets for three consecutive years (FY09-FY11), through a combination of program innovations (such as the accelerated Ed.D. programs and new programs in emerging areas such as health professions education), more proactive recruiting, and increased financial aid (in part funded by the “scholarship grants” mentioned earlier). However, since 2011 the K-12 schools crisis that followed the recession caused a decrease in enrollment in most programs preparing K-12 school personnel (moving our enrollment from an all-time high of 11,443 credits in FY10 to 9,172 credits in FY12). The overall enrollment increase of
7% experienced in FY13 is encouraging (especially considering that most other schools of education in the region have experienced significant decreases in enrollment in the same time period), and it confirmed the value of expanding our portfolio beyond K-12 schools as the additional credits came mostly from international students and students in new programs we launched to prepare personnel outside of K-12 schools. Initiatives to increase and stabilize student enrollment will continue to be critical moving forward.

- Despite increased competition and decreased overall funding for grants at the national level, we have been successful in securing a number of large multi-year research and reform grants. FY12 was an especially successful year in this respect, as we were awarded a total of $5.5M in grant funding – an all-time high for the Warner School. These awards will secure a continuous flow of external funds for the next few years.

**KEY POST-2008 CHALLENGES MOST INFLUENCING OUR CURRENT PLAN**

The world around us has changed significantly since we put together our 2008 strategic plan, and these changed external conditions have created new challenges as well as opportunities for the Warner School, as summarized below.

*Implications of the economic recession on students’ price-sensitivity and program costs:* The economic recession has made students even more price-sensitive and concerned about the affordability of graduate programs. This means that in order to attract future students, we need more than ever to decrease program costs by providing more financial aid, as well as finding cost-cutting solutions for delivering our programs without compromising their quality.

*Implications of the current crisis in K-12 public education:* Even more than the general recession, Warner is affected by the public school financial crisis that followed it. First, there are fewer jobs in K-12 schools for new graduates, discouraging young people who might otherwise consider a career in education and thus decreasing enrollment in programs preparing K-12 school personnel nationwide. A difficult fiscal situation in K-12 schools has also meant less funding for professional development and reform efforts; while the need for support in these areas remains and Warner is well positioned to meet them, many schools today cannot afford our services unless we also secure grant funding to cover those costs. In addition to the negative effects of reduced resources, U.S. public schools have also suffered from increased public dissatisfaction, and are struggling to respond to new accountability measures and other unfunded mandates.

*Implications of the growth of online education:* The explosion of online education in recent years brings us new challenges, as education students have greater expectations with respect to online offerings. We also see this as an opportunity, since Warner is uniquely positioned to offer services to support others in providing online education.

*Implications of increased globalization:* Increased globalization has also presented us with new challenges and opportunities. Along with other UR academic units, we are interested in attracting a larger number of international students to our program. Our faculty’s expertise with students with limited English proficiency (also referred to as English Language Learners, or ELLs) and diverse student populations in K-12 schools, can also position Warner to play new roles in helping others better serve the increased number of international students coming to the U.S. – at both the K-12 and college level.

**INFORMATION ABOUT THE STRATEGIC PLANNING PROCESS**

The strategic planning process that culminated in this document started in Fall 2011, immediately after President Seligman announced the need to revisit our 2008 plans in light of the recession. The process started with a series of retreats involving at times just a Strategic
Planning Team comprising of about 20 individuals, and at times the entire Warner School faculty and staff. During the first year, this work was supported by an external consultant and informed by a framework used by the McArdle-Ramerman company, leading to the construction of a “strategy map” that was very useful to help us think about our goals and processes in a new way (see Appendix A). Both the map and the new directions it suggested were shared for feedback with a few external constituencies – including our National Council, Dean’s Advisory Committee, and the University Board of Trustees.

Over the last year, we have worked mostly at operationalizing the new directions and opportunities we identified in the first year. It is also worth noting, though, that in addition to the specific initiatives we have already committed to and described in this document, we also want to continue to stay open to new opportunities we may uncover moving forward.

REVISED GOALS, TARGETS AND PRIORITIES, AND ADDED STRATEGIC INITIATIVES

The strategic planning process described above led us to reaffirm the goals and metrics articulated in our 2008 strategic plan, as well as most of the targets set at that time, while proposing a new set of priorities and strategic initiatives to address changes external conditions.

Below is a justification for the minor adjustments we are proposing for a few targets for 2018 (as reflected in the table included in Appendix A):

1. The target in terms of credit hours has been increased from 10,000 to 10,500 credits to reflect the minimum level of enrollment that will be needed to provide for the additional costs we will incur (compared to our 2008 estimates) because of the combination of unplanned debt payments, higher than expected increases in allocations, and the higher financial aid rate that is required to attract students in these times of greater financial needs (29-30% instead of 26% as originally projected in our 2008 plan).

2. Targets in terms of number of doctoral graduates and fully funded doctoral students have been slightly decreased, and targets for graduates completing a master degree or certificate slightly increased, to better reflect our projected distribution of doctoral vs. other students in future years.

3. We have added a new metric to measure progress made towards our goal of promoting research-based efforts to improve local education: the number of urban school-age students that we directly serve through our summer and after-school programs. We have set this target at 200 students/year, which is consistent with the initiatives we have already committed to undertake for the long-term (as described in more detail in a later section).

4. We have completed the construction of LeChase Hall; as the cost for this project increased from $21.5M to $23.5M from our original estimate and we only partially achieved our fund raising target, we were required to assume an unplanned loan of $3.5M. It is our goal to continue our fund-raising to reduce this debt as much as possible. Therefore, we have raised our target for the funds Warner needs to raise to fully cover the construction cost for LeChase Hall to $18.5M (as the contribution received from the College for their shared use of the classrooms located on Level 1 stayed at $5M).

The following strategic goals and related targets reflect the adjustments discussed above. These are now part of our strategic plan and are to be reached by 2018:

1. Increase the number of highly-qualified graduates to improve the educational services offered by schools, universities and community agencies and to ensure our financial stability.

Key annual targets:
- 10,500 credits of enrollment (12% increase from FY12 base; 40% increase from FY07 base)
- 40 doctoral graduates (10% increase from FY12 base; 33% increase from FY07 base)
- 165 MS/certificate graduates (same as FY12 base; 50% increase from FY07 base)
- 28 fully funded PhD students (20% increase from FY12 base; 4% increase from FY07 base)

2. **Increase research output and impact** to inform better educational scholarship, policies and practices
   Key annual targets:
   - Increase faculty publications by 50% compared to our 2007 base
   - Maintain $1.5M of annual research grant funding (FY12 base) despite a projected decrease in federal funding (essentially the same as original 2008 target)

3. **Promote research-based reform efforts** to effectively address significant educational issues in the region
   Key annual targets:
   - Maintain $1.5M of annual reform grant funding (FY12 base) despite a projected decrease in federal funding (essentially the same as original 2008 target)
   - Directly serve 200 RCSD students per year in summer/afterschool programs (xx% increase from FY12 base)

4. **Secure the human capital needed to achieve the previous goals**
   Key annual target:
   - 40 faculty FTEs (18% increase from FY12 base; 12% increase from FY07 base)

5. **Secure the facilities needed to allow for growth and create a quality educational environment**
   Key target:
   - Fully cover LeChase Hall construction costs of $18.5M

