



# **School of Education Strategic Plan**

November 2003



## *Preamble*

The School of Education (SOE) strategic plan provides a roadmap to the future. Consideration of how the School of Education can best rise to the challenges and needs of an increasingly multicultural and prismatic global society requires an appreciation of our past in the context of our aspirations for the future.

Currently ranked in the top tier of schools and colleges of education nationally, the School of Education at Purdue University had a modest beginning. Evolving out of an expressed need for college prepared teachers the Indiana General Assembly enacted a law in 1907 that required all teachers to have formal education in the classes they taught. At that time only one in five teachers in the state of Indiana held a college degree and only one in five eighth graders ever graduated from high school. Normal schools had already demonstrated their success in training elementary teachers but were increasingly criticized for a curriculum believed to be weak in content matter. Controversy ensued over whether normal schools should attempt to prepare secondary teachers.

Rising to meet growing expectations for college educated teachers, Purdue University employed its first professor of education in 1908. This initiative represented the view that to prepare the best teachers, rich in content area knowledge, colleges and universities should assume the responsibility for teacher education.

From its genesis as a one person department of education in 1908, the School of Education at Purdue has grown to a full-time faculty of approximately 70 who serve an enrollment of nearly 2,700 undergraduate and 600 graduate students. At the undergraduate level teacher education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Indiana Professional Standards Board (IPSB) while some of the graduate programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the American Psychological Association (APA) in addition to NCATE and the IPSB.

Reflective of the historical commitment by Purdue as a land grant university to educate teachers in the content area subjects, the School of Education is unique among its peer institutions in that teacher preparation is governed by the Teacher Education Council. This council is comprised of representatives from six different schools at Purdue University, two regional campuses, P-12 partners and students preparing to become teachers. As further evidence of the university-wide commitment to teacher education, many faculty in the School of Education have joint appointments in other schools on campus while many other faculty from outside the school have courtesy appointments in the School of Education. Clearly, educating teachers and impacting education in the P-12 school community continues to be recognized as a university-wide responsibility. Our strategic plan acknowledges this unique university-wide commitment and

aspires to build and support new strategic initiatives with our teacher education colleagues across the university and community.

The vision for the future expressed in this strategic plan builds upon a solid and well-respected past and acknowledges that education is everyone's business. To be successful in meeting the demand for life-long learning we must understand what those needs are and how those needs are imbedded in a dynamically evolving global context. For this reason the School of Education affirms its need to be engaged continuously with those we seek to serve and with our colleagues across the university and nation who may best inform our decisions, help us chart our course and in turn, achieve our vision to be one of the finest Schools of Education in the country and internationally.

## *Values and Culture*

The School of Education is committed to a core set of values that are reflected in a culture that promotes the development of personal and professional integrity and engagement for the benefit of our society. As faculty in an academic community we value:

- The pursuit of excellence in discovery, learning, and engagement
- Respect for the individual and divergent perspectives that challenge us
- The recognition of the importance of life-long learning
- Diversity in all of its manifestations
- Creativity in thought and action
- The entrepreneurial spirit
- Collaboration

## *Mission*

The mission of the School of Education is to serve the citizens of Indiana, the nation, and the world through discovery, learning and engagement. The School of Education is committed to:

- Creating knowledge in education and related fields.
- Developing exemplary learning experiences for aspiring teachers, counselors, administrators, researchers, scholars, and those who pursue careers in the private sector.
- Contributing to the welfare and advancement of human society through education.

To further its mission, the School seeks to:

- Recruit diverse, talented, and motivated students, staff and faculty.
- Understand learning in diverse individuals across a variety of contexts.
- Prepare its graduates to contribute to a technology-rich and global society as leaders, professionals, and lifelong learners.
- Facilitate equal access to educational opportunities for representatives of a rich variety of populations and cultures.
- Engage in seeking solutions to critically important educational challenges in Indiana, the nation, and the world.

