



# College of Education

## Strategic Plan 2005–10

**COLLEGE OF EDUCATION STRATEGIC PLAN  
2005 – 2010**

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**MISSION**

The mission of the College of Education is to develop reflective professionals and scholars informed by theory, research, and best practice. This mission is based on a strong belief in the value and critical importance of education in an open, democratic, and diverse society. The College recognizes that significant forces are reshaping our nation's schools and society. In response, we prepare and graduate professionals to meet, evaluate, and provide effective and creative leadership in response to these challenging times.

**VISION**

The College aspires to be nationally recognized as a leader in scientifically-based research that addresses the needs of individuals of all ability levels and backgrounds across the life span.

## **GOAL 1: UNDERGRADUATE EDUCATION**

**GOAL: To provide an undergraduate experience that enables students to fulfill their intellectual, social, and career objectives.**

The undergraduate programs within a comprehensive research university are dedicated to a student experience that enriches the lives of students and helps them to become well-informed individuals, lifelong learners, engaged citizens, and productive in their career opportunities and choices. With the charge to prepare educators to work with citizens in a pluralistic, technologically sophisticated, and global society, our commitments manifest themselves in research on human development and learning, pedagogical practice, counseling, educational policy, teaching, and assessment.

### **1. Strategy: Recruit and retain highly qualified students by:**

- a. Increasing faculty and staff efforts to recruit and support undergraduate education program applicants especially from underrepresented groups through increased recruitment programs, existing special consideration policies, and participation in recruitment fairs;
- b. Enhancing efforts to motivate promising University of Iowa students who enroll in COE courses to apply to teacher education programs;
- c. Renewing and expanding efforts to retain admitted undergraduate students especially from underrepresented groups through a faculty mentoring program;
- d. Increasing financial aid opportunities, in particular during student teaching and other practicum experiences;
- e. Easing the transition for community college and 4-year college transfer students;
- f. Expanding distance learning opportunities to reach highly qualified students within the state and across the U.S.;
- g. Expanding opportunities for enhanced field experiences in diverse settings.

### **2. Strategy: Provide nationally recognized undergraduate programs by:**

- a. Increasing the number of undergraduate courses in the teacher education program taught by tenure-track faculty, especially senior faculty;
- b. Introducing and enabling student participation in research, scholarship, and creative work;
- c. Reducing average class size in our undergraduate classes through the development of seminar and small class venues, and additional course sections for more interaction with tenured faculty;

- d. Enhancing the honors program and other opportunities for high-achieving students;
- e. Carefully monitoring the number of students admitted to the program to sustain a more individualized program for highly qualified undergraduate students;
- f. Continuing to refine a standards-based approach to programs and coursework.

**3. Strategy: Help students prepare for life within and beyond college by:**

- a. Promoting the ability to learn from a variety of research traditions, and a reflective, questioning response to new knowledge;
- b. Supporting and increasing opportunities for K-12 school and community involvement;
- c. Increasing communication with stakeholders, parents, the community, and social service agencies;
- d. Providing a safe, respectful, welcoming, and intellectually challenging environment in offices, undergraduate education programs, and courses that serve undergraduate students;
- e. Increasing opportunities for teacher education students to study or student teach abroad and in urban U.S. locations;
- f. Providing increased opportunities for undergraduate students to explore and consider graduate study in K-12 teaching and other programs.

**4. Strategy: Produce graduates who can provide leadership through an undergraduate experience that provides strong core skills as well as a liberal arts degree through:**

- a. Exposing students to a variety of teaching theories, teaching models, and techniques;
- b. Promoting critical thinking, writing, and research skills;
- c. Promoting the importance of information technology and the ability to adapt to rapidly changing information systems;
- d. Enhancing the professional development experiences of teaching assistants, lecturers, and support staff for the teacher education program;
- e. Continuing efforts to internationalize the educational experience for teacher education students;
- f. Providing opportunities to develop leadership, teamwork, and collaboration skills;
- g. Providing information technology skills for the efficient assessment and delivery of instruction, as well as assistive technology exposure and competence;
- h. Increasing the cultural competence of teacher education students.

