

**College of Education
Purdue University**

Launching the Future

Strategic Plan: 2016-2020

EXECUTIVE SUMMARY

The strategic plan for 2016-2020 continues the efforts of the previous plan through its focus on scientific discovery in the areas of learning, instruction, human development, and engagement. We will generate and strengthen interdisciplinary signature areas, such as science, technology, engineering and mathematics (STEM) education, and diversity/social justice. Through high quality educational programs, we will develop intellectual leaders and exemplary professionals. We intend our work to be responsive, synergistic, and transformative and to impact a diverse set of individuals in numerous disciplines and contexts. Program development and cutting edge research will take place within the college, across the university, nationally, and globally and will reflect our commitment to strong and productive collaborations.

PREAMBLE

Research-oriented, land grant universities have a tripartite mission: Learning, Discovery, and Engagement. The faculty produces exemplary scholarship in all three areas that builds on the strengths of the college and integrates the research and land grant missions of the University, exemplifying “discovery to delivery.”

The College of Education

Education at Purdue University began over 100 years ago, when the first professor of education was hired. This initiative represented the view that universities should assume responsibility for teacher education to ensure that secondary teachers in majors like industrial technology, home economics, and chemistry education had rich content knowledge and strong pedagogical skills. Graduate study for teachers began in 1920 and culminated in 1950 with Graduate School approval for the first Ph.D. degree. In 1989 the Department of Education in the School of Humanities, Social Science and Education officially became a School of Education, with Robert B. Kane, who had been Head of the Department of Education for 15 years, as the founding dean. In 2005, the School of Education was renamed the College of Education.

From its genesis as a one-person department of education in 1908, the College of Education has grown to a full-time faculty of approximately 80 who serve an enrollment of approximately 1200 undergraduate teacher education candidates and 600 graduate students. Teacher education is accredited by the National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP) and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Research-oriented graduate programs are accredited by the North Central Association Higher Learning Commission (NCA-HLC) and the American Psychological Association (APA). Institutional accreditation is by the

Higher Learning Commission, a commission of the North Central Association of Colleges and Schools. Currently, the college offers graduate programs in diverse specializations such as cultural foundations, education and psychology.

Reflective of the historical commitment by Purdue University as a land grant university to educate teachers in the content areas, the college provides leadership for interdisciplinary teacher education programs through the Teacher Education Council, a governing body with representation from the six colleges that collaborate on teacher preparation at Purdue University. Also reflecting the land grant heritage, the college supports several centers with engagement missions. In keeping with expectations for public research universities, the college has dramatically increased its externally funded research program over the past decade.

Strategic Plans

The first strategic plan for the college was developed under the leadership of Dean Marilyn Haring in 1992. The primary accomplishment of the first college strategic plan was the transformation of undergraduate teacher education programs at Purdue University through development of early field experiences, integration of diversity and educational technology and standards-based, learning outcomes assessment. In addition, the James F. Ackerman Center for Democratic Citizenship was created and endowed during this period, the Reading Recovery® program was launched and a graduate program in counseling psychology was developed.

The second strategic plan was developed under the leadership of Dean George Hynd in 2003. Through this plan, the College raised \$16,848,542, increasing the number of endowed professorships from two to six and the size of the faculty from approximately 70 to 80. In addition, the creation of a signature area in STEM education led to the launching of the P-12 STEM initiative in collaboration with the Colleges of Technology and Engineering and the development of the Center for Research and Engagement in Science and Mathematics Education (CRESME) in collaboration with the College of Science.

The third strategic plan was developed under the leadership of Dean Maryann Santos in 2009. The development of the 2009-2014 Strategic Plan tapped the ideas and expertise of a wide range of faculty, staff, students and P-12 partners. In the fall of 2008, three Tiger Teams were created: Discovery to Delivery, Launching Tomorrow's Leaders, and Meeting Global Challenges. Each Tiger team first sought input from a wide variety of stakeholders through open forums, surveys, data analyses and web-based feedback. They also reviewed the previous college strategic plan and the report of accomplishments for that plan, as well as the current and prior Purdue University strategic plans. Then, they developed a white paper that captured their best ideas for building a new plan on the foundation of the old one. These white papers were posted on the web for comment. In the spring of 2009, the strategic plan steering committee reviewed the white papers, strategic plans that were emerging from other colleges on campus, and feedback received from stakeholders. They then developed a draft of an integrated plan and posted it on the web for a period of open comment. Again, feedback was incorporated into the final plan. The result was a blueprint for the continued development of the college over the next five years.

