COLLEGE OF EDUCATION STRATEGIC PLAN

HOW WAS THE PLAN DEVELOPED?

The original Strategic Plan was developed by the Strategic Planning, Accountability, and Resources (SPAR) committee in collaboration with the Dean's office and voted on and approved by College of Education (COE) staff and faculty on 4/17/2019. In Spring of 2023, the COE revised the plan to align with the anti-racist and social justice values, policies, and practices* outlined in the COE Anti-Racist Social Justice Blueprint. This version of the Strategic Plan was approved by COE faculty and staff on 5/15/2023.

HOW DOES THE PLAN WORK?

As a working document, this Plan builds on our strengths, and focuses our energies and resources towards achieving our vision in ways that are consistent with our mission and values. COE committees and units will use it as an accountability tool to formatively evaluate the previous year's progress and plan specific projects for the following year aligned with our priorities.

It is <u>not</u> expected that every individual will engage in every priority or every strategy, nor is it assumed that activities not listed are not valued. However, every staff, faculty, and administrator in the college should be able to see themselves somewhere in the document.

COLLEGE OF EDUCATION'S MISSION

As a comprehensive college of education, we collaborate with our professional communities in preparing professionals to serve as agents of change toward a more just, equitable, and inclusive society. We support the career aspirations and personal growth of students with diverse identities and backgrounds. We provide informed advice and applied research services to local and global communities.

OUR VALUES

The College's faculty and staff is a community guided by its mission and vision. We share the following values:
1. Our commitment represents a shift from merely denouncing open manifestations of racism, sexism, ableism, heteronormativity, and other forms of injustice, to active, organized, and sustainable work to eliminate hidden and structural racist and unjust policies, practices, and beliefs.
2. We believe the diversity of the student body, staff, and faculty is essential to our academic mission. We strive to provide affirming and inclusive learning and working environments to all students, faculty, and staff, in accordance with their needs, strengths, and identities.
3. We pursue truth, defend evidence-informed decision-making, and oppose any pseudo-scientific theories and practices not supported by evidence.
4. We seek to advance students whom we believe will make meaningful contributions to our communities.
5. We expect each of us to reasonably contribute to common efforts, equity, belonging, and collegiality.

OUR VISION

1. We will facilitate partnerships that transform the regional educational system to improve social justice, economic, and democratic outcomes.
2. Our graduates will be sought after for their knowledge, practical skills, and ability to work in interprofessional teams, and lead social change in diverse communities.
3. Our faculty will be sought after to partner with and consult for their expertise in research, policy, and practice.
4. We will achieve financial stability and invest in innovation.
5. We will create a forward-looking, student-centered organizational culture of caring and community.

*We use the definition that is consistent with the campus' definition of ARSJ. Refer to section 5 of the Antiracism and Inclusive Campus Plan.

I. GROWING AS AN ANTI-RACIST/SOCIAL JUSTICE INSTITUTION

A. Continuously align our curriculum, pedagogies, policies, and procedures to intentionally and radically reduce racist and exclusionary barriers to student, staff, and faculty success, belonging, and well-being.

B. Support faculty, staff, and student personal growth, and expect all to develop skills and dispositions to actively engage in anti-racism and social justice (ARSJ) work.

C. Provide opportunities for connecting faculty scholarship to ARSJ work and anchor university initiatives.

D. Develop and implement governance and self-accountability systems to sustain and further operationalize ARSJ work as an ongoing process.

E. Recruit and retain a diverse student body.

F. Recruit, hire, retain, and value diverse faculty and staff.

G. Support identity-based groups and mentorship for new faculty.

H. Examine leadership positionality as it relates to race, diversity, and cultural competence.

I. Develop goals to identify and remove barriers that impede the success of Black Indigenous People of Color (BIPOC) leaders within the college and university system.

II. IMPROVING PROGRAMMING

A. Engage in continuous, systematic, data-informed, processes:
- Use authentic assessment practices linked to student learning outcomes beyond university and/or accreditation compliance for program improvement.
- Obtain stakeholder input (e.g., partners', employers', current students and alumni surveys)
- Sustain consequential conversations about curriculum, teaching, and learning.
- Adopt ARSJ-based tools for assessing courses and programs.
- Embed ARSJ criteria in curriculum workflow process.

B. Support faculty professional learning (PL) opportunities
- Prioritize PL that leads to innovative, anti-racist, high-quality curriculum, pedagogy, and program development.
- Implement inclusive practices and accessibility for student success.
- Leverage campus resources and opportunities.
- Organize peer learning across programs and branches.