We have also identified the following strategic priorities moving forward:

a) **Maintain fiscal stability, with a special focus on achieving our enrollment targets:**
   Increasing our revenues and reducing costs will be critical to achieving our original goals despite more constrained resources. Furthermore, since 80% of our revenues are from net tuition, and grants and gifts are not likely to increase significantly given the current economic situation, this means that we need to pay special attention to achieving our enrollment targets – despite decreases in enrollment from individuals seeking careers in K-12 schools.

b) **Diversify our research and instructional portfolio beyond K-12 schools:** In order to offset the decrease in enrollment for our traditional K-12 programs, we will need to increasingly diversify our instructional programs and research projects beyond K-12 schools – building on Warner strengths and competitive advantages in applying education to solve problems across the lifespan of our population and in diverse educational contexts.

c) **Provide concrete support to K-12 schools at a time of great need:** The need and opportunity to work outside of K-12 education is not intended to detract us from our core commitment to support school reform. On the contrary, as many schools are struggling with unacceptable student outcomes and all K-12 schools are facing sweeping changes in the coming years – from the adoption of new standards and assessments, to dealing with the effects of significantly reduced resources – Warner wants to take an even more proactive role. We also recognize the need to explore new ways to do so most effectively within our limited resources, including establishing intensive partnerships with the Rochester City School...
District and a few other schools, working at translating research and policy to impact practice, supporting promising educational innovations through high-quality professional development and evaluation, and providing direct services to underprivileged children in our community.

These new priorities, in turn, have suggested the value of pursuing the following new strategic initiatives in addition to those already included in our 2008 strategic plan:

A. **Online Initiative**: As online courses and other learning opportunities will continue to increase in the foreseeable future, in higher education as well as other contexts, we see the potential to influence these offerings so that they not only increase access but also provide better learning opportunities to students. Therefore, our vision is not only to strategically develop a set of new online courses and programs for Warner students (as a way to stay competitive and reach new student populations), but even more importantly to position Warner as “the place to go” to learn about online teaching and to get support when launching new online learning initiatives. While this will require some modest investments in faculty and staff, it can also build on current faculty expertise in instructional design, innovative pedagogy, learning in digital spaces, new media literacies, and educational policy.

B. **International Expansion**: Increased globalization has opened new opportunities for Warner not only to expand student recruitment internationally, but also to support other institutions’ efforts to better serve international and ELL students more generally – at both the K-12 or college levels. Capitalizing on our faculty’s research on diversity and teaching English to Speakers of Other Languages (ESOL), we are planning to design programs specifically targeting international students, as well as develop new models to ensure international students’ success at Warner that could be replicated elsewhere.

C. **Education-Health Care Collaborations**: There is an increasing recognition that education and human development can offer valuable new lenses, tools and approaches to improve patient outcomes while reducing health care costs in the long term. Building on the University’s strengths in the health care field as well as existing collaborations between Warner and the Medical Center, we want to partner with colleagues in the schools of Medicine and Nursing to engage in cutting-edge multi-disciplinary research projects, interventions and instructional programs that capitalize on education to address specific health-care challenges.

D. **Extended-learning Programs for K-12 Urban Students**: How children spend their time outside of the regular school day has been identified as a key factor affecting their learning outcomes and academic success. We believe that offering a few research-based summer and after-school programs for Rochester city children could be one of the most effective ways for our small school of education to make a concrete difference in the community. These programs will not only directly impact the children served, but also have a “multiplier effect” as they provide unique experiences for Warner pre-service teachers (thus enhancing their preparation and marketability) as well as state-of-the-art models that can be researched and then disseminated elsewhere in the nation.

E. **“Life-long” Student Support**: In the current climate, graduates’ satisfaction will depend not only on having experienced cutting-edge programs and courses, but also on the jobs they are able to secure and the personalized support they receive from the time they apply to Warner, through graduation, and also during their careers as Warner alumni. Therefore, as a way to increase Warner’s “value proposition” for prospective students, as well as to better empower our graduates to “transform lives and make the world more just and humane,” we are committed to a radical transformation of the way we advise and support students. This will
involve, among other things, creating new advising structures and expectations throughout
the student’s “life-course,” and adding new services in career development and alumni
engagement.

Please note that, in addition to the five major initiatives identified above, others resulted from
our strategic planning process and we expect to implement some of those as well over the next
five years. Furthermore, we expect that there will be new opportunities we will want to take
advantage of as we move forward.

IMPLEMENTATION PLAN FOR EACH NEW STRATEGIC INITIATIVE

While in the previous section we articulated what we aim to achieve and why, in this section we
outline how we plan to pursue each of the five new strategic initiatives identified in the previous
section.

A. Online Initiative

Key components:

1. **Online offerings for Warner students**: As new technologies and their uses to enhance
learning continue to evolve, we want to ensure that Warner students can benefit from these
pedagogical advances. While we expect traditional face-to-face formats to remain at the core
of most of our programs and courses, we also want to offer a rich set of hybrid/online courses
our students can choose from, as well as digital learning experiences within traditional courses.
We think this is important not only to enrich our students’ experience and remain competitive
as a premiere school of education, but also to reach students we have not been able to serve so
far, and to establish our reputation as experts in online teaching and learning.

• **Enrich existing courses with online learning experiences as appropriate**. Recognizing that
online learning may be particularly effective for certain content and certain types of students,
we want to encourage and empower all Warner faculty to include value-adding digital
learning experiences in their traditional courses (ex: online discussions of readings, peer
reviews, etc.). These experiences could complement more traditional homework
assignments, reduce the length of a class session, or in some cases even substitute for a face-
to-face class session. All our courses are expected to have a Blackboard site, so many of our
faculty already use tools provided by this Learning Management System (such as discussion
boards, access to multi-media documents) on a regular basis to support instruction – but we
want to encourage even greater use of these tools by providing Warner faculty with the
needed support and professional development.

Selected milestones: Professional development for Warner faculty to be offered in FY14 and
FY15; On-going efforts by individual faculty members.

• **Strategically select courses to be offered online**: We also see great value in offering a few
courses that Warner students could take without requiring weekly classroom presence, as such
courses could foster our goal of providing greater access to students – by better fitting their
work schedule, and/or allowing them to complete at least part of their program even if they
are not in Rochester. Given our current limited resources, we will need to carefully choose the
courses to be offered online so they can serve the broadest possible student population across
our programs (i.e., electives that can be used across programs, or a section of required courses
with multiple offerings). These principles have informed the choice of our first online courses
to be implemented in the coming year, which include 5 hybrid-online courses (*Online
Teaching & Learning; Foundations of Health Professions Education; Teaching & Learning
in Higher Education; Clinical Teaching; Assessment in Higher Education [NEW]*) and 5 fully
online courses (Designing online courses [NEW]; one section of Masters Research Methods; Entrepreneurial Skills for Educators; Motivation; one section of Professional Writing)

**Selected milestones:** At least 10 online courses implemented by FY14; at least 20 by FY18.

- **Offer a few online programs:** We also recognize that, in order to recruit new students from a broader geographical area, isolated online courses are not enough. Given the greater investment required to offer an entire program online, though, we will only be able to offer a limited number of these programs, and will need to carefully evaluate cost-benefits of each proposal. So far, we have committed to offer the M.S. in Health Professions Education (a joint offering by Warner, Nursing and Medicine) as a hybrid-online program starting in Fall 2013. The new format will allow students to complete the program with only a few visits to Rochester, thus enabling us to recruit for this program from a wider geographical region, and also making it easier to offer this program in New York City once Branch Campus status is obtained. Another possibility we are exploring is offering a new hybrid-online option of our program to prepare as K-12 school leaders, to better serve rural teachers.

