University of Northern Iowa

College of Education

2011-2016 Goals
Mission Statement: As a premier professional college of education, 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 the 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, and;
3. The College provides service on local, state, regional, national, and international levels.

By doing so, the College of Education effectively serves the profession by assuming leadership roles for the improvement of education and human services.

Vision Statement: 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 educational and human service professionals, innovation in best professional practice, and strong collaborative relationships with the professionals and communities we serve:

Values:
- Diversity
- Engagement
- Leadership
- Service-community outreach
- Transformation
GOALS of the Strategic Plan are:

GOAL 1: Lead the state and nation by developing highly effective professionals prepared to educate, serve, and lead future generations.

GOAL 2: Faculty will distinguish themselves by engaging in creative and intellectually rigorous teaching, scholarship, and service.

GOAL 3: Create, maintain, and enhance a culture that is characterized by a proactive commitment to diversity, collegiality, and mutual respect.

GOAL 4: Increase resources, including human, capital, and informational.

GOAL 5: Establish and enhance strong, mutually beneficial relationships with external constituencies.
Goal 1

Lead the state and nation by developing highly effective professionals prepared to educate, serve, and lead future generations.

University Alignment: G1.Obj2 - Provide a transformative learning experience that inspires student responsibility for their learning. G3 - Lead the state and nation in PK-12 education.

OBJ 1.1: Provide intellectually stimulating and challenging experiences for students that broaden and deepen their perspective, preparing them to be developmentally, linguistically, culturally, and technologically competent professionals who take full responsibility for their impact on those they educate, serve, and lead.

S.1.1.1: Collect immediate and longitudinal data from students/graduates regarding the impact of their coursework.

S.1.1.2: Create an academic culture focused on the interactions of theory, research, and practice that addresses issues facing future generations.

S.1.1.3: 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.

S.1.1.4: Provide early, on-going, diverse, intensive, mutually beneficial clinical-based learning experiences that encourage the development of effective practices, impacts student performance and learning, and supports school reform initiatives.

S.1.1.5: 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 1.2: Evaluate and adapt all preparation programs to focus on 21st Century skills and create professionals who are developmentally, linguistically, culturally, and technologically competent.

S 1.2.1 Gather data for individual and program assessments in a continuous improvement cycle and to revise curriculum.

S 1.2.2: Expand alternative delivery models that extend beyond campus and practices that use technology as a tool to transform teaching and learning.
T1.2.2.1: Develop a comprehensive plan for distance education and alternative program delivery at the local, state, national, and international levels.

T1.2.2.2: Engage and collaborate with IT, Continuing Education, and other external partners.

T1.2.2.3: Build the capacity of COE faculty to provide leadership with alternative delivery options.

S 1.4.3: Evaluate and increase program’s capacity to impact the learning and development of preK-12 youth.

S1.4.4: Recognize and reward endeavors that will address relevant promising practices and problems related to Iowa education and human services.

S1.4.5: Provide rigorous and relevant graduate education that meets the needs of graduate students, the university, and the community.

T1.1.1.1: Review and strengthen high-quality graduate programs that prepare leaders in their professions and enhance the social, cultural, and economic development of Iowa.

T1.1.1.2: Implement the re-evaluation process for the Ed.D program.
GOAL 2

GOAL 2: Faculty will distinguish themselves by engaging in creative and intellectually rigorous teaching, scholarship, and service.

University Strategic Plan Alignment: G1.Obj1 - Provide a rigorous and relevant undergraduate educational experience that prepares students for the future.

OBJ 2.1 - Faculty will engage in teaching that is broadly and deeply informed, bridges theoretical and practice perspectives, is integrated and collaborative with an investment in outcomes of the program as a whole, and is data informed and reflective about pedagogical orientations.

S2.1.1: Develop active professional communities to support quality teaching.

S2.1.2: Ensure that students, professors, instructors, administrators, and staff collaborate in a technology-rich work environment.

T2.1.1: Transform students to teachers who lead collaborative student-centered learning in technology-rich environments.

T2.1.2: Model collaborative student-centered learning in technology-rich learning environments in teacher preparation courses.

T2.1.3: Integrate current technology into courses and work environments in a fashion that mirrors use in formal and non-formal educational settings.

S2.1.3: Ensure that all on-line courses are aligned to the Quality Matters Framework.