2009-2014 STRATEGIC PLANNING STEERING COMMITTEE

Sidney Moon, Chair
Tonya Agnew, Marketing and Communications
Lynn Bryan, EDCI
Teresa Taber Doughty, EDST
Jennifer Jeffries, Advancement
Mike Kremer, Business Management
Tim Newby, EDCI
Helen Patrick, EDST
Jean Peterson, EDST
John Staver, EDCI/CRESME

2009-2014 STRATEGIC PLANNING TIGER TEAMS

Discovery with Delivery

Lynn Bryan, EDCI, co-chair & Helen Patrick, EDST, co-chair
Nadine Dolby, EDCI
Gillian Gates, GSEC
Jennifer Jeffries, Advancement
Nancy Palaez, COS
Sydney Zentall, EDST

Launching Tomorrow's Leaders

Tim Newby, EDCI, co-chair & Teresa Taber Doughty, EDST
Lynette Flagge, Diversity Office
Amanda Guieb, EOB
Peggy Hill, P-12
Carole Pistole, EDST
George Rogers, COT

Meeting Global Challenges

Jean Peterson, EDST, co-chair, & John Staver, EDCI, co-chair
JoAnn Phillion, EDCI
Stephen David, International Programs
Linda Austin, Office of Field Experiences
Bill Walker, I-STEM
Ed Eiler, P-12

Refreshing the Strategic Plan for 2016-2020

As part of the 2009-2014 Strategic Plan, the College continued its growth and development through a focus on excellence in transformative research, exemplary professional preparation and impactful engagement. As the plan reached the end of its five-year period, consideration was given to next steps. Dean Santos brought the issue to the faculty at the College retreat held before the beginning of the Fall 2015 semester. At that retreat, the faculty discussed the matter and expressed strong support for updating the existing plan for another five years rather than developing a new plan. As a result of that preference, Dean Santos appointed a faculty committee to review the 2009-2014 Strategic Plan and make recommendations for updates particularly to the strategies, metrics, and benchmark peers. During the Fall of 2015, the committee conducted its review and drafted recommended changes to the plan. Proposed changes were posted electronically and feedback was solicited from the College community. The feedback was integrated into a revised draft, which was brought to the faculty for consideration in January 2016. Another round of feedback was solicited. The committee met for a final time in February 2016 to incorporate the feedback. The completed document was presented to the faculty for approval in April 2016.

2016-2020 STRATEGIC PLANNING REFRESH COMMITTEE

James Lehman, Chair
Lynn Bryan, EDCI
Tim Newby, EDCI
Helen Patrick, EDST
Susan Britsch, EDCI
Marilyn Hirth, EDST
Chrystal Johnson, EDCI
Mandy Rispoli, EDST
Stephanie Zywicki, EDCI

VISION

Launching the Future

The College of Education will be a global leader in culturally-responsive educational research and practice. We will achieve excellence through transformative research, exemplary professional preparation and impactful engagement. Our individual and collaborative efforts will enhance the welfare of the citizens of Indiana, the United States, and the world.

MISSION

The mission of the College of Education at Purdue University is to:

- Advance scientific discovery related to learning and human development
- Prepare outstanding teachers and intellectual leaders to thrive in a pluralistic society
- Maximize educational outcomes through inspired teaching, research, and public service

To further its mission the College of Education strives to:

- Create a culture of discovery
- Deliver an innovative and responsive professional curriculum
- Empower faculty, staff, and students to effect positive change in a diverse society
- Engage in cross-disciplinary collaboration to address critical educational challenges at all levels
- Inform educational programs and policy
- Attract and retain stellar, diverse faculty, staff, and students

VALUES and CULTURE

The College of Education endorses the values and culture statement in the 2008-2014 Purdue University strategic plan and affirms that integrity is indispensable to our mission.