**Selected milestones:** MS in Health Professions Education to be launched online in FY14.

- **Warner online orientation:** Capitalizing on the “anytime anywhere” affordances of online learning, we are redesigning our new students’ orientation to have a major online component that newly admitted students can access as soon as they need. This will enable us to transform the traditional face-to-face orientation into a much shorter event focused on community-building. This project is also an important part of our “Life Long Student Support” initiative.

**Selected milestones:** Phase I orientation materials to be piloted in FY14 and in place for new students starting in FY15; a more robust online orientation is planned for the following year.

- **Developing an infrastructure within Warner to support students and faculty engaged in online education:** The success of the previous initiatives will depend on securing sufficient support to Warner faculty (so they can design and facilitate high-quality online learning experiences) as well as students (so they do not give up because of technical difficulties or unmet expectations). We have already taken some steps to secure the needed human capital to get started by hiring an online instructional design expert (Dr. Dave Miller), redistributing the effort of the staff member supporting Blackboard (Kristine Mager) as well as securing the collaboration of Dr. Eric Fredericksen, Associate Vice President for Online Learning, as part of our leadership team for this initiative. As the online initiative expands, we will continue to monitor whether this infrastructure continues to be sufficient or needs to be expanded.

**Selected milestones:** Basic support staff in place by May 2013.

2. **Programs and courses to prepare online instructors:** As the demand for online courses is increasing in many different contexts (higher education, continuing education, industry training, and even K-12 schools), there is a shortage of individuals who can design and teach such courses effectively. To address this unmet need, we are planning to offer a set of courses on online teaching and learning, which will constitute the core of certificate and Master degree programs in online teaching.

**Courses in online teaching and learning:** In Fall 2012 we piloted a first course for individuals interested in gaining knowledge and skills to improve as online instructors. This course has now been expanded into a two-course sequence that will be offered for the first time in FY14. We expect these courses to be attractive for current Warner students as well as doctoral students across the University who are preparing for positions as faculty, industry trainers, professional development providers, and K-12 personnel.

**Selected milestones:** Two-course sequence launched in FY14, and offered annually after that.

- **Certificate/Master program on online teaching:** For students interested in gaining credentials to help them secure jobs as online instructors, we are also designing two new “nested”
programs. The first will be a “certificate program” that will include the two courses mentioned above as required core courses, together with a couple of other Warner courses and a supervised practicum experience. Students interested in obtaining a Master degree will need to add another 5-6 courses, capitalizing on other existing Warner courses and/or previous graduate courses they took in the content area they plan to teach.

Selected milestones: Certificate program currently under design, to be launched in FY15; master program currently under design, to be registered with NYSED in FY14.

• Professional development for faculty: While there is a recognized need in higher education and K-12 schools for current faculty to learn about online teaching, graduate courses and programs may not be the vehicle most suited for this audience. Therefore, we plan to also offer a set of professional development offerings targeted to specific groups of faculty.

Selected milestones: Program to be piloted for Warner faculty in FY14; extensions for other audiences to be developed starting in FY15 based on this experience.

3. Supporting other organizations in implementing quality online programs: As more colleges and firms recognize the potential of digital learning, they will need expert support in designing, implementing and evaluating high-quality online learning experiences. We have a competitive advantage in delivering these services, given the infrastructure already available through our Warner Center for Professional Development and Education Reform; at the same time, providing these new services will require additional training and dedicated staff, as well as for Warner to develop a reputation as a quality provider of online instruction. We are committed to doing some market research to ascertain needs for this type of service. In the meanwhile, we hope to begin building our reputation as a result of the new online courses and programs to be developed at Warner in the near future, as described in the context of the previous two points, and by offering one or more Massive Open Online Courses (MOOCs). We have made some first steps towards creating an infrastructure for providing this kind of services by hiring David Miller as Warner’s first Online Instructional Designer. We also plan to proactively use the courses and professional development described in point #2 to train interested Warner faculty and doctoral students. Among other early steps, we envision partnering with other organizations that have complementary expertise – as done with the School of Nursing for the M.S. in Health Professions Education and as will be done with the Eastman School of Music as they are planning a new online M.S. in Music Education.

Selected milestones: Hired online instructional design expert in May 2013; offering training opportunities in FY14; offering a MOOC on Coursera by FY15; market research to be undertaken in FY14.

4. Research on online teaching and learning: Online teaching could be significantly improved by greater knowledge of online learning and how to best capitalize on it. Systematic evaluations of different online education models and their implications are also called for to inform policies and decision-making. As a research school of education, we believe we have a special role to play in this arena, and so we want to proactively encourage and support interested faculty and doctoral students to make contributions in these areas. As a concrete step in this direction, in Spring 2013 we offered a doctoral-level course on Digital Epistemologies preparing students to do research about learning in digital spaces. In addition, as we engage in building internal capacity and starting new online courses and programs at Warner, we also want to systematically evaluate these efforts and study the process as a way to gain knowledge about how to effectively support the start-up of new online initiatives – both for research purposes and to learn how Warner could provide services in this area to other institutions.
Selected milestones: Offer at least one doctoral level course each year related to online education; get RSRB approval for Warner case-study by early Fall 2013.

5. **Promoting open access publishing**: As dissemination of knowledge to the broadest possible audience is an integral component of our research agenda and consistent with our social justice mission, we also want to play a more proactive role in support of open access publishing – another new opportunity offered by online technologies. This will involve, first of all, engaging in publishing open access journals or monograph series that take full advantage of the multi-media capabilities of online publishing; we are currently exploring possibilities in this arena in collaboration with the University Libraries, while also hosting our first online open-access journal with Prof. Logan Hazen as editor. We are also interested in engaging in the national debate about open access publishing and its implications for higher education, especially in terms of access from poor countries/institutions and implications for tenure. **Selected milestones**: Host first open access journal starting Fall 2013; continue conversations with UR Libraries in FY14.

**Implementation team**
A leadership team comprised of Raffaella Borasi (Dean), Eric Fredericksen (Associate Vice-President for Online Learning), David Miller (Online Instructional Designer), and Jayne Lammers (Faculty) will provide leadership and oversight to the entire initiative. Joanne Larson will lead the open access component. Staff support will be provided by Dave Miller, Kristine Mager and Dave Garcia. Several Warner faculty members and doctoral students have expressed interest in teaching online courses.

**Resources**
We believe we already have a strong foundation to implement this multi-pronged plan – as several Warner faculty members can contribute relevant expertise in digital learning, new media literacies, instructional design, pedagogy and program evaluation. We can also capitalize on the infrastructure provided by the Warner Center to deliver educational services to a variety of organizations, and we can benefit from Eric Fredericksen’s expertise and new role at the University level. At the same time, some incentives to faculty designing new online courses and new investments in personnel and technology will also be needed in order to be competitive in this new arena. We have estimated that these start-up costs will be about $150K for FY14; we have already been able to secure these funds through gifts dedicated to innovation and operating surplus achieved in FY13. While some of these costs will be recurrent, we may need to consider hiring some additional staff and faculty if the number of online courses significantly increases. The proposed initiatives have the potential to generate revenues that can more than cover these costs – namely, the net tuition generated by the new instructional programs we are planning to launch, contracts, and possible grant funding.