<b>TARGET</b>	<b>INDICATOR</b>
<b>1.1</b> The number of students from underrepresented groups who complete their programs in the College of Education	Increase in the number of enrolled underrepresented students who complete the program with degree and licensure from 4% to 8%
<b>1.2</b> Number of distance education courses offered	Increase the number of distance education courses in the undergraduate program.
<b>1.3</b> Class size in undergraduate courses	Class size in undergraduate courses of 35 or fewer students.
<b>1.4</b> Undergraduate admissions control	Maintain yearly admissions in the teacher education undergraduate program at 270 or less.
<b>1.5</b> Standards-based approach to undergraduate education	Continue to meet INTASC standards in our undergraduate teacher education programs
<b>1.6</b> Courses taught by tenure track and clinical faculty	Increase the percentage of courses taught by tenure-track and clinical faculty in the undergraduate teacher education program from 45% to 65%
<b>1.7</b> ePortfolio assessment	100% involvement in the ePortfolio
<b>1.8</b> Increase opportunities for undergraduate students who pursue graduate degrees	Increase percentage of undergraduate students who pursue graduate study by 10%
<b>1.9</b> Undergraduate opportunities for research	Develop a system to match exemplary undergraduate students with faculty who are conducting research
<b>1.10</b> Assistive technology	Increase number of assistive technology units in undergraduate methods courses

## **GOAL 2: GRADUATE AND PROFESSIONAL EDUCATION AND RESEARCH**

**GOAL: To cultivate excellent graduate and professional programs and to advance the research and scholarly enterprise.**

As a research university, The College of Education is dedicated to the discovery, dissemination, and preservation of knowledge. Faculty, staff, and student research produces new knowledge, innovations, and creative works that improve our lives and our society. The College's research and post baccalaureate programs foster a rich, vibrant learning environment for all students, including undergraduates. Moreover, our graduate and professional programs prepare the next generation of scientists, scholars, artists, and faculty members to carry this crucial effort forward into the increasingly knowledge-intensive world of the future. In the next five years, we will seek to enhance existing and develop new programs of distinction that are central to our teaching, research, and service mission.

- 1. Strategy: Increase the number of graduate and professional programs ranked in the top twenty by:**
  - a. Recruiting and retaining excellent faculty and research staff;
  - b. Providing faculty and research staff with the research support appropriate at a comprehensive research university;
  - c. Developing methods for identifying programs of emerging distinction that are central to improving the College's stature;
  - d. Identifying, through a College-wide reallocation process, financial resources to support excellence and emerging distinction.
  
- 2. Strategy: Improve the infrastructure and culture central to the growth of research, scholarship, and creative work, including interdisciplinary and international efforts, by:**
  - a. Ensuring the availability and robustness of information technology services and support required for extraordinary and day-to-day research, scholarship, and creative activity;
  - b. Investing selectively in equipment that can serve the needs of multiple investigators;
  - c. Maintaining the Grants Research Service Center to support the research enterprise;
  - d. Identifying opportunities for investment at the intersection of existing College strengths and extramural funding opportunities;
  - e. Adopting administrative structures and incentives that encourage strategic cross-unit collaborations;
  - f. Facilitating national and international travel, communication, and collaboration;
  - g. Supporting and enhancing the College's current and emergent Centers.

**3. Strategy: Enhance graduate and professional education by:**

- a. Recruiting and retaining highly qualified and diverse students, and maintaining high standards for timely and successful completion of post baccalaureate programs;
- b. Providing competitive financial support for graduate scholars and professional students;
- c. Providing a curriculum that develops culturally competent and ethical graduates;
- d. Utilizing the resources of the Center for Teaching Excellence;
- e. Establishing strong programs for postdoctoral scholars and professional trainees.

	<b>TARGET</b>	<b>INDICATOR</b>
<b>2.1</b>	Time to PhD degree	80% of Full Time Ph.D. students entering with a masters degree will graduate in 6 years or less
<b>2.2</b>	Sponsored research applications	Increase the number of annual external grant applications from 56 to 65
<b>2.3</b>	The number of graduate and professional programs ranked in the top 20	Maintain nationally ranked graduate and professional programs ranked in the top 20
<b>2.4</b>	The College's ranking in the top twenty public universities	Maintain the College's national ranking in the top twenty public universities
<b>2.5</b>	Faculty scholarly and creative productions	Increase faculty scholarly and creative productions from an average 3 publications and 3 presentations per year
<b>2.6</b>	Graduate student financial support awarded by College	Increase Graduate Student financial support awarded by the College
<b>2.7</b>	Postdoctoral Research Fellowship Program	Maintain Diversity Postdoctoral Research Fellowship Program

### **GOAL 3: DIVERSITY**

**GOAL: To promote excellence in education by increasing the diversity of the faculty, staff, and students.**

Diversity, broadly defined, is essential to the educational experience and central to all parts of the College’s mission. A diverse learning environment—particularly one that has achieved a “critical mass” of underrepresented individuals—helps members of the College community to challenge stereotypes and develop complex critical thinking skills; better prepares them to become active citizens and leaders; and equips them to live as members of an international community, in which success and personal happiness increasingly depend on the ability to appreciate and negotiate difference on a global scale. We therefore embrace our responsibility to create a welcoming environment for all members of the community, including underrepresented faculty, staff, and students; persons with disabilities; lesbian, gay, bisexual, and transgendered persons; persons of disadvantaged socioeconomic status; and nontraditional and international students.

