

COLLEGE OF EDUCATION STRATEGIC PLAN

HOW WAS THE PLAN DEVELOPED?

The Strategic Plan was developed by the Strategic Planning, Accountability, and Resources committee in collaboration with the Dean's office. The plan was presented to DAC on 2/28/19 and the College on 3/7/19 and 4/4/19. It was voted on and approved on 4/17/2019.

HOW DOES THE PLAN WORK?

The plan is a working document that is in alignment with our mission, builds on our strengths, and focuses our energies and resources towards achieving our vision in ways that are consistent with our values.

The plan is a working document that committees and units will use to evaluate the previous year's progress and to plan specific projects for the following year that are aligned with our priorities.

It is not 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 (PREVIOUSLY APPROVED, OCTOBER, 2017)

As a comprehensive college of education, we collaborate with our professional communities in preparing educators, counselors, and leaders, to serve as agents of positive social change. We give access to professional careers to students with diverse identities and backgrounds, and contribute to their personal growth. We provide informed advice and applied research services to the local educational community.

OUR VALUES (PREVIOUSLY APPROVED, OCTOBER 2017)

The College's faculty and staff is a community guided by its mission and vision. We share the following values:

- We consider diversity of student body, staff, and faculty to be 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, strength, and identities.
 - We defend truth, evidence-informed decision-making, and oppose any pseudo-scientific theories and practices not supported by evidence.
 - We will not send out into the community any graduates whom we would not trust with our own children and grandchildren.
 - We expect of each other reasonable contribution to common efforts, fairness, and collegiality.
 - We seek to reduce structural barriers for first-generation in college and culturally/ability diverse students.
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OUR VISION (PREVIOUSLY APPROVED, OCTOBER 2017)

- 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.
 - Our faculty will be sought after to partner with and consult for their expertise in research, policy, and practice.
 - We will achieve financial stability and invest in innovation.
 - We will create a forward-looking, student-centered organizational culture, and enjoy each other's company.
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OUR PRIORITIES AND STRATEGIES THAT SUPPORT THEM

Five priorities are listed below. The five priorities are (1) improving program quality, (2) supporting student success, (3) gaining recognition and influence, (4) ensuring financial security, and (5) ensuring a positive, productive, and efficient working and learning environment. Each priority is accompanied by a set of strategies that support them.

It is not expected that every individual will engage in every priority or every strategy, nor is it assumed that activities not listed below are not valued. However, every staff, faculty, and administrator in the College should be able to see themselves somewhere in the priorities and strategies below.

I. IMPROVING PROGRAM QUALITY

- A. Engage in continuous, systematic, data-informed, authentic improvement processes which could include:
 - Using authentic assessment practices beyond university and/or accreditation compliance for program improvement
 - Stakeholder input (e.g. partner's, employer's, current students and alumni surveys)
 - Meaningful conversations about teaching and learning
- B. Support faculty professional development that will lead to innovative high-quality curriculum, pedagogy, and program development to meet our region's needs
 - Support faculty professional development on inclusive practices and accessibility

II. SUPPORTING SUCCESS FOR ALL STUDENTS, WITH A FOCUS ON UNDER-REPRESENTED GROUPS

- A. Increase graduation rates for first time freshmen and transfer students; increase credentials and graduate degrees completion rates
 - Support faculty-student and student peer-to-peer collaboration
 - Support data collection and analysis that will contribute to understanding student success and access to courses (e.g. nontraditional scheduling)
 - Create advising materials and services that are informed by data about our students' needs
- B. Increase diversity of personnel and students
 - 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 diverse students
 - Support professional development for administrators, faculty, and staff on implicit bias (e.g. in hiring and student selection/support practices),
- C. Increase opportunities for students to engage in career exploration and internships

III. GAINING RECOGNITION AND INFLUENCE

- A. Engage and collaborate with alumni, policymakers, the regional educational community, and the media
- B. Increase the impact of our scholarship
 - Support faculty professional development that will lead to innovative high-quality research and scholarly activities
 - Support faculty in their pursuit and dissemination of scholarly activities
 - Support student-faculty research
- C. Support faculty involvement in new projects that utilize their professional expertise
- D. Optimize current partnerships and strengthen potential partnerships with practitioner communities
- E. Encourage and support faculty and staff to engage as leaders through university service.

IV. ENSURING FINANCIAL SECURITY

- A. Build a comprehensive system that supports fundraising efforts
- B. Support faculty efforts to pursue external funding
- C. Support high quality CCE programs that respond to student needs, and regional and state education workforce needs
- D. Advocate for increased funding from state and university sources

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

- A. Continue streamlining and optimizing college procedures
- B. Recognize each other's achievements and contributions to the mission
- C. Provide opportunities for social interactions, within and across units
- D. Engage in data-informed reflective practices that promote an inclusive and accessible environment where everyone feels welcomed and valued