**Risks**
While there is a small risk that these initial investments will not lead to increased student enrollment and increased revenue, this outcome is unlikely given the success of our first six online courses. We also believe that not engaging in online education at this time would be an even bigger risk if we want to remain competitive.

**B. International Expansion**

**Key components**

1. **New programs and courses for international students**: In the past we have had very few international students at Warner, yet as we began our strategic planning process we recognized new opportunities to recruit international students. We decided to immediately test out this
hypothesis by developing a new program to prepare ESOL teachers, which built on our existing program leading to teaching certification in U.S. K-12 schools, but was modified to better serve international students. Launched in summer 2012, this program yielded 20 international applications and 8 enrolled students in its first year, and over 50 international applications and about 20 enrolled students (our long-term target) this year. This success encouraged us to similarly adapt other existing programs for an international audience – starting with masters in mathematics, science, social studies, literacy, elementary, early childhood and special education. As more and more universities outside the U.S. are interested in learning about and possibly replicating the success of American universities, we are also exploring the possibility of offering courses and other learning experiences on various aspects of U.S. higher education, possibly leading to a new certificate or master degree program for international faculty. Our concurrent online initiative may also contribute to better serving international students by providing them opportunities to take a few courses before and/or after coming to Rochester, thus reducing the time they may need to spend abroad. We are also aware that successfully recruiting students to these new programs will require significant enhancements in our website, so we are concurrently working on creating a section specifically for international students.

Selected milestones: New ESOL program launched summer 2012; application for 6 new programs to be approved by NYSED in Fall 2013, and launched in summer 2014; new international student section of our website in place by Fall 2013.

2. **Support for Warner international students.** As the number of international students at Warner has already significantly increased over the past two years and continued growth is expected (over 40 new international students joined in summer 2013 compared to 23 in 2012), we must ensure that the special needs of this population are met. This has included developing a special 2-week summer orientation (piloted in 2012 and significantly revised for 2013), offering a course on American linguistic practices and culture (to provide a context to the rest of their courses and to develop effective practices as a graduate student) and accompanying field experiences, assigning an additional advisor that supports international students in all non-academic matters, and providing some professional development for Warner faculty and staff about the unique challenges faced by international students as well as basic principles of working with students for whom English is not their first language. As we develop these new support systems, we are also interested in researching them, so as to propose models for use by other institutions.

Selected milestones: New international students orientation piloted in summer 2012; international advisor starts Fall 2013; ongoing professional development for faculty and staff.

3. **Provide training and consulting services to faculty and staff working with ELLs in other institutions.** Our expertise in this area has already been recognized at the K-12 level by a $2M grant awarded by the Department of Education (CELLS) in 2012, which provides Warner with both funding and concrete vehicles to better prepare K-12 personnel in the region to work with English Language Learners (ELL) students – at both the pre-service and in-service level. We believe that this project will provide us with valuable learning experiences and increased credibility to offer similar services to other educators in the future – at both the K-12 and college level. This could also well position Warner in the future (through our Center for Professional Development and Education Reform) to offer services to organizations working with international students and/or other ELLs who want to better serve those students.

Selected milestones: Professional development for Warner faculty in 2013; CELLS professional development in the community launched in FY14.
Implementation team
A leadership team comprised of Raffaella Borasi (Dean), Pam Black-Colton (Director of Admissions and Student Services), and Lynne Kirst (new International Students Advisor) will provide leadership and oversight to the internal initiatives, working with chairs and faculty in the appropriate program areas to adapt programs and create new courses. Dr. MJ Curry is directing the CELLS grant project, in collaboration with Stephanie Martin in the Center for Professional Development and Education Reform.

Resources
Because of our programs in ESOL, we are fortunate to already have faculty members, doctoral students and graduates with expertise working with ELL students, and we plan to capitalize on these existing resources. We have reassigned a staff member to serve as the new International Student Advisor. Since the proposed new programs for international students so far are not requiring new courses, the resources needed for this initiative are minimal and have already been included in our annual forecasts moving forward. If the number of international students were to increase significantly, however, we would have to consider additional personnel – but in that case we expect that these additional costs will be covered by increased net tuition revenues (especially considering that international students on average receive less financial aid).

Risks
Once again, the financial risks of this initiative are minimal and increased costs proportional to the number of new international students (and thus off-set by increased revenues).

C. Education-Health Care Collaborations

Key components:

1. **Interdisciplinary research and interventions to improve patient outcomes and reduce health care costs.** There is increasing recognition in the health care field that, in order to improve patient outcomes while reducing health care costs, health care professionals need to address a range of non-medical factors that can affect patients treatments. As many of these factors have to do with human and/or social elements, Warner faculty expertise in human development, cultural and socio-economic factors, as well as qualitative research methodologies, can be very valuable and may help secure new interdisciplinary grants. This has already been demonstrated by current funded interdisciplinary projects that involve Warner faculty and doctoral students in their research teams – such as one on smoke cessation in community colleges, and another on elderly patients’ return to the Emergency Room. Warner faculty expertise on issues related to race, class, gender, and disabilities could also provide valuable contributions to interdisciplinary teams working in the area of health care disparity. We also have Warner faculty and doctoral students interested in exploring new interdisciplinary approaches to health and mental health prevention, the relationship between life-long social forces and cognitive, emotional and physical well-being in old age, strategies for stress-induced pain management such as mindfulness, and constructing interdisciplinary models of social determinants of health taking advantage of “big data” – just to mention a few other areas at the intersection of health care and education/human development.

Selected milestones: On-going, depending on faculty research agendas and funding opportunities.

2. **Improving the preparation of health care professionals.** The importance of educating patients and their care givers to fully understand the nature and implications of their illness, available treatment choices, and what it will take to follow a prescribed treatment so that it can be effective, is receiving increased attention in the health care field. Yet health care
professionals rarely acquire the educational knowledge and skills needed to play these new roles as part of their entry-level professional preparation. This, in turn, calls for collaborations between education and health care faculty to (a) enhance the programs currently preparing health professionals in specific fields, and (b) offer programs for working health care professionals who are interested in gaining these skills after they have obtained their credentials. Our immediate plan to address these unmet needs is to provide our expertise and support to the Medical Center as they embark in their new education initiatives, and also to expand the reach of our existing M.S. in Health Professions Education by offering it in a hybrid-online format (which will also make it easier to offer it in a New York City Campus) – while continuing to proactively explore other opportunities for collaboration.

**Selected milestones:** Launch hybrid-online version of MS in Health Professions Education in Fall 2013.

**Implementation team**
We have different teams engaged in different components of this initiative. The first team is a study group including Warner faculty who have a special interest in the application of human development and education to health care issues, led by Kathryn Douthit and Joyce Duckles. The second team, overseeing the programs in Health Professions Education jointly offered by Warner, Medicine and Nursing, comprises of Raffaella Borasi (Dean of the Warner School), Kathy Rideout (Dean of the School of Nursing), Janine Shapiro (Associate Provost for Faculty Development in the School of Medicine and Dentistry), and Judi Fonzi (Warner faculty and Director of the MS in Health Professions Education). Raffaella Borasi is also serving on the Board of the Medical Center’s Institute for Innovative Education.