OBJ 2.2: 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.

S2.2.1: Develop collaborative research among preservice, practicing teachers, and content professors that address issues and problems of the community, state, nation, and world.

S2.2.2: Develop active professional communities to support quality scholarship.

S2.2.3: Scholarship occurs in multiple formats (scholarship of discovery, integration, application, or teaching).
OBJ 2.3: Faculty will engage in collaborative service which is linked to teaching and scholarship and makes a substantive impact.

S2.3.1: Develop active professional communities to support quality service.

S2.3.2: Service occurs at multiple levels (department, university, community, local, state, regional, national, and international).

OBJ 2.4: Recruit, develop and retain faculty who are distinguished by their creative and intellectually rigorous teaching, scholarship, and service.

S2.4.1: Establish, recognize, and support external partnerships to promote exemplary faculty teaching, scholarship, and service.

S2.4.2: Develop clear guidelines for faculty tenure, promotion, and merit.

OBJ 2.5: Develop and expand alternative delivery models that extend beyond the UNI campus.

S2.5.1: Develop a comprehensive plan/roadmap for distance education and alternative program delivery at the local, state, national, and international levels.

S2.5.2: Engage and collaborative with IT, Continuing Education, and other external partners.

S2.5.3: Build the capacity of COE faculty to provide leadership with alternative delivery options.
Goal 3

GOAL 3: Create, maintain, and enhance a culture that is characterized by a proactive commitment to diversity, collegiality, and mutual respect.

University Alignment: G3 - Create and maintain an inclusive educational environment that prepares students to thrive in a diverse global environment.

OBJ3.1 Faculty, staff, and students will demonstrate a commitment to diversity, collegiality, and mutual respect among all members of the college community.

S3.1.1: Create ongoing professional development to increase faculty and staff cultural competence.

T3.1.1.1: Encourage faculty and staff to participate annually in one or more college/university cultural competence professional development opportunities.

S3.2.1: Review curricula to support development of cultural competency among students.

T3.2.1.1: Support faculty conducted program review to increase opportunities for cultural competency development and alignment.

T3.2.1.2: Identify and/or develop co-curricular activities that support students’ development and practice of cultural competencies.

S3.3.1: Identify areas of tension and conflict within the college/university community.

T3.3.1.1: Create and conduct a survey to identify common areas of tension and conflict among and between faculty and staff.

T3.3.1.2: Create a faculty-staff committee that will use survey data to address identified interpersonal issues and commitment to civility.

OBJ3.2 Recruit and retain a diverse faculty, staff, and student body.

S3.2.1: Increase by 10% the diversity of the faculty within the College of Education by 2016.

T3.2.1.1: Diversity Committee assists and supports departments in ongoing faculty recruitment activities.
T3.2.1.2: Provide professional development to ensure that the unique needs and interests of diverse faculty applicants are acknowledged and addressed according to OCEM guidelines throughout the search process.

T3.2.1.3: Assure that all faculty and staff members participate in OCEM search committee training prior to being assigned to a search committee.

S3.2.2: Increase by 10% the diversity of staff within the College of Education by 2016.

T3.2.2.1: Assure that all searches follow OCEM guidelines to ensure fair search processes within the restrictions establish by collective bargaining agreements.

S3.2.3: Increase by 15% the diversity of the student body within the College of Education by 2016 using the established UNI measures and the Federal guidelines focused on domestic diversity.

T3.2.3.1: Recruit and retain advising personnel to lead efforts to diversify the student body.

T3.2.3.2: Provide professional development opportunities for faculty to develop stronger skills in mentoring and advising students from diverse backgrounds.
Goal 4

GOAL 4: Increase resources, including human, capital, and informational.

University Alignment: G.6 - Ensure accountability, affordability, and access.

OBJ 4.1: Hire strategically additional faculty/staff members to replace retired or resigned faculty/staff.

S4.1.1: Solicit support from the Provost to add faculty/staff lines by showcasing savings from other Provost invested initiatives.

S4.1.2: Seek funding to establish Endowed Chairs.

S4.1.3: Bundle salary savings to supplement hires when department, division, or program resources are inadequate to support a new hire.

S4.1.4: Seek joint sponsorship of faculty/staff hiring with schools, agencies, businesses, organizations, and other external collaborators.

OBJ 4.2: Increase focus on obtaining external funds.