- 1. Strategy: Promote a welcoming climate that enhances the educational and work experience for all members of the community and prepares our graduates to live in an increasingly global environment by:**
  - a. Developing new methods to create a more respectful and inclusive climate;
  - b. Developing new opportunities that enhance the cultural competency of faculty, staff, and students;
  - c. Improving retention and graduation rates for students of color;
  - d. Creating a more welcoming and accessible environment for faculty, staff, students, and visitors with disabilities;
  - e. Improving interaction among domestic and international faculty, staff, and students;
  - f. Continuing to support the work of the College’s Diversity Committee.
  
- 2. Strategy: Build a critical mass of underrepresented faculty, staff, and students by:**
  - a. Increasing the diversity of the faculty, especially in tenured, tenure track, and clinical positions;
  - b. Increasing the diversity of those in executive, administrative, and managerial positions;
  - c. Educating faculty and staff in the best practices for recruiting underrepresented faculty, staff, and students;
  - d. Enhancing the College’s marketing strategy and recruiting strategies in high schools, community colleges, and colleges and universities with substantial populations of underrepresented students;
  - e. Engaging with schools and school districts to understand and address the needs of at-risk students and the disparities in K-12 education;
  - f. Continuing the Diversity Post-Doctoral program;

- g. Continuing to support the Holmes Scholars Program;
- h. Developing a First-Year undergraduate course to support underrepresented students;
- i. Continuing to support Community Educator Tuition Scholarship program.

**3. Strategy: Improving the climate for diversity and building a critical mass of underrepresented faculty, staff, and students by:**

- a. Implementing comprehensive plans that will maintain the vitality of the College’s diversity efforts;
- b. Integrating diversity activities throughout the year;
- c. Continuing to support Iowa Center for Assistive Technology Education and Research (ICATER).

<b>TARGET</b>	<b>INDICATOR</b>
<b>3.1</b> Racial/ethnic minority undergraduate student enrollment as a percentage of enrollment	Increase from 4.0% to 8.0%
<b>3.2</b> Racial/ethnic minority graduate masters student enrollment as a percentage of enrollment	Maintain at 8%
<b>3.3</b> Racial/ethnic minority graduate Ph.D. student enrollment as a percentage of enrollment	Maintain at 15%
<b>3.4</b> International student enrollment as a percentage of total enrollment	Maintain at 8.0%
<b>3.5</b> Racial/ethnic minority tenured/tenure track and clinical faculty as a percentage of total faculty	Increase from 10.3% to 13.0 %
<b>3.6</b> Women tenured/tenure track and clinical faculty as a percentage of total faculty	Increase from 42.7% to 50.0%
<b>3.7</b> Women in executive positions	Increase from 2 to 3
<b>3.8</b> Racial/ethnic minority P&S staff as a percentage of total P&S staff	Increase from 6% to 7%
<b>3.9</b> Central support of diversity hires through the Faculty Diversity Opportunities Program (FDOP)	Increase number of diversity hires through the Faculty Diversity Opportunities Program (FDOP)

## **GOAL 4: VITALITY**

**GOAL: To strengthen the College of Education's intellectual and community vitality through recruiting and maintaining a highly productive faculty and staff, supporting the effective allocation of our resources and providing opportunities for social and intellectual involvement.**

### **1. Strategy: Build an exemplary College of Education community by:**

- a. Providing nationally competitive salaries and benefits for faculty;
- b. Providing equitable salaries across gender and race;
- c. Providing professional staff salaries competitive within the University;
- d. Recruiting and retaining diverse faculty and staff;
- e. Providing competitive start-up packages for new faculty hires;
- f. Providing a sense of community that promotes collegiality.

### **2. Strategy: Build and maintain a highly productive college by:**

- a. Providing opportunities for professional growth for faculty and staff;
- b. Providing support services for teaching and research;
- c. Fostering all types of scholarship, including quantitative and qualitative research, interdisciplinary efforts, and other creative works;
- d. Offering mentors for junior faculty and post tenure review for senior faculty;
- e. Increasing the number of faculty who produce refereed scholarship, consistent with research intensive universities.

