Strategic Plan
2011-16 Goals

University of Northern Iowa
Cedar Falls, Iowa
The University of Northern Iowa’s College of Education believes that the preparation of professionals for school and community settings is a moral imperative – the future of our nation depends on the success of this effort. Our efforts support teaching, research and service in the following ways:

1. The college exists to prepare educational and human service professionals for a variety of direct service and human leadership roles in school and community settings.

2. Faculty members in the college conduct applied and basic research in the areas of teaching and learning, human performance, human health promotion, human growth and development, leisure and community services and education policy.

3. The college provides service on local, state, regional, national and international levels.

The University of Northern Iowa’s College of Education will be noted nationally and internationally as the premier professional college of education. We value leadership and excellence in the preparation of education and human service professionals, innovation in best professional practice and strong collaborative relationships with the professionals and communities we serve.

Core Values
- Diversity
- Transformation
- Engagement
- Service-Community Outreach
- Leadership
Goal 1: Lead the state and nation by developing highly effective professionals prepared to educate, serve and lead future generations.

**Objective 1:** Provide intellectually stimulating and challenging experiences for students that broaden and deepen their perspective, preparing them to be developmentally, linguistically, culturally and technologically competent and confident professionals who take full responsibility for their impact on those they educate, serve and lead.

**Strategies**

- Collect immediate and longitudinal data from students and graduates regarding the impact of their coursework.
- Create an academic culture focused on the interactions of theory, research and practice that addresses issues facing future generations.
- Develop diverse learning experiences through technology-rich environments, domestic excursion opportunities and studies abroad that extend the campus to multicultural national and international settings for both faculty and students.
- Provide early, ongoing, diverse, intensive, mutually beneficial, clinical-based learning experiences that encourage the development of effective practices, impact student performance and learning and support school reform initiatives.
- Review the teacher education professional sequence, liberal arts core and program majors to ensure that all graduates are provided instruction so that they can become culturally, linguistically, developmentally and technologically competent and confident.

**Objective 2:** Evaluate and adapt all preparation programs to focus on 21st Century skills and create professionals who are developmentally, linguistically, culturally and technologically competent and confident.

**Strategies**

- Gather data for individual and program assessments in a continuous improvement cycle and to revise curriculum.
- Expand alternative delivery models that extend beyond campus and practices that use technology as a tool to transform teaching and learning.
- Evaluate and increase the program’s capacity to impact the learning and development of pre-K through 12 students.
- Recognize and reward endeavors that will address relevant promising practices and problems related to Iowa education and human services.
- Provide rigorous and relevant graduate education that meets the needs of graduate students, the university and the community.

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**Building on the Basics: The Department of Curriculum and Instruction**

Faculty in the Department of Curriculum and Instruction provide gradual learning opportunities for preservice teachers in methods courses through supervised field hours in local classrooms. Faculty members also hold debriefing sessions with these educators after field experiences to discuss their accomplishments and reflect on how they can improve their teaching. Professional development school experiences that immerse preservice teachers in typical school settings also facilitate educators’ growth as they engage in classroom activities with teachers and students. In addition, some student organizations provide opportunities for direct contact with elementary and middle school students under the supervision of faculty.
Goal 2: Faculty will distinguish themselves by engaging in creative and intellectually rigorous teaching, scholarship and service.

Objective 1: Faculty will engage in teaching that is broadly and deeply informed, bridges theory and practice, is integrated and collaborative with an investment in program outcomes, and is data informed and reflective about pedagogy.

Strategies
- Develop active professional communities to support quality teaching.
- Ensure that students, professors, instructors, administrators and staff collaborate in a technology-rich work environment.
- Ensure that all online courses are aligned to the Quality Matters Framework.

Objective 2: Faculty will engage in scholarship that represents a broad range of forms and methodologies, has links to teaching and service, and is programmatic, collaborative and connected with issues of educational importance.

Strategies
- Develop collaborative research among preservice, practicing teachers and content professors that addresses issues and problems of the community, state, nation and world.
- Develop active professional communities to support quality scholarship.
- Embrace multiple formats of scholarship (scholarship of discovery, integration, application or teaching).

Objective 3: Faculty will engage in collaborative service that is linked to teaching and scholarship and makes a substantive impact.

Strategies
- Develop active professional communities to support quality service.
- Support multiple levels of service (department, university, community, local, state, regional, national and international).

Objective 4: Recruit, develop and retain faculty who are distinguished by their creative and intellectually rigorous teaching, scholarship and service.

Strategies
- Establish, recognize and support external partnerships to promote exemplary faculty teaching, scholarship and service.
- Develop clear guidelines for faculty tenure, promotion and merit.

Objective 5: Develop and expand alternative delivery models that extend beyond the UNI campus.

Strategies
- Develop a comprehensive plan/roadmap for distance education and alternative program delivery at the local, state, national and international levels.
- Engage and collaborate with IT, continuing education and other external partners.
- Build the capacity of COE faculty to provide leadership with alternative delivery options.