**Resources**
We expect initiatives within the first component to be undertaken as part of individual faculty research agendas and/or be externally supported by grants. Initiatives related to the MS in Health Professions Education will be mostly supported by tuition revenues associated with that program, although the three schools established a modest reserve fund last year to support marketing and start-up costs associated with the expected launch of the program in New York City. So far the people involved in the various projects comprising this initiative have been current faculty and doctoral students in education, nursing and medicine interested in this area; however, the initiative could be strengthened by some strategic faculty hiring in this area.

**Risks**
Once again, financial risks in this initiative are minimal, as we are mostly using existing staff and courses and relying on external funding to support specific research projects.

**D. Extended-learning Programs for K-12 Urban Students**

**Key components:**

1. **Programs connected with specific teacher preparation programs.** A common challenge in teacher preparation is how students can be exposed to and practice the innovative teaching approaches we would like them to adopt, when those approaches are not yet used in the more “traditional” schools where they conduct their internships. Over the past 10 years, our science teacher preparation program has demonstrated that one way to address this challenge is to engage student teachers in innovative teaching experiences conducted in informal environments, such as summer programs or after-school programs (as recognized by the National Science Foundation recent award of a $1.25M grant to enhance, evaluate, and replicate one of these programs). Recognizing that this kind of initiative can not only enhance our graduates’ learning experience and resume, but also directly serve underprivileged youth in our community, we want to strategically expand these offerings to
reach more Rochester children. In particular, we have recently launched special internship opportunities for Warner students interested in becoming Literacy Specialists in connection with a donor-funded project taking place in School #36, as well as a summer camp offered by teachers who participate in our Genesee Valley Writing Project (an affiliate of the National Writing Project).

Selected milestones: Enhanced ScienceSTARS afterschool program continues even after the NSF grant ends in Fall 2014.

2. Programs in partnership with specific schools. We also want to enter in partnerships with specific high-need schools to provide extended-learning opportunities for their students. The most recent and notable example has been the launch of our 6-week Horizons Summer Program for students at risk in School #33. Offered for the first time on the University of Rochester Campus in summer 2011 with four grades and a total of 60 children, the Horizons Summer Program has been gradually expanding and by summer 2014 we expect to be able to offer a full K–8 program serving a total of about 125 students – while providing paid internship opportunities for recent Warner School graduates as well as undergraduates considering a teaching career. Starting in Fall 2013, this program will be complemented by an afterschool program at School #33, serving each year a total of 200 predominantly African American and Latino boys from the neighborhood, and offered in collaboration with the neighborhood association (NEAD); this project has been funded for the next three years by a $300K/year 21st Century grant awarded by New York State.

Selected milestones: Offer full Horizons Summer program starting in Summer 2014; Launch School #33 afterschool program in Fall 2013.

Implementation team
Each extended-learning program has an assigned leader (usually a Warner faculty member) responsible for all aspects of that program (including fund-raising, staff recruiting and training).

Resources
Running each of these programs requires significant resources each year (Get real Science Camp: $15K; ScienceSTARS: ~$50K; School #36 literacy program: $75–100K; Horizons summer program: ~$250K; School #33 afterschool program: ~$300K; Writers’ Camp: ~$10K). We expect each of these programs to be self-supported by grants and/or gifts, yet Warner ultimately has the financial responsibility to carry out the programs we commit to each year even when fund-raising goals are not met.

Risks
Whenever we run outreach programs, the first risk we incur is a reputational one – so we need to ensure that each program we offer meets the high expectations in terms of quality we want to be associated with our school. To minimize these risks, before starting any new program we carefully review its plans, and we will not start a new program unless we are very confident that the person leading it has the capacity to make it a success.

From the financial point of view, each year we run the risk of having to cover part of the costs with internal funds if fund-raising was not fully successful. We are trying to contain this financial risk by monitoring each program’s success in fund-raising, and being ready to discontinue programs that we believe cannot be externally supported in the long-run. However, our goal is also to put aside enough reserves to allow us to meet occasional shortfalls in fund-raising for worthwhile programs without affecting our operating budget.

E. “Life-long” Student Support:
Key components
1. **Career development support**: Given current students’ concerns about finding a job after graduation, we have recognized the need for Warner to take a more proactive role in our graduates’ careers. This is important not only to make our candidates more successful in a challenging job market and be able to attract applicants who value these services, but also as a means to ensure that our graduates will be able to contribute to the Warner School mission through what they do throughout their career as educators. While this may seem an obvious move, it is important to note that Warner, like most education schools, has not offered any career support services in the past. Specifically, we are considering the following new services: (a) advising students, from very early on in their program, about career options (including non-traditional ones) and how to best position themselves to be competitive in the ones they find most attractive; (b) offering advanced students and recent graduates support in their job search; (c) providing access to professional networks for both Warner students and alumni; and (d) reviewing our programs to ensure that our graduates are truly “marketable”.

*Selected milestones:* Piloting selected career support services in FY13 and FY14, capitalizing on in-house expertise and free-lancers.

2. **Alumni engagement**: We have also become increasingly aware of the need and value of continuing to engage our alumni after graduation. Warner alumni can benefit from the continuing support of faculty as they begin to put into practice what they learned in our programs, and in turn they can enrich our student experience through mentoring and networking, helping with internship placements, and creating valuable liaison with schools and other institutions with which we may want to collaborate. Because of the wide variety of the programs offered at Warner, and the different professions they lead to, we believe that we need a combination of program-specific as well as school-wide alumni engagement efforts – hence the decision to start a new “program advisor” role including some of these responsibilities, as described further in point #3.

*Selected milestones:* Program advisors will pilot alumni engagement activities in FY14.

3. **Redefining advising roles and expectations**: We recognize that our current advising system is in need of improvement and we are committed to change this situation. This will first of all involve a study of our current advising practices and student satisfaction, leading to the adoption of a new set of advising expectations and practices. In FY13, for selected masters’ programs we also started piloting a new role of “program advisor,” mostly assumed by clinical faculty and including some typical academic advising responsibilities (such as signing on and monitoring students’ individual programs of study) along with new program-specific responsibilities related to career development and alumni engagement.

*Selected milestones:* Pilot new “program advisor” roles in FY13 and FY14; student focus groups in summer 2013; new advising expectations and practices to be adopted in FY14.

4. **New structure to support students throughout the “life-cycle”**: Consistent with the vision articulated so far, we have also decided to merge our current Admissions Office and Student Services Office. The new office will now have full responsibility for supporting students from prospects to alumni, in close collaboration with the program advisors – thus creating and nurturing the Warner-alum relationship from Day One.


**Implementation team**

Raffaella Borasi (Dean), Brian Brent (Associate Dean of Graduate Studies) and Pam Black-Colton (new director for the combined Admissions and Student Services office) will oversee the various components of this initiative. Valuable expertise in career counseling will be provided by faculty member Bonnie Rubenstein, an expert in this area.
Resources
For the moment, we have launched these changes by redistributing (and in some cases augmenting) current personnel’s responsibilities. However, we are still struggling with finding internal capacity to implement some aspects of this initiative, especially in the areas of job placement/career development and alumni engagement, and may have to hire specialized personnel to accomplish some tasks.