### **3. Strategy: Nurture creative leadership throughout the college by:**

- a. Recognizing faculty and staff achievements and programs;
- b. Encouraging and supporting involvement in college, university and professional association activities;
- c. Providing incentives and opportunities for junior and senior faculty to maximize their research, teaching and service productivity;
- d. Ensuring complete and thorough implementation of performance management policies.

### **4. Strategy: Make the best use of available resources by:**

- a. Using the Regents' reallocation process to direct resources to existing and emerging programs;
- b. Developing a process for space utilization and acquisition that supports the college's mission and includes ongoing assessment and evaluation;

- c. Providing travel funds for visits to external funding agencies;
- d. Decentralizing collegiate decision making;
- e. Ensuring fiscal responsibility in all areas of the college.

**5. Strategy: Secure new resources and financial support by:**

- a. Encouraging legislative and gubernatorial support for higher education in the State of Iowa;
- b. Forging mutually beneficial partnerships;
- c. Broadening the base of philanthropic support;
- d. Enhancing support for faculty and staff to secure external funding.

<b>TARGET</b>	<b>INDICATOR</b>
<b>4.1</b> Faculty salaries	Increase faculty salaries and benefits to be at or above the midpoint of our peer institutions
<b>4.2</b> Equitable salaries across gender, race and rank	Annually review College faculty salaries by gender, race and rank
<b>4.3</b> Professional staff salaries	Monitor College professional staff salaries by grade and years of service in comparison to other professional staff at the University
<b>4.4</b> Start-up packages for new faculty hires	Maintain competitive start-up packages for new faculty hires
<b>4.5</b> Space utilization and acquisition	Create comprehensive plans and policies for use of existing and new space and annually review space allocation
<b>4.6</b> Philanthropic support	Increase by 5%
<b>4.7</b> Donor recognition	Establish sustaining programs to recognize various categories of College donors
<b>4.8</b> Percent of employees receiving annual performance reviews	Increase from 85% to 100%

## **GOAL 5: ENGAGEMENT**

**GOAL: To broaden the College's service mission through collaboration and partnerships with educational agencies, professional organizations, and community groups and leaders. Responsibilities of the College extend well beyond the traditional classroom and campus boundaries.**

Engagement involves much more than outreach; it requires public partnerships and commitment to dialogue, linking, and reciprocity. The College seeks to expand access, interaction, communication, societal benefit, and mutual care and concern in its role in educational leadership in the state and nation.

### **1. Strategy: Promote, value, and celebrate individual and collective contributions to the public good by:**

- a. Continuing the distribution of regular communications to alumni and friends that highlight major events, upcoming events, and other current information of interest, recognizing the individuals involved;
- b. Informing and demonstrating to the public the College's willingness to participate in collaborative programs and projects;
- c. Establishing an alumni award to recognize those who have demonstrated the importance of education's interdependent role with other human endeavors; and
- d. Recognizing the participation of faculty and staff in community, state, and national level service.

### **2. Strategy: Bring visibility to the expertise of the College's human and other resources in public service by:**

- a. Maintaining a directory of faculty and staff areas of expertise to be available to the public;
- b. Promoting public awareness and involvement in College sponsored conferences, lectures, and seminars;
- c. Seeking and maintaining opportunities for involvement in partnership and collaborative projects with community and educational agencies;
- d. Facilitating the distribution and diffusion of project accomplishments and engagement and opportunities with the College's various centers, institutes, and organizations through consulting, publications, presentations, and programs;
- e. Engaging K-12 school students, staff and families in College programs and activities; and
- f. Considering the establishment of a K-12 educator research fellowship program whereby school district educators can submit proposals to conduct research on campus (action, original, collaborative, literature review) with College resources and faculty.

3. **Strategy: The College will facilitate and support faculty, staff, and student entrepreneurship, commercial interests, and engagement with external partners by:**
  - a. Being assertive in the engagement of schools and other agencies in partnerships seeking grants; and
  - b. Maintaining an environment conducive to the development and promotion of faculty, staff, and student creative endeavors for sharing and commercialization.
  
4. **Strategy: Provide and disseminate College academic programs, professional development opportunities, and life-long learning opportunities for the public by:**
  - a. Continuing to make professional development opportunities available;
  - b. Continuing to focus on partnerships which provide professional development, continuing education, and distance education; and
  - c. Delivering enhanced technological offerings for degree and licensing programs as well as for professional development.

	<b>TARGET</b>	<b>INDICATOR</b>
<b>5.1</b>	Student participation in service learning	Number of students participating in service learning activities
<b>5.2</b>	Faculty and Staff outreach efforts	Number of faculty and staff participating in outreach efforts