# Vision

*Devoted to a number of educational purposes that include liberal and humane learning, scientific and mathematical understanding and the education of knowledgeable and engaged citizens, the School of Education achieves distinction through focused excellence and innovation. Consistent with Purdue University's Strategic Plan, the School of Education will focus on strengthening preparatory education through enhanced, ongoing engagement with P-12 schools with special emphasis on literacy, math/science education and educational technology.*

*Recognizing that strategic initiatives need to meet new and rapidly evolving needs, the School of Education is committed to the view that strategic planning must be viewed as a recursive and regenerative process. The School provides leadership in advancing learning and development through creating educational knowledge, preparing educational leaders, and addressing critical issues in an increasingly diverse and technology-rich society.*

## *Characteristics:*

- *World class faculty and staff who pursue excellence and achieve distinction, while contributing to the common vision.*
- *Permeable boundaries that facilitate collaborations with colleagues external to the School including disciplinary faculty on the Purdue campus, P-12 professionals, faculty from other universities, business-industry and governmental partners.*
- *Centers that create and maintain connections that produce innovations related to specific educational themes.*
- *New models for the professional preparation of teachers, counselors, and administrators that improve educational practice.*
- *Responsive engagement with diverse constituents in Indiana, national, and around the world promotes learning and professional development in varied contexts.*

## *Goals, Strategies, and Metrics*

To achieve the School of Education vision and accomplish the School of Education mission, we have developed goals in four areas: overarching strategies, discovery, learning, and engagement. The purpose of this section is to list specific five-year goals, with associated action steps, that will enable us to achieve our vision and accomplish our mission. Action steps are defined as possible steps among many which may be taken to achieve our stated objectives. We also list metrics we will use to assess progress toward our goals. The appendix lists the Purdue University metrics and benchmarks for each of the School of Education goals.

As the School of Education moves forward in attaining world-class excellence in discovery, learning, and engagement, it is important, insofar as possible, to employ benchmark comparisons to our peer institutions. Those institutions include:

- Michigan State University
- University of Illinois
- University of Maryland
- University of Michigan
- University of Wisconsin
- University of Texas

### **OVERARCHING STRATEGIES**

Achieving the School of Education's strategic plan necessitates development and implementation of a number of School-wide, overarching strategies. The strategies are designed to ensure the success of the School's primary objectives in discovery, learning, and engagement. The overarching strategies seek to use, and build upon, the School's existing strengths and interests while capitalizing on Purdue University's strengths in content areas such as the sciences. Leveraging School and University strengths requires overarching goals which focus on the development of human and material resources. Moreover, these overarching strategies are designed to foster and support collaborations with other Purdue schools, P-12 partners, faculty from other universities, business-industry and governmental partners. Finally, these overarching strategies serve to build and support the infrastructure necessary for outcome-based decision making, quality program delivery and program assessment.

**Goal: Encourage and support an environment that contains collaboration, entrepreneurial pursuits and fundraising initiatives.**

Action Steps:

- Utilize targeted strategic hiring to secure new faculty who possess an interest in, and skills for, cross-campus and cross-program collaboration and/or entrepreneurial pursuits in discovery, learning and engagement.
- Create clear incentive structures that promote and reward collaboration and interdisciplinary pursuits in discovery, learning, and engagement.
- Develop faculty support and development programs aimed at fostering collaborative, entrepreneurial pursuits and fundraising initiatives.

Metric:

- *Number of interdepartmental, cross-campus, and cross-institutional collaborative proposals submitted and funded.*

**Goal: Increase the level of external funding through development, grants, and contracts.**

Action Steps:

- Use the Purdue University development infrastructure to pursue resources for the SOE and its partners.
- Create incentive structures that encourage proposal writing and submission efforts for external funding.

Metrics:

- *Number of proposals for external funding submitted.*
- *Amount of annual gifts.*

**Goal: Build on and improve existing School projects and centers.**

Action Steps:

- Provide incentives and resources for collaborations across SOE centers and programs, especially in the areas of discovery and engagement.
- Utilize the SOE and Purdue University development infrastructure to pursue extramural resources to support existing School projects and centers.
- Develop a small number of research communities that cut across several SOE program areas and that focus on signature area themes within the SOE.

Metrics:

- *Number of SOE center presentations, publications, and collaborative projects.*

- *Number of presentations, publications, and grants generated by SOE research communities.*

**Goal: Build the infrastructure needed to become a nationally recognized leader in the infusion of educational technology in undergraduate and graduate programs.**

Action Steps:

- Create a School of Education Technology Strategic Plan that clearly identifies fundamental technology application needs and articulates future initiatives and priorities.
- Secure external resources to support SOE technology infrastructure.
- Create a SOE Technology Advisory Board to coordinate and promote technology utilization in the SOE.
- Utilize targeted strategic hiring to secure faculty who possess an interest in, and skills for, technology integration in discovery, learning, and engagement activities.
- Seek targeted investments in technology infrastructure for the SOE as it supports integration into faculty and student activities.