Building Relationships: The Department of Educational Psychology and Foundations
In May 2011, UNI students and their instructor traveled to Turkey for a weeklong tour of Istanbul, Bursa and Izmir. At the end of their tour, the students completed a course at Fatih University in Istanbul where they explored the interplay of culture, education and development through daily lessons, museum visits and sightseeing. The UNI contingent also experienced the tremendous impact of culture on education and development by visiting four K through 12 private and public Turkish schools, interacting with Turkish families over dinner, and experiencing the history, customs and traditions of people from another country.
Goal 3: Create, maintain and enhance a culture that is characterized by a proactive commitment to diversity, collegiality and mutual respect.

Objective 1: Faculty, staff and students will demonstrate a commitment to diversity, collegiality and mutual respect among all members of the college community.

Strategies

- Create ongoing professional development to increase faculty and staff cultural competence.
- Review curricula to support the development of cultural competency among students.
- Identify areas of tension and conflict within the college/university community and seek solutions based on principles of civility.

Objective 2: Recruit and retain a diverse faculty, staff and student body.

Strategies

- Increase by 10 percent the diversity of the faculty within the College of Education by 2017.
- Increase by 10 percent the diversity of the staff within the College of Education by 2017.
- Increase by 10 percent the diversity of the student body within the College of Education by 2017 using established UNI measures and federal guidelines focused on domestic diversity.

Going the Extra Mile: The Department of Educational Leadership and Postsecondary Education

Across the state, schools are looking for ways to address the opportunities and challenges presented by greater racial diversity, the achievement gap and an ongoing need for greater cultural competency. UNI is leading the way in this quest through its Minorities in the Leadership of Education (MILE) program. The MILE program helps increase the presence of persons of color and traditionally underrepresented groups in school leadership positions. This is done by identifying, recruiting, enrolling and providing financial support to qualified aspiring school leaders, many of whom go on to earn their Doctor of Education degree at UNI.
Goal 4: Increase resources, including human, capital and informational.

Objective 1: Strategically hire additional faculty and staff members to replace retired or resigned faculty and staff.

Strategies

- Solicit support from the provost to add faculty and staff lines by showcasing savings from other provost-invested initiatives.
- Seek funding to establish endowed chairs.
- Bundle salary savings to supplement hires when department, division or program resources are inadequate to support a new hire.
- Seek joint sponsorship of faculty and staff hiring with schools, agencies, businesses, organizations and other external collaborators.

Objective 2: Increase focus on obtaining external funds.

Strategies

- Work with the Office of Sponsored Programs to solicit grants that are aligned with the mission.
- Solicit donations from corporations, private funders and foundations through the support of the UNI Foundation.

Objective 3: Strengthen the communication and informational network for students, faculty, staff, administrators and the public.

Strategies

- Develop and implement a communication and marketing plan.
- Maintain updated department, division and program websites.

Responsible Stewards of Resources

Investing in Iowa’s Academic Future

The Richard O. Jacobson Center for Comprehensive Literacy was established by an $11 million gift from the Richard Jacobson Foundation. The purpose of the center is to provide comprehensive literacy coaching for teaching and to provide instruction for students. Center personnel establish partnerships with local education agencies (LEAs) and prepare the teachers in the district to enhance their reading instruction, which has led to demonstrative student achievement in reading.
Goal 5: Establish strong, mutually beneficial relationships with external constituencies.

Objective 1: Expand and improve the network of external partners engaged with COE programs.

Strategies
- Recognize and support external professional partnerships to promote exemplary teaching, research, scholarship and creative activity.
- Enhance UNI's reputation in pre-K through 12 education, leadership development and community impact.
- Enhance existing and establish additional professional development partnerships (PDPs).
- Increase connections with and contributions to the mission and programs of UNI-CUE.
- Utilize advisory boards to enhance and promote programs.
- Promote a culture that recognizes and rewards faculty and staff for external collaborative partnerships and contributions.
- Provide and promote opportunities to enhance quality of life for Iowans.

Objective 2: Influence local, state and national policy development.

Strategies
- Increase the number of media interviews and written and published opinion pieces.
- Increase participation in advisory groups and professional organizations.
- Develop informative webinars and white papers to influence practice.
- Establish consistent communication with legislators and policymakers.
The College of Education at the University of Northern Iowa includes six instructional units that offer programs leading to the following degrees: Bachelor of Arts, Master of Arts, Master of Arts in Education, Master of Science, Specialist in Education and Doctor of Education. The college also offers a doctoral intensive study area in curriculum and instruction.

Department of Curriculum and Instruction
Prepares world-class educators who possess the professional skills necessary to thrive in the classroom and inspire their students to learn.

Department of Educational Leadership and Postsecondary Education
Provides programs for future principals, superintendents and postsecondary student affairs professionals.

Department of Educational Psychology and Foundations
Supports the preparation and continuing development of teachers and human service professionals.

School of Health, Physical Education and Leisure Services
Provides quality educational experiences in health, physical education, athletic training and leisure, and youth and human services.

Department of Special Education
Supports students and families with and without disabilities through scholarship, service, teaching development and innovative instructional practices.

Department of Teaching
The Office of Student Field Experiences administers the undergraduate student teaching component and other field experiences.

www.uni.edu/coe