

Initiatives from College of Education Strategic Planning Meeting, 10/13/10

Continue to Foster a Culture of Academic, Scholarly, and Creative Excellence

- **SCHOLARSHIP EXCELLENCE**
 - Promote scholarship of teaching and learning, including scholarship that contributes to improvement of our own programs and teaching/learning practices
 - Promote action research, especially among students (not simply something that goes into a journal)
 - Help us showcase research done by students and faculty, share research more broadly, including in different disciplines
 - Create a faculty research circles for the College to come together to present and foster research activities
 - Focus on collaborative research (especially with students and among different colleges)
- **ACADEMIC EXCELLENCE**
 - Improve student course/instructor evaluation instrument and process to be more reliable, sustainable, & meaningful, as well as peer-to-peer and other evaluations that develop trust and growth
 - Increase professional development offerings to extend connections to K-12 schools
 - Maintain and go beyond compliance accreditation with NCATE, HLC, etc.; develop stronger assessment measures and practices that support program objectives.
 - Align curriculum and programs with new national education standards – e.g. K-12 Common Core Standards, CCSSO Model Core Teaching Standards, and NCATE emphasis on Developmental Sciences and more intensive field experiences.
 - Work with UCA's other colleges to promote teaching excellence
- **ADMINISTRATIVE AND INSTITUTIONAL SUPPORTS**
 - Create a culture of evidence-based management --- use institutional data to enhance administrative decision-making, program improvement, and general organizational effectiveness and efficiency --- use data as part of a continuous feedback and improvement loop
 - Administration: Help us recruit high-achieving and diverse students and faculty (recruit the highest quality candidates to maintain culture of excellence)
 - Stabilize resources so that we can depend on them (policies that give the departments more authority to give money for travel, re-assigned time for special projects)
 - Increase salaries to competitive level by benchmarking against SREB comparison data for masters comprehensive universities

Provide a Student-Focused Environment for All Students

- **TIGHTER COORDINATION** between ACADEMIC AFFAIRS & STUDENT AFFAIRS/STUDENT SERVICES.
- **ACADEMIC ENGAGEMENT**
 - Assisting students with metacognition: how can we increasingly help students to help themselves become active learners and critical thinkers
 - Establish high-impact activities designed to increase engagement among at-risk students for higher retention
 - Having more of an advisor mentality even when students are not our advisees

- Give students a greater voice in how they feel about the services, the education they're receiving, etc.
- Administration: recognize the importance of advising and give us time and teaching or service credit for it
- **SUPPORT FOR GRADUATE AND ON-LINE STUDENT POPULATIONS**
 - Improve technological support for online courses and services for on-line students
 - Fee structures are too high (especially for online students and graduate students, who rarely or never use facilities/services for which fees are charged)
 - More focus on services for graduate students (e.g., keep bookstore open on Saturdays & at nights, which are prime times for graduate course offerings, establish an evening office so students can take care of problems in a one-stop shop; convenient food service options for evening students)

Commit to Ongoing Improvement and Innovation in Facilities and Technology

- **CLASSROOM TEACHING IMPROVEMENT & INNOVATION**
 - Act on *SIGHTLINES* consulting firm's analysis and recommendations for improvement of classroom space
 - New ED building or improved ED classrooms (Mashburn technologically behind the schools that the COE is sending their students into)
 - Smartboards in every room
 - Strengthening of physical plant(e.g. bandwidth) and human resource (e.g. faculty professional development) infrastructure to support better classroom technological capacity and usage
 - Need professional development to be able to use technologically advanced classrooms and equipment
 - Examine technology needs for e-books
- **ADMINISTRATIVE CONSIDERATIONS**
 - Use student e-mail system more efficiently (currently sending too many messages so that students are overwhelmed and ultimately don't read any messages—perhaps send one e-mail a day with links to all university announcements)
 - Find or develop more useful technology for student advising
 - Reconsider PC computer orientation and open up to other platforms (offer Macs, access to Linux)
 - Dedicated budget line for continuous improvement of technology

Increase Engagement with External Partners

- **ENGAGEMENT WITH K-12 SCHOOL PARTNERS**
 - Coordinate professional development for K-12 educators across campus—AOEP, Math/Science Center, COE, NWP
 - Maintain close instructional alignment with the K-12 curriculum and other relevant external education constituencies
 - Stronger partnerships with K-12 schools to improve quality and authenticity of field experiences
 - Use external program advisory committees to help us improve programs (e.g. teachers, principals, superintendents)
 - Strengthen engagement with K-12 schools through field experiences, scholarly publications, consulting, professional development, etc

- Share best practices with schools that are wanting improvement and develop conflict resolution skills to address resistance to change for both internal and external constituents
- **ENGAGEMENT WITH OTHER EXTERNAL CONSTITUENCIES**
 - Strengthen relationship between COE and alums/retired educators—to provide participation in and support for C of Ed mission, goals, and activities
 - Strengthen relationship with ‘feeder’ community colleges to promote enrollment of transfer students
 - Where relevant, increase engagement with businesses for grants, internships, professional development and other kinds of training needs – e.g. AETN, HP, and other partners
 - Open ourselves to feedback and support from external sources whose interests may align with our mission —e.g. Greek organizations who want to do service projects, etc.
 - Market and promote our College to multiple external constituencies to encourage donor gifts and general support for the C of Ed

Promote Diversity in All Areas

- **ATTRACTION, RETENTION, AND SUPPORT OF DIVERSE STUDENTS**
 - Recognize many forms of diversity— racial, linguistic, exceptionalities, gender, sexual identity and sexual orientation, socio-economic, religious, national origin, etc
 - Increase racial and linguistic diversity among C of Ed students to increase diversity of professional educators in k-12 schools and universities
 - Promote culturally-relevant content and pedagogy to support learning for diverse k-12 and university students
 - Ensure that Registered Student Organizations reflect student diversity
 - Ensure diverse organizations are represented on campus and we are reaching out to diverse organizations off campus
 - Increase partnerships with off-campus organizations that work with diverse constituents
 - Examine why minority students leave and develop appropriate interventions and remedies to promote higher retention rates for minority students
 - Coordinate resources, supports, and services across campus in order to keep increasing effectiveness of service centers (e.g. Minority Services, International Programs, Disability Support)
 - Examine policies toward and address needs of GLBT students (e.g., bullying not really being addressed)
- **ATTRACTION, RETENTION, AND SUPPORT OF DIVERSE FACULTY**
 - Increase racial and linguistic diversity among faculty to better attract and retain diverse students in the C of Ed
 - Promote diversity in faculty recruitment and selection processes
 - Addressing HR policies such as insurance for GLBT faculty/staff
 - Address out-of-area faculty needs—human resources (e.g., faculty who live out of state are usually “out of network” re health benefits)

Focus on Integrity at All Levels of Action

- **ACADEMIC INTEGRITY**
 - Give us the tools (e.g. *TURNITIN* software to help us help students avoid plagiarism and violations of copyright and intellectual property rights)
 - Mentoring program for junior faculty on professionalism and academic integrity
 - Create a resource handbook for junior faculty regarding academic, professional, and ethical integrity guidelines
 - Support for fair use in online courses
- **BROADER INTEGRITY EFFORTS**
 - Broaden the Academic Integrity policy to include Professional/Ethical Integrity --- e.g. to address possible professional misconduct among interns working in K-12 schools
 - Improve communication between Dean of Students and Academic Colleges concerning instances of student misconduct that may be relevant to student's academic/professional standing
 - Get out more positive press out for the College and the University, both internally and externally, that may increase public confidence in UCA and its institutional integrity; Alumni support may also bolster our public image