Risks
This is an area where “missing the boat” risks are clearly greater than “sinking the boat” risks. From the financial viewpoint, we mostly need to make sure that faculty and staff reassignment to fulfill some of these new functions do not create gaps in other critical services.

FINANCIAL IMPLICATIONS

None of the new initiatives we are suggesting require significant new resources – although they may call for different decisions in terms of the allocation of our current resources and future faculty and staff hires, and in some cases the extent and timing of their implementation will depend on being able to secure external funding. If successful in increasing student enrollment beyond our minimum target of 10,500 credits/year, some of these initiatives may require additional personnel and resources; however, the resulting increased net revenues should be more than sufficient to offset these additional expenses.

More significant is the financial impact of the planned faculty hires (included in our original 2008 plan but postponed because of the uncertainties in the environment) as well as the increased O&M and debt costs due to the new building.

The financial projections reported in Appendix B were developed using the following key assumptions:

- Annual increases of 3-5% in most categories (consistent with historical trends);
- Increase in enrollment over the next two years to reach the long-term target of 10,500 credits/year by FY16;
- Average student aid of 30% (to account for the matching funds required by current scholarship grants as well as the new formulas for UR employee tuition reimbursement);
- Annual gifts sufficient to cover (along with expended grant funding) the extended learning programs we have already committed to, as well as other projects funded by existing restricted gifts;
- Increased O&M expenses reflecting the higher operating costs of the new building and new debt service;
- Additional increase in Instructional expenses of $200K in FY15 and FY16, respectively, to account for the increase in faculty FTEs to reach our long-term target of 40 FTEs;
- Additional increase of $20K in FY15 and $50K in FY16 to account for additional staff that may be required to support more comprehensive student services.

CONCLUSION

The strategic planning process we have undertaken has led us to reaffirm the five strategic goals articulated in our 2008 strategic plan, as well as most of the targets set at that time while postponing their achievement to 2018 (see Appendix A). With a few exceptions, we have also reaffirmed the long term-strategies and key initiatives articulated in our 2008 strategic plan, while also adding a few critical new initiatives to address the changed external conditions.

The fiscal implications of our revised plan are reflected in the financial projections reported in Appendix B. Given that we have already secured the funding needed to cover start-up costs
for our new building and a few other start-ups, we are confident that we can cover the costs for
the new proposed initiatives, as well as the building debt and increased maintenance costs,
provided we can secure a stable enrollment of at least 10,500 credits at the current financial aid
rate and maintain current levels of external funding. Given the recent award of a few large
multi-year grants, and our current enrollment of 9,839 credits in FY13 along with our plans to
increase our enrollment, we are confident that we will be able to achieve this target in the next
couple of years despite the external challenges identified in this document.
APPENDIX A.
WARNER “STRATEGY MAP” AND ITS IMPLICATIONS

In Fall 2011 we worked with an external consultant to examine what it would take to make the Warner School successful in the current environment. Using the same framework employed by the Medical Center, we created a “strategy map” that identifies key elements of our operations we need to pay special attention to, if we want to pursue our mission to the best of our ability in the current environment. As such, this map can be used to guide our decision-making and resources allocations moving forward.

In this section we will briefly describe each component of the map, as summarized in Figure 1 in the next page. We believe that this analysis provides important background to understand specific choices we are making in terms of new directions and initiatives, as well as why we are confident reaffirming the strategic goals and long-term strategies articulated in our 2008 strategic plan.

**Figure 1: Warner “Strategy Map”**

<table>
<thead>
<tr>
<th>Social Impact (What are the ultimate goals of our organization?)</th>
<th>Transforming individual lives and making the world more just and humane Through education (broadly defined)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Through what our graduates do</td>
<td>(b) Through our research and reform work</td>
</tr>
<tr>
<td><strong>Finances (To achieve our vision and goals, what financial objectives must we accomplish?)</strong></td>
<td>(F1) Maximize each revenue source (net tuition, grants, gifts)</td>
</tr>
<tr>
<td></td>
<td>(F2) Make the most of our resources</td>
</tr>
<tr>
<td><strong>Customer/Stakeholder (To satisfy our customers/stakeholders, what needs must be served?)</strong></td>
<td>(a) students/graduates</td>
</tr>
<tr>
<td></td>
<td>(b) communities served/professional field</td>
</tr>
<tr>
<td>(Ca1) Prepared and “employable” as grads</td>
<td>(Cb1) New knowledge and understandings as a result of our research</td>
</tr>
<tr>
<td>(Ca2) Affordable programs</td>
<td>(Cb2) New solutions and support for specific innovations through our reform work</td>
</tr>
<tr>
<td>(Ca3) Life-long support network</td>
<td></td>
</tr>
<tr>
<td><strong>Internal Processes (To achieve our goals, which internal processes must we excel in?)</strong></td>
<td>(I4) Marketing Warner to (a) prospective students and (b) funders/community</td>
</tr>
<tr>
<td>(ia1) attracting great students</td>
<td></td>
</tr>
<tr>
<td>(ia2) offering cutting-edge programs</td>
<td></td>
</tr>
<tr>
<td>(ia3) providing “rich” student-alumni experience</td>
<td></td>
</tr>
<tr>
<td>(ib1) supporting research</td>
<td></td>
</tr>
<tr>
<td>(ib2) establishing strategic external partnerships</td>
<td></td>
</tr>
<tr>
<td>(I4) Marketing Warner to (a) prospective students and (b) funders/community</td>
<td></td>
</tr>
</tbody>
</table>

(T1) Talent is unleashed individually and collectively in pursuit of our mission

(T2) Collaborative and inclusive culture
Social impact: What are our ultimate goals as an organization?

At the core of our mission statement is the goal of Transforming individual lives and making the world more just and humane through education – where education is broadly defined as promoting learning and development across contexts and throughout the lifespan.

This means that:

- We aim to affect both individuals (e.g., individual students/clients) and systems (e.g., specific schools/districts or other educational organizations, state/national policies; etc.).
- While most of our work is focused on K-12 schools, it also extends to a wider variety of organizations and fields where learning and development takes place (in fact, we believe we have a competitive advantage in these non-traditional areas).

Furthermore, this mission is accomplished in two complementary ways: through what our faculty/staff do directly through their research and reform efforts, and what our graduates do throughout their careers with the preparation received at Warner. Each of these two prongs calls for a different “path” on the map at the “customer” and “internal processes” levels.

Finances: To achieve our vision and goals, what financial objectives must we accomplish?

(F1) Maximize each revenue source (net tuition, grants, and gifts)

The extent to which we are able to accomplish our mission is proportional to the resources we are able to gather in its support – and we feel that we are currently under-resourced (especially in comparison to schools of education in other research universities). We have three main revenue sources that are somewhat independent of each other – net tuition, grants/contracts and gifts. Therefore, we want to maximize each of these revenues sources, while recognizing that net tuition represents over 80% of our budget and thus should be given the highest priority.