Metrics:

- *Amount of funding designated for technology infrastructure or technology integration efforts.*
- *Number of strategic faculty hires using stated technology expertise as a desired qualification for hiring.*

**Goal: Encourage and support an environment which represents and values diversity defined in accordance with NCATE Professional Standard 4 as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.**

Action Steps:

- Develop an infrastructure associated with the Associate Dean for Learning and Engagement to assist faculty and programs in the recruitment and support of a more diverse undergraduate and graduate student population.
- Develop and communicate clear and consistent School-wide diversity objectives.
- Utilize targeted strategic hiring to secure, and retain, faculty from historically under-represented populations who increase the diversity of the SOE or whose work in discovery, learning or engagement can enhance the diversity of the SOE.
- Develop and support ongoing learning activities for faculty, staff and students on diversity issues as they relate to the preparation of professional educators, curriculum, grant writing, research, and professional development.
- Link SOE diversity efforts with Purdue diversity resources.

Metrics:

- *Number of strategic hires from historically underrepresented populations.*
- *Number of learning and awareness activities on diversity sponsored by SOE alone or in collaboration with other organizations (e.g., Black or Hispanic Cultural Centers).*
- *Number of faculty from historically underrepresented populations who are promoted and tenured.*

**Goal: Promote awareness of the strengths of the School of Education locally, nationally and internationally.**

Action Steps:

- Develop a School-wide communications and marketing plan.
- Provide opportunities for P-12 students to engage in SOE supported activities.
- Increase visibility of SOE programs and activities through communication with parents, teachers, school administrators, and the broader community.
- Enhance alumni relations by involving alumni and patrons in SOE programs.

Metrics:

- *Number of participants in SOE awareness activities.*
- *Number of alumni as donors to the SOE.*
- *Number of SOE faculty, research and programs recognized in state, national and international media.*
- *Number of professional preparation programs nationally accredited.*
- *National rankings of the School of Education and its programs.*

**Goal: Develop and implement systems for evaluating strategic plan progress.**

Action Steps:

- Develop a reporting system (accessible on-line by all SOE stakeholders) that provides annual updates of SOE progress toward goals.
- Vest responsibility for implementation and oversight of School-wide progress in an individual at the associate dean level.

Metrics:

- *Completion of SOE strategic plan on-line reporting system.*
- *Annual SOE strategic plan progress reports.*

**DISCOVERY:**  
**Establish and sustain preeminence in discovery**

The School of Education is dedicated to state-of-the-art research that advances knowledge and innovative models of learning, instruction, and professional preparation. Research, also referred to as discovery in this document, is pursued individually and through collaborative relationships within and outside the University. Important resources include centers, which encourage a critical mass of experts dedicated to addressing important educational challenges. The discovery mission of the School also supports, and is supported by, a superior graduate program. Faculty, graduate students, undergraduate students, and professionals collaboratively engage in research activities. This rich mix of human and intellectual activities prepare graduates to contribute to educational research and policy to become the next generation of researchers, scholars, and leaders in education.

**Goal: Create incentives that encourage faculty productivity in research and scholarship.**

Action Steps:

- Provide school and departmental support for discovery, including research assistantships, seed funding, start-up support for new faculty, and technical support.
- Develop an infrastructure associated with the Associate Dean for Discovery and Faculty. Development office to assist faculty in the pursuit of sponsored research through the promotion of funding sources, identification of collaborators and mentoring of faculty, and to provide leadership to graduate education programs.
- Develop and maintain state-of-the-art research facilities to support a varied research agenda within the SOE.
- Undertake initiatives to increase faculty time committed to research.
- Continue a promotion and tenure process that reflects the fact that the highest value is placed on scholarship in all areas (discovery, learning and engagement).
- Reward excellence in discovery through the merit pay process.
- Develop internal awards to recognize success in discovery and promote faculty and students who received national research awards.

Metrics:

- *Number of peer-reviewed publications, books and chapters.*
- *Number of graduate research assistantships.*
- *Amount of School/Departmental resources allocated to faculty and graduate student discovery activities.*
- *Number of national and international faculty research awards.*
- *Number of faculty on national professional, business and governmental boards, panels or task force.*

**Goal: Expand, coordinate, and integrate research conducted by centers, institutes, and programs affiliated with the School of Education.**

Action Steps:

- Define and articulate the scholarly goals and action plans for existing centers, institutes and programs, such that they actively promote and support faculty involvement.
- Seek to broaden the involvement of faculty in SOE affiliated centers, institutes, and programs.
- Leverage internal funding for centers, institutes and programs with external grants and contracts.
- Establish, maintain, and support centers related to signature themes within the SOE.