C. Develop programs in response to regional needs
- Encourage feasibility studies for new programs and engage partners.
- Strengthen our partnerships with the College of Continuing Education (CCE), where appropriate.

III. SUPPORTING SUCCESS FOR ALL STUDENTS

A. Increase graduation rates for first time freshmen and transfer students; increase credentials and graduate degrees completion rates
- Utilize data-driven strategies for advising, scheduling, course registration, and access to required courses.
- Establish clear and supportive student engagement opportunities (research, internships, service learning, other collaborative opportunities).
- Support faculty to implement appropriate pedagogy, identify and control for biases, and create responsive learning environments.
- Support data collection and analysis that will contribute to understanding barriers to student success (e.g., patterns in DFW rates) and access to courses (e.g., nontraditional scheduling).

B. Increase diversity of student body
- Establish systems and activities of active outreach and continual support of diverse prospects and students.

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- Collaborate with campus colleagues in feeder majors and degree programs, and with student support programs outside the College of Education, and in the community, for recruitment.
- Increase scholarships, especially for BIPOC students, First-generation college students, and ability-diverse students.
- Support PL for administrators, faculty, and staff on implicit bias (e.g., in hiring and student selection/support practices).
- Scrutinize policies and procedures such as admission and others that act as barriers to diverse, First-generation students.

C. Improve student experience and well-being
- Support students through collaboration with each other, with our COE Student Success Center (SSC) and with our Student Affairs colleagues in the Crisis Assistance & Resource Education Support (CARES) office, Dreamer Resource Center, Services for Students with Disabilities (SSWD) office, and other Student Affairs Centers and Programs to provide necessary support for students.
- Expand and strengthen student organizations and student government.
- Provide faculty and staff PL opportunities related to promoting student well-being.

IV. GAINING RECOGNITION AND INFLUENCE AS AN ANCHOR INSTITUTION

A. Increase presence in mass and social media
- Develop sophisticated branding, recruitment, marketing, and public relations operations that include mailing lists, campaigns, and materials.
- Collaborate with University divisions on public relations (e.g., Advancement, University Communications).

B. Increase the impact of our scholarship
- Support faculty PL that will lead to innovative high-quality research and scholarly activities.
- Support faculty in their pursuit and dissemination of scholarly activities with a focus on community-based scholarship.
- Support student-faculty research.

C. Build the capacity to engage our expertise in regional communities
- Support faculty involvement in research and sponsored projects that utilize their professional expertise.
- Develop a portfolio of services that faculty and staff offer to the community.
- Maintain and increase grant projects with regional partners.

D. Strengthen and expand current partnerships to increase mutual impact by strategically collaborating with alumni, policymakers, the regional educational community, and the media through advisory boards, events, joint projects, and other creative activities.

E. Encourage and support faculty to engage as leaders through service
- Document and publicize faculty community and university service.
- Maintain the developmental nature of the faculty evaluation process.

V. ENSURING FINANCIAL SECURITY AND MISSION-ALIGNED BUDGETING

A. Use data to optimize enrollment management and efficiency.
B. Build a comprehensive system that supports fundraising efforts.
C. Support faculty efforts to pursue external funding, including service contracts.
D. Support and grow high quality College of Continuing Education (CCE) programs that respond to both student needs and regional and state education workforce needs.
E. Advocate for increased funding from state and university sources by defining and demonstrating the value proposition our College brings to the University and the Community.
F. Increase efficiency of operations by introducing automation and workflow analysis.
G. Invest in strategic priorities.

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VI.   ENSURING A POSITIVE, PRODUCTIVE, EFFICIENT, AND COLLEGIAL WORK AND LEARNING ENVIRONMENT

A.   Develop compassionate relationships with each other to reduce and eliminate bias and microaggressions and improve our overall well-being and experience of collective belonging.
- Provide opportunities for social interactions, within and across units.
- Establish a "community building" team that plans social interactions.
- Continue to provide opportunities for interpersonal learning and restorative practices.
- Establish and implement inclusive and respectful norms for professional interaction over Zoom and in person.

B.   Recognize each other's achievements and contributions to the mission.
- Celebrate milestones of faculty and staff like years of service, tenure, promotion, retirement, etc.
- Develop activities to celebrate COE scholarship.
- Create a space for Outstanding Faculty Award yearly winners to share the work on which their award was chosen.
- Create opportunities for faculty to share sabbatical reports.
- Create a physical environment that uplifts the faculty, staff, and students and creates spaces that encourage a culture of collaboration, belongingness, caring, and community (e.g., murals, furniture, rooms, etc.).