More specifically:

- To best utilize our faculty resources, we should strive to have enrollment close to capacity for each of our instructional program – and this is not currently the case. (NOTE: What “capacity” means for each program is not straightforward and may change over time)
- While increasing enrollment until we reach each program’s capacity is a major goal, we also need to control the financial aid paid by the Warner School – as net tuition is what affects our revenues.
- We must try to increase grant awards and contracts - so we can engage in research/reform projects we would not otherwise be able to undertake, and support faculty, staff and doctoral students we could not otherwise afford.
- We must continually seek gifts – with a special focus on annual fund (unrestricted), scholarships and professorships, as all of these gifts help support our core operations.

(F2) Make the most of our resources

Since our aspirations are ambitious and our resources limited, accomplishing our goals requires us to make the most of the resources we do have – as dollars that are saved in a currently funded project may help us undertake another yet unfunded project. And this needs to happen at
all levels of the organization, as each faculty and staff member – not just deans and directors – determines how resources are used.

**Customers/Stakeholders (a): To satisfy our students and graduates as our primary customers, what needs must be served?**

**(Ca1) Prepared and “employable” as grads**

Ultimately, graduate students choose a premiere program (like Warner) because they expect that it will pay off in terms of getting better preparation and be more competitive in the job market. Given the current crisis in the economy and K-12 public schools, the concern of finding a job after graduation has increased. Therefore, we can expect that now more than ever prospective students’ decisions will be greatly affected by considerations regarding employment opportunities.

Addressing these needs requires us to:

- Continue to maintain our programs at the cutting-edge to provide the best preparation – hence our identification of this as one of the internal processes we must excel at (see Ia2).
- Prepare our students not just for a narrow set of traditional jobs, but with “portable” skills that are more widely marketable (possibly also outside of K-12 schools), and also help them be more open and flexible as they look for and respond to job opportunities.
- Proactively and effectively help our students in their job search (see Ia3).
- Keep track of our graduates’ job placements and accomplishments, and use this information for on-going program improvement as well as to inform prospective students.
- Make sure that prospective students realize all of the above about us, and consider us better than the competition with respect to these dimensions (see Ia4).
- (Ca2) Affordable programs

The escalating cost of higher education is a matter of national concern, but even more so for prospective students in education, as salaries for education professionals are not high and there is growing concern about a reduced number of those jobs, at least in K-12 schools. Warner tuition (as typical of research universities) is significantly higher than other local competitors, so it can be a significant deterrent for prospective students.

To continue to attract the best students, Warner needs to:

- Increase scholarship offers, to reduce the actual cost of a Warner education and make it more comparable with the competition – and make sure that prospective students know that!
- Continue to seek externally funded scholarships from grants and gifts – to increase financial aid while minimizing reductions in net tuition.
- Proactively pursue ways to reduce the costs of delivering programs while maintaining quality.
- Clearly communicate to prospective students the value added of a Warner education.
(Ca3) **Lifelong support network**

Other premiere schools (like Simon) attract students by promising not only a great education through high-quality programs, but also a network of alumni and faculty that will continue to support and enrich their professional lives throughout their career. This is not yet happening at Warner, although it could greatly contribute to our “value proposition” and thus make prospective students more willing to pay its premium price.

**Internal Processes (a): To achieve our goals with regard to students, which internal processes must we excel in?**

(Ia1) **Attracting great students**

As our mission is fulfilled in great part through what our graduates do, we want to serve as many students as our programs’ capacity allows for so they all can “transform individual lives and make the world more just and human” after they graduate. As the quality of what our graduates do will depend not only on what we can teach them, but also on what they came to the program with, we want to attract to our programs the most committed and capable individuals we can. In order to be selective (i.e., choose the candidates with the greatest potential to “transform individual lives and make the world more just and human” after they graduate), we need to have more qualified applicants. Increasing our application numbers per-se will also help if we were to participate in ranking – as one of the metrics used is the percentage of admission offers out of total applications.

(Ia2) **Offering cutting-edge programs**

Many students choose what institution to attend based on the type and quality of programs offered. Given our broad definition of education, we want to provide our graduates with an excellent preparation for a variety of positions that would enable them as *promote learning and development across contexts and the lifespan*. This means first of all offering state-of-the-art programs that prepare teachers, school counselors and school leaders to be not just skilled professionals, but also leaders and agents of change for K-12 schools – as a way to distinguish ourselves from other schools of education that prepare for similar positions. As we believe we have a competitive advantage in preparing educators in less traditional roles, especially in “emerging fields” outside K-12 schools, we also want to be among the first in starting quality programs for new education professions. Given the greatest potential for innovation at the “intersection” of fields, we want to prepare researchers who are not only knowledgeable of their area of specialization, but can also cross boundaries and work in emerging areas. Finally, recognizing the value of internships not only for our students’ preparation, but also their job search, we are paying special attention to this component across all applicable programs.

(Ia3) **Providing “rich” student-alumni experience**

Students need not only cutting-edge programs, but also personalized attention as they move through their programs and careers. Graduates’ satisfaction (and thus their willingness to continue to be part of a life-long network, “give back”, and be ambassadors for Warner) will probably depend more on the quality of their “experience” at Warner than anything else. And this has to do with the quality of teaching, advising, and support received at each critical stage, from applicant to alumni. At this specific point in history, we especially need to do a better job at supporting our students’ career development and job search, as well as support them as they try to put into practice what we have taught them after graduation – especially when it requires them to “go against the norm” as agents of change.
Customers/Stakeholders (b): To satisfy key stakeholders in our community and professional fields, what needs must be served?

(Cb1) New knowledge and understandings as a result of our research
Communities and professional fields look at research universities as the source for new knowledge, policies and practices as the result of their research. They especially value research that provides new understandings of critical problems and thus may suggest more effective solutions. Educational research that can achieve this is the most likely to be funded, be published in top journals, attract attention and lead to recognition – especially when it can address the current crisis in K-12 education. At the same time, given our broader interpretation of education, we also think we have a competitive advantage for conducting research that is multi-disciplinary and looks at the implications of education research across fields, contexts and levels.

(Cb2) New solutions and support for specific innovations through our reform work
As practitioners and policy-makers undertake specific innovations and reform efforts to improve education, they can benefit from Warner research expertise to inform and support those efforts in a few complementary ways. First, they can gain from our dissemination of research results that explicitly derive implications for policies and practices. Second, they can partner with some of our faculty, staff and students to collaboratively pursue specific initiatives of common interest. Third, they can benefit from our services as consultants and/or evaluators. It is worth noting, though, that in these difficult economic times educational institutions may not always be in a position to pay for our services, however beneficial, and thus we may be expected to collaborate in seeking external funding as well as provide our expertise. As our capacity is limited, and the educational innovations taking place in our community are many, it is important for us to be very strategic in choosing which innovations we want to support and how as we move forward.

Internal Processes (b): To achieve our goals with regard to research and reform, which internal processes must we excel in?

(Ib1) Supporting research
The quality of our research and the impact of its results continue to be key factors in determining our reputation as a research school of education – among our peers as well as potential funders, prospective students, and new faculty we would like to attract. Therefore, we need to continually strive to maximize our research output and impact, while taking into consideration the constraints of our available resources. Most importantly, this requires ensuring that our faculty is supported in making the most productive use of their research time – which in turn may call for looking for alternatives to fulfill some of their traditional teaching, advising and service responsibilities. Since doctoral students also contribute to our school’s research output, we need to be able to recruit high-quality doctoral students in sufficient numbers, and encourage and support them in producing high-quality research.