Metric:

- *Number of presentations and peer-reviewed publications by faculty and students affiliated with centers, institutes, and programs.*

**Goal: Strengthen interdisciplinary and collaborative research.**

Action Steps:

- Promote internal awareness among graduate students and faculty of research activities within the SOE and associated programs.
- Promote field-based research with existing and new Professional Development School partners.
- Seek partners across the University to promote “centers of excellence” through new cluster hires and joint appointment of faculty.
- Undertake visionary, grant-supported, experimental undergraduate education programs.

Metrics:

- *Number of faculty who participate in multidisciplinary grants with colleagues at Purdue and other institutions.*
- *Number of field-based research projects completed.*

**Goal: Establish preeminent graduate programs that foster discovery.**

Action Steps:

- Encourage SOE graduate program faculty to engage in strategic planning for distinction and innovation.
- Support the development of preeminent graduate programs in key foundational areas of learning and development as well as interdisciplinary programs related to signature themes.
- Strategically reduce enrollments in the undergraduate program in elementary education, reallocating resources to graduate research assistantships.
- Increase support for graduate student involvement in faculty research.

Metrics:

- *Number of graduate student scholarships, fellowships, and research assistantships.*
- *Number of graduate students involved in faculty research as reflected in number of coauthored presentations and publications.*
- *Percentage of SOE resources allocated to graduate education.*

## **LEARNING:**

### **Achieve excellence in learning through programs of superior quality**

The faculty of the School of Education is committed to advancing learning across the lifespan with particular emphasis on preparing professionals who will have the knowledge, skills, and dispositions to promote the learning of all P-12 students in tomorrow's classrooms, as well as mentoring the next generation of researchers and scholars in strong graduate research programs. Initial and advanced professional teacher preparation programs at Purdue University are focused on creating intellectual leaders who believe that all children can and should learn. All graduates of programs in the School of Education exemplify best practices in their chosen professions. Faculty in the School of Education work collaboratively with faculty from other schools, P-12 partners, and colleagues from other universities to improve learning and development outcomes in a variety of educational contexts.

**Goal: Establish, support, and maintain exemplary initial and advanced programs to prepare teachers, counselors, and administrators to serve diverse individuals in a technology-rich society.**

#### Action Steps:

- Achieve target level proficiency on all elements of the six NCATE professional standards for the accreditation of the School of Education.
- Continue CACREP and APA accreditation for SOE counseling programs.
- Restructure school, administrative, and/or departmental organization to better facilitate implementation, management, and assessment of accredited professional preparation programs.
- Integrate technology into professional preparation instruction to improve educational outcomes.
- Employ electronic portfolio technology to assess and monitor performance of teacher, counselor, and administrator candidates and improve professional preparation programs.
- Utilize service learning, field experiences, and Professional Development School initiatives as opportunities to collaborate with P-12 partners and community agencies in improving the preparation of teachers, counselors, and administrators.
- Work through the Indiana Consortium of Education Deans to improve teacher education at Purdue and across Indiana.

Metrics:

- *Number of publications related to teaching.*
- *Amount of external funding related to the development of innovative programs in teacher education.*
- *Number of state and national teaching awards received by SOE faculty.*
- *NCATE, APA, and CACREP accreditation reports.*
- *Surveys of graduates assessing quality of professional preparation.*
- *Number of courses with field experiences; number of student participants in field experiences; number of cooperating P-12 professionals assisting with field experiences; diversity of field experiences.*
- *Number of courses and students using e-portfolio technology.*
- *Evidence of teacher candidate impact on P-12 student learning gathered in the SOE Unit Assessment System (NCATE Standard 2).*

**Goal: Appropriately size and focus all undergraduate and graduate, licensure and degree programs.**

Action Steps:

- Create target enrollment numbers for all SOE programs.
- Increase student quality and diversity in all SOE programs.
- Increase the number of tenure track and clinical faculty engaged in undergraduate instruction, while simultaneously reducing the number of graduate teaching assistants instructing undergraduate classes.
- Expand licensure programs that meet critical areas of demand in fields that are consistent with the strengths of the university and the SOE, such as math, science, and special education.
- Strengthen existing interdisciplinary secondary education programs by ensuring that faculty and administrators in all participating Purdue schools work together to create these programs and share responsibility and recognition for them (e.g., faculty FTE, student enrollments, advising, UAS management, etc.).
- Work with other Purdue schools to establish, support, and maintain exemplary secondary education programs at Purdue.