S4.2.1: Work with Office of Sponsored Programs to solicit grants that are aligned with the mission.

T4.2.1.1: Develop infrastructure for obtaining and implementing grant.

T4.2.1.2: Create a mechanism to recognize and showcase grants received and implemented.

S4.2.2: Solicit donations from corporations, private funders, and foundations through the support of the University’s Foundation Office.

T4.2.2.1: Increase connectivity between departments and the Foundation Office.

T4.2.2.2: Increase the number of major giving and annual giving donors.

T4.2.2.3: Seek sponsorship of large scale projects and initiatives such as endowed chairs, room renovations, and Iowa Educators Hall of Fame.

OBJ 4.3: Strengthen the communication and informational network for students, faculty, staff, administrators, and the public.
S4.3.1: Develop and implement a plan for strengthening informational resources.

T4.3.1: Create a task force to develop the plan.

T4.3.2: Monitor the implementation of the developed plan.

T4.3.3: Reallocate funds to support technology enhancements.

S4.3.2: Maintain updated department, division, and program websites.

T4.3.2.1: Provide website training for appropriate personnel.

T4.3.2.2: Develop new communication systems beyond web-based using new technologies.

T4.3.2.3: Gather information from students on what are options for up-to-date communication formats in use.

T4.3.2.4: Develop communication systems to notify parents of events.
GOAL 5

GOAL 5: Establish and enhance strong, mutually beneficial relationships with external constituencies.

Continuous discussion: Who are our external constituents? Schools, PreK-12 students, parents/families, educators, alumni, prospective donors, local and national foundations, Iowa DE, USDE, legislators, community leaders, business leaders, Iowa taxpayers.

University Alignment: G3.Obj3 - Expand and improve the network of external partners involved in educator preparation programs. G5 - Enhance the economic, social, cultural, and sustainable development of the state.

OBJ 5.1: Expand and improve the network of external partners engaged with COE programs.

S5.1.1: Recognize and support external professional partnerships to promote exemplary teaching, research, scholarship, and creative activity.

T5.1.1.1: Facilitate and coordinate opportunities for faculty to meet with practitioners, policymakers, and community members.

S5.1.2: Enhance UNI's reputation in pre k-12 education, leadership development, and community impact.

S5.1.3: Enhance existing and establish additional professional development partnerships (PDP).

T5.1.3.1: Expand the Professional Development Partnerships network to schools in the Cedar Valley.

T5.1.3.2: Establish new Professional Educational Partnerships (PEP) sites with Iowa schools.

T5.1.3.3: Collaborate and coordinate the delivery of integrated, interdisciplinary, and innovative professional development opportunities supporting diverse, inclusive, individualized, and responsive learning environments.

S5.1.4: Collaborate with the Iowa Department of Education to develop Iowa's Research and Development School as a leading demonstration site for innovative evidence-based practice.

S5.1.5: Increase connections with and contributions to the mission and programs of UNI-CUE.
T5.1.5.1: Increase the number of students and faculty serving the UNI-CUE Tutoring Center.

S5.1.6: Utilize advisory boards to enhance and promote programs.

T5.1.6.1: Provide professional development for creation and effective use of advisory boards.

T5.1.6.2: Publish the advisory councils on individual department and COE websites, recognizing the contributions of the boards’ memberships.

S5.1.7: Promote a culture that recognizes and rewards faculty and staff for external collaborative partnerships and contributions.

T5.1.7.1: Review and revise PAC procedures and expectations to value engagement in collaborative partnerships.

T5.1.7.2: Recognize these partnerships on a special link off the COE webpage.

T5.1.7.3: Produce short videos highlighting these partnerships and stream them on the COE website.

OBJ5.2: Influence local, state, and national policy development.

S5.2.1: Increase the number of media interviews, written and published opinion pieces.

S5.2.2: Increase participation in advisory groups and professional organizations.

S5.2.3: Develop informative webinars and white papers to influence practice.

S5.2.4: Establish consistent communication with legislators and policymakers.

OBJ5.3: Provide and promote opportunities to enhance quality of life for Iowans.

S5.3.1: Expand COE outreach programs to the community.

T5.3.1.1: Expand and enhance UNI-CUE outreach programs.

T5.3.1.2: Increase summer enrichment, tutoring, and camp opportunities.