(Ib2) Establish strategic external partnerships
We need to strategically establish (and then maintain and capitalize on) external partnerships that leverage expertise and resources to increase the breadth and depth of the impact of our work, for a number of complementary reasons. As a small school of education, there is only so much we can accomplish on our own. If we want to really have an impact in making the world more just and humane, and we want to transform as many individual lives as possible, we cannot do it alone, but rather need to partner with other institutions and UR units that can complement our
expertise and/or offer resources we do not have. This is especially important as we seek to expand our work beyond K-12 schools. “Interdisciplinary” partnerships are also increasingly required by funders for major projects. Partnering is important to us in a “philosophical” sense as well, as we want to work with the people we want to serve (whether they are urban children or health care professionals), not imposing our solutions on them.

(14) Marketing Warner to (a) prospective students and (b) funders/community

Our capacity to attract high-quality applicants and students, on one hand, and to attract funding and other kind of support as well as recognition from community organizations and professionals in our field, on the other hand, depends not only on what we are able to accomplish, but also on how well we are able to communicate those accomplishments to those audiences that matter the most. We recognize “marketing” ourselves effectively as an area in need of improvement, and where gains could have a sizable impact on our enrollment, success in grant applications, and gifts. We also realize that, in order to be most effective, we need to learn to “tell compelling stories” of what we do that are targeted to specific audiences, as each will be looking for different things. Being able to report compelling data about outcomes and the impact of our programs and initiatives is key to the effectiveness of these stories, and calls for systematic monitoring of our achievements using reasonable and useful metrics.

Talent & Culture: To achieve our goals, what talent and culture do we need and in what ways must we learn and grow?

(T1) Talent is unleashed individually and collectively in pursuit of our mission

Given our mission and the nature of higher education institutions (where faculty in particular have a lot of autonomy), what we can achieve as a school is highly dependent on what each individual in the organization is willing and able to contribute towards the pursuit of our mission. Performing one’s routine duties professionally and satisfactorily is certainly important and expected, but not sufficient to achieve the ambitious goals we have set for ourselves as an institution – especially when recognizing that we are under-resourced. Rather, we also need each person to be proactively looking for opportunities to advance our mission and willing to take on leadership in promising innovations they are especially passionate about. At the same time, to ensure that everyone is motivated to do so, as an organization we need to identify current “impediments” and work at eliminating – or at the very least minimizing – them. We also need to empower everyone in the organization to become more effective at carrying out innovations.

(T2) Collaborative and inclusive community

If we want individuals to give their very best in pursuit of the institutional mission (i.e., unleash their talent), we also need to provide them with a working environment that encourages such an attitude and “makes up” for the sacrifices they may need to personally make. This is especially important when the organization is under-resourced and thus it cannot provide other kinds of monetary incentives – as it is the case with Warner. We want the Warner School’s working environment to be welcoming and supportive, yet inspiring and challenging. This in turn calls for an organizational culture that is characterized by: understanding and celebrating diversity of all kinds within our community; valuing working together towards the pursuit of our common mission; and, valuing each individual’s contributions to the mission. This is consistent with our fundamental values of inclusion and collaboration, as articulated in our mission statement.
### APPENDIX B: Baselines, Targets & Annual Data for Selected Metrics
#### April 2013

<table>
<thead>
<tr>
<th>Goals</th>
<th>Key Metrics</th>
<th>FY01 Hist. base</th>
<th>FY07 UR base</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13 Proj.</th>
<th>FY12 Original Target</th>
<th>FY17 Proposed Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase the number of highly-qualified graduates to improve the educational services offered by schools, universities and community agencies.</td>
<td># graduates (doc.)</td>
<td>14</td>
<td>30</td>
<td>30</td>
<td>41</td>
<td>40</td>
<td>34</td>
<td>36</td>
<td>31</td>
<td>45</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td># graduates (MS + certificates)</td>
<td>53</td>
<td>103</td>
<td>122</td>
<td>137</td>
<td>148</td>
<td>191</td>
<td>165</td>
<td>155</td>
<td>155</td>
<td>165</td>
</tr>
<tr>
<td></td>
<td># credit hours</td>
<td>4,474</td>
<td>7,507</td>
<td>8,618</td>
<td>10,282</td>
<td>11,443</td>
<td>10,499</td>
<td>9,172</td>
<td>9,825</td>
<td>10,000</td>
<td>10,500</td>
</tr>
<tr>
<td></td>
<td># fully funded FT doctoral students</td>
<td>11</td>
<td>27</td>
<td>28</td>
<td>27</td>
<td>29</td>
<td>30</td>
<td>23</td>
<td>25</td>
<td>32</td>
<td>28</td>
</tr>
<tr>
<td>2. Increase research output and impact to inform better educational scholarship, policies and practices.</td>
<td>&quot;Weighted&quot; publications*</td>
<td>N/A</td>
<td>39</td>
<td>41</td>
<td>52</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$(K) research grants annual use**</td>
<td>$172K</td>
<td>$1,621K</td>
<td>$403K</td>
<td>$299K</td>
<td>$204K</td>
<td>$300K</td>
<td>$489K</td>
<td>$680K</td>
<td>$564K</td>
<td>$564K</td>
</tr>
<tr>
<td>3. Promote research-based reform efforts to effectively address significant educational issues in the region.</td>
<td>$(K) reform grants + contracts annual use**</td>
<td>$343K</td>
<td>$1,621K</td>
<td>$1,209K</td>
<td>$1,125K</td>
<td>$1,171K</td>
<td>$1,832K</td>
<td>$1,494K</td>
<td>$1,600K</td>
<td>$1,487K</td>
<td>$1,500K</td>
</tr>
<tr>
<td>4. Secure the human capital needed to achieve the previous goals.</td>
<td>Faculty FTEs</td>
<td>23.8</td>
<td>35.4</td>
<td>35.2</td>
<td>33.6</td>
<td>34.6</td>
<td>33.8</td>
<td>35.8</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Secure the facilities needed to allow for growth and create a quality educational environment.</td>
<td>$(M) towards building***</td>
<td>N/A</td>
<td>$3.8M</td>
<td>$5.9M</td>
<td>$6.7M</td>
<td>$9.4M</td>
<td>$12.2M</td>
<td>$12.9M</td>
<td>$15.0M</td>
<td>$16.5M</td>
<td>$18.5M</td>
</tr>
<tr>
<td></td>
<td>% draw on endowment</td>
<td>5.5%</td>
<td>5.5%</td>
<td>5.5%</td>
<td>5.5%</td>
<td>5.1%</td>
<td>5.1%</td>
<td>5.5%</td>
<td>5.5%</td>
<td>5.5%</td>
<td>5.5%</td>
</tr>
</tbody>
</table>

*Weighted # of publication for FY07 calculated as: # peer-reviewed articles + # chapters + # of books times 5 published in 2007.

**Targets in these categories were calculated as 15% increase on the 5-year average of FY02-FY06 (which was an all-time high).

***The 2017 target reflects the expected cost of the building ($23.5M) minus the College contribution ($5M)