Metrics:

- *Number and affiliations of faculty participating in secondary education.*
- *Number of interdisciplinary secondary education programs with shared responsibility as a percentage of total programs.*
- *Establish and meet targeted enrollment for undergraduate and graduate programs.*

**Goal: Increase undergraduate student participation in learning opportunities such as the following: undergraduate research, study abroad programs, learning communities, interdisciplinary and experimental programs, service learning, and career and professional development programs.**

Action Steps:

- Increase opportunities and curricular flexibility for students to participate in experiential, interdisciplinary and experimental programs, learning communities, and career and professional development programs, within and outside of the SOE.
- Increase participation in the Undergraduate Research Trainee (URT) program and encourage development of additional programs to engage undergraduates in educational research.
- Increase student participation within study abroad programs.

Metric:

- *Number of student participants in undergraduate research experiences, learning communities, study abroad programs, interdisciplinary and experimental programs, service-learning and career and professional development programs.*

**Goal: Build strong graduate programs that produce students who are excellent scholars, teachers, and leaders.**

Action Steps:

- Recruit and retain an optimal number of high quality, diverse graduate students in SOE doctoral programs.
- Provide opportunities for graduate students to be mentored by faculty who demonstrate excellence in discovery, learning, and engagement.
- Track placement of Ph.D. and terminal master's degree program graduates at exit and three years.

Metrics:

- *Data from exit and three-year follow-up of graduate students assessing professional involvement in scholarship, instructional and leadership activities.*
- *Number of graduate student presentations, publications, and grants per year.*
- *Number of graduate student awards.*
- *Evidence of graduate student involvement in state, national and international organizations.*

**ENGAGEMENT:**  
**Effectively address the needs of society through engagement**

The School of Education is committed to the concept of responsive engagement with diverse constituents at local, state, national, and international levels. Responsive engagement suggests that reciprocal partnerships will be established with individuals, communities, and organizations based upon common interests, goals, and outcomes. Through these synergistic partnerships, new knowledge and creative solutions to existing educational problems will evolve in the context of an open and caring environment.

The School of Education is aware of the critical need for site-based research that results in measurable changes in classroom practice and learner achievement. However, solutions to the most pressing and intractable problems of teaching and learning will require participation and dialogue from individuals in a variety of disciplines (including literacy, technology, counseling, educational psychology, multicultural education, special education, and others). A commitment to long-term partnerships between interdisciplinary research teams and school-based educators is essential to the engagement mission of the SOE.

**Goal: Develop and enhance SOE partnerships within the University and with local, state, national, and international constituents.**

Action Steps:

- Link with Purdue Schools to support on-campus learning activities for P-16 students especially in relation to the development of the Discovery Learning Center.
- Contribute to P-12 engagement components of grants submitted by faculty in other Purdue Schools.
- Continue to foster reciprocal and collaborative relationships with schools and teachers who participate in the SOE teacher preparation program that maximize learning experiences of candidates and P-12 students (NCATE Standard 3).
- Provide incentives and support to Purdue faculty and P-12 teachers for participation in Professional Development School activities.
- Seek school partnerships that reflect diversity in student and teacher populations (e.g. geographical, socioeconomic, gender, racial, linguistic, and cultural variables).
- Promote international experiences for faculty and students to increase awareness of global issues in education.
- Provide incentives for faculty to develop engagement programs that lead to external funding.

Metrics:

- *Number of P-12 schools and initiatives associated with the SOE teacher preparation program.*
- *Number of teacher preparation courses taught on-site in schools.*
- *Number of SOE faculty and staff directly involved in teacher preparation in the schools.*
- *Number and quality of Professional Development School sites as assessed by PDS Standards.*
- *Number of faculty and school-based colleagues involved in Professional Development School activities.*
- *Number of grants, contracts and other external funding containing P-12 engagement components.*
- *Number of students and faculty engaged in international experiences.*

**Goal: Develop and support opportunities for life-long learning.**Action Steps:

- Engage in the creation and application of distance learning technologies.
- Support and expand distance education programs.
- Use technology to facilitate the exchange of information between partners.
- Offer Certification Renewal Units (CRUs) or credit options for educators who participate in professional growth experiences.
- Contribute to the quality and stability of Indiana's P-12 educator workforce.
- Provide support for teachers seeking NBPTS certification, working on a Professional Growth Plan, or participating in the Indiana Mentoring and Assessment Program.

Metrics:

- *Number of distance learning models/technologies developed.*
- *Number of new and existing distance learning programs.*
- *Number of Certification Renewal Units or credits given.*
- *Record of SOE graduates' career placement and retention in Indiana.*
- *Implementation of IPSB-approved mentoring program.*

**Goal: Promote reciprocity between educational practice and educational theory/research.**Action Steps:

- Provide opportunities for school-based collaborators to share expertise and experience with the Purdue community (e.g., guest presentations, class visits).
- Engage practitioners as partners in site-based research activities.
- Utilize Professional Development School initiatives to collaborate with P-12 partners in site-based research.

Metrics:

- *Number of class visits, lectures, seminars, and workshops offered through the SOE by school-based collaborators.*
- *Number of presentations and published articles reflecting theory-into-practice.*
- *Number of presentations and published articles co-authored with P-12 colleagues.*
- *Amount of external funds supporting site-based research activities.*

**Goal: Provide leadership in addressing current issues in the field of education.**Action Steps:

- Utilize SOE centers for establishing and maintaining dialogue with partners.
- Consult with local, state, national, and international organizations regarding critical issues in education.

Metrics:

- *Number of contacts/projects/participants with SOE centers.*
- *Number of center affiliations with external organizations.*
- *Number of faculty consultations with local, state, national, and international organizations.*

**Goal: Create strong graduate programs that produce students who are scholars and leaders with expertise in engagement.**

- Increase expectations and support for graduate students to participate in leadership and engagement activities.
- Increase expectations for graduate students to participate in activities that promote the integration of engagement with discovery and learning (presentations, publications, funded research).

Metrics:

- *Number of graduate student presentations, publications, and grants related to engagement.*
- *Number and quality of leadership and engagement experiences for graduate students.*

## APPENDIX

### Purdue Metrics & Benchmarks for SOE Goals

<b>OVERARCHING STRATEGIES</b>
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**Goal: Encourage and support an environment that contains collaboration, entrepreneurial pursuits and fundraising initiatives.**

Benchmarks and Metrics

*PU M23 Number of SOE faculty participating in internal interdisciplinary research initiatives.*

*PU M24 Number of SOE centers with sponsored funding facilitating interdisciplinary research.*

**Goal: Increase the level of external funding through development, grants, and contracts.**

Benchmarks and Metrics

*PU M12 Total sponsored funding for the SOE.*

*PU B10 Total amount of annual giving; market value of SOE endowments.*

*PU M14 Total amount of new funding with focused allocation.*

*PU B24 Percentage of SOE graduates that are alumni donors; number of alumni gifts; average value of alumni gifts.*

*PU M47 Success in fundraising.*

**Goal: Build on and improve existing School projects and centers.**

Benchmarks and Metrics

*PU M24 Number of centers with sponsored funding facilitating interdisciplinary research.*

**Goal: Build the infrastructure needed to become a nationally recognized leader in the infusion of educational technology in undergraduate and graduate programs.**

Benchmarks and Metrics

*PU M20 Qualitative data on technology improvements and IT resource needs met through annual SOE technology reports.*

*PU M26 Number of SOE classes demonstrating technology integration.*

**Goal: Encourage and support an environment which represents and values diversity defined in accordance with NCATE Professional Standard 4 as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.**

Benchmarks and Metrics

*PU B8 Demography of faculty, staff, and students by gender and ethnicity.*

*PU M9 Retention rates of underrepresented faculty, staff, and students.*

*PU M10 Investment of funds for diversity initiatives.*

*PU M11 Evaluation of SOE climate through periodic surveys.*

**Goal: Promote awareness of the strengths of the School of Education locally, nationally and internationally.**

Benchmarks and Metrics

*PU M47 Success in fundraising (total dollars and number of gifts).*

*PU M49 Number of alumni and patron interactions with students.*

**Goal: Develop and implement systems for evaluating strategic plan progress.**

**DISCOVERY:**  
**Establish and sustain preeminence in discovery**

**Goal: Create incentives that encourage faculty productivity in research and scholarship.**

*Benchmarks and Metrics*

*PU B11 Research expenditures as a share of educational and general expenditures.*

*PU M21 Number of citations by calendar year.*

*PU M12 Sponsored research funding.*

*PU B13 Ranking of graduate programs in U.S. News and World Reports.*

**Goal: Expand, coordinate, and integrate research conducted by centers, institutes, and programs affiliated with the School of Education.**

*Benchmarks and Metrics*

*PU M23 Number of faculty involved in research with centers, institutes and programs.*

*PU M24 External support for centers, institutes and programs.*

**Goal: Strengthen interdisciplinary and collaborative research.**

*Benchmarks and Metrics*

*PU M23 Number of faculty and students involved in interdisciplinary research.*

*PU M24 Number of faculty who participate in interdisciplinary grants within Purdue and with other institutions.*

**Goal: Establish preeminent graduate programs that foster discovery.**

*Benchmarks and Metrics*

*PU B13 National recognition of graduate programs.*

*PU M6 Number of NSF fellows.*

*PU M7 Number of SOE doctoral students with university-administered research fellowships.*

**LEARNING:**

**Achieve excellence in learning through programs of superior quality**

**Goal: Establish, support, and maintain exemplary initial and advanced programs to prepare teachers, counselors, and administrators to serve diverse individuals in a technology-rich society.**

Benchmarks and Metrics

*PU B16 Percent of bachelors graduates who have accepted employment.*

*PU B18 Student to faculty ratio in professional program classes.*

*PU M26 Number of classes demonstrating technology integration.*

*PU M27 Scope of innovations in instructional methodology.*

*PU M29 Student learning outcomes assessed at the program level.*

*PU M42 Ongoing engagement with P-12 schools, with special emphasis on reading, writing, math and science.*

**Goal: Appropriately size and focus all undergraduate and graduate, licensure and degree programs.**

Benchmarks and Metrics

*PU B3 Average SAT score, average high school rank.*

*PU B4 Number of freshmen who are national merit scholars.*

*PU B6 Amount of financial aid per undergraduate student FTE.*

*PU B14 Number and percent of undergraduate class sections where faculty are the primary instructors; number and percent of undergraduate student credit hours generated by faculty as the primary instructor.*

*PU B18 Student to faculty ratios.*

*PU B19 Average undergraduate section class size.*

*PU B21 Student credit hours per FTE faculty.*

*PU B22 Graduate student enrollment.*

*PU M33 Total number of programs in critical areas of demand; total enrollment and completions in learning opportunities in critical areas of demand.*

**Goal: Increase undergraduate student participation in learning opportunities such as the following: undergraduate research, study abroad programs, interdisciplinary and experimental programs, service learning, and career and professional development programs.**

Benchmarks and Metrics

*PU M32 Number of learning opportunities, programs.*

**Goal: Build strong graduate programs that produce students who are excellent scholars, teachers, and leaders.**

*Benchmarks and Metrics*

*PU B15 Graduate student years to doctorate.*

*PU B17 Number of doctoral degrees; doctoral degrees as a percentage of degrees granted.*

*PU M5 Average GRE scores for entering doctoral students.*

*PU M28 Number of graduate students receiving external honors and awards.*

*PU M29 Student learning outcomes assessed at the program level.*

**ENGAGEMENT:**  
**Effectively address the needs of society through engagement**

**Goal: Develop and enhance SOE partnerships within the University and with local, state, national, and international constituents.**

*Benchmarks and Metrics*

*PU M39 Number of partnerships.*

*PU M40.1 Number of disciplinary initiatives that improve quality of life and the recognition received.*

*PU M40.2 Number of disciplines involved in disciplinary and interdisciplinary initiatives that improve quality of life and the recognition received.*

*PU M40.3 Number of faculty involved in disciplinary and interdisciplinary initiatives that improve quality of life and the recognition received.*

*PU M40.4 Number of staff involved in disciplinary and interdisciplinary initiatives that improve quality of life and the recognition received.*

*PU M42 Ongoing engagement with P-12 schools, with special emphasis on reading, writing, math and science.*

**Goal: Develop and support opportunities for life-long learning.**

**Goal: Promote reciprocity between educational practice and educational theory/research.**

**Goal: Provide leadership in addressing current issues in the field of education.**

*Benchmarks and Metrics*

*PU M42 Ongoing engagement with P-12 schools.*

**Goal: Create strong graduate programs that produce students who are scholars and leaders with expertise in engagement.**

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