Values that are particularly important to the College of Education include:

- Excellence in discovery, learning and engagement
- Respect for both research and professional practice
- Cultural competency
- Competence to enter diverse and dynamic professional environments
- Creativity and the entrepreneurial spirit
- Collaboration
- Social responsibility

GOALS

Goal: Foster research and scholarship that creates knowledge and transforms the practice of education

The College of Education will increase knowledge about what works in education in order to transform learning environments and enhance human development. College of Education faculty will provide outstanding mentoring for talented graduate students, enabling them to become leaders among the next generation of educational researchers.

Possible Strategies:

- Faculty Research and Scholarship
 - Develop strong infrastructure support for faculty research and scholarship through a research oriented culture
 - Increase pre-award and post-award support within the COE for externally funded research and scholarship
 - Continue to develop a research culture that facilitates collaboration through activities such as colloquia featuring faculty from other colleges/institutions and interdisciplinary interest groups
 - Increase the research productivity and national/international impact of College of Education centers
 - Continue to strengthen interdisciplinary research signature areas, such as STEM education and diversity/social justice
 - Assess the impact of faculty research on theory, policy, and practice, using both quantitative and qualitative metrics
 - Develop partnerships throughout the state, nation, and globally to disseminate research, influence policy, and foster collaborative research
- Graduate Programs
 - Increase funding packages for incoming doctoral applicants so as to be competitive with other, comparative institutions, and make funding decisions available in February so applicants can make informed decisions about accepting our admissions offer
 - Increase the quality of accepted graduate students
 - Provide exemplary foundational coursework and mentoring for students
 - Continue to develop programs to recognize faculty mentorship of graduate and undergraduate research
 - Conduct annual evaluations of all graduate students, emphasizing growth in research skills and scholarly productivity, as well as progress toward degree completion
 - Conduct external reviews of departmental graduate programs every five years

Goal: Strengthen educational programs that prepare outstanding professionals

The College of Education will create and deliver outstanding educational programs, preparing professionals who will be intellectual leaders in a wide variety of professional contexts.

Possible Strategies:

- Recruit high caliber students
 - Continue to develop on-campus, hybrid, and online degree and certification programs, with a particular focus on programs that prepare professionals for high need areas
 - Promote the COE's strengths and signature themes of STEM education and diversity/social justice to applicants
 - Continue to collaborate with P-12 schools and P-12 teachers to create experiences where pre-college students can learn about teaching as a career
 - Promote existing research-oriented undergraduate education degrees (e.g., Learning Sciences major and minor in Educational Studies)
 - Develop the COE/teacher education honors program to challenge high-achieving undergraduate students
- Learning Experiences and Retention
 - Support faculty and graduate student involvement in the scholarship of learning
 - Proactively monitor and advise all undergraduate
 - Continue to develop and support learning communities in teacher education programs at Purdue University
 - Continue to incorporate quality field experiences, service learning, and global experiences including experiences with diverse student populations into the COE's undergraduate and graduate programs
 - Maintain and develop collaborations with other Purdue University units to enhance the learning experiences of Purdue students
 - Continue to monitor each program area's implementation of assessment systems to ensure that student retention is high, student perceptions are positive, and learning outcomes are being achieved at target levels. Institute program area review when assessments fall below target levels, and consider instituting specific improvement strategies.

Goal: Build P-12 partnerships that reflect a shared, collaborative vision and commitment to excellence in teaching and learning

The College of Education will be a national model of engagement that benefits all partners, produces high quality scholarship, and transforms society.

Possible Strategies:

- Increase and diversify external sources of funding for engagement activities
- Increase the number and quality of engagement activities and the scholarship associated with those activities
- Prioritize mutuality when developing engagement activities, so that both partners and Purdue University benefit substantially
- Continue to offer professional development programs for in-service teachers, counselors, and educational leaders
- Develop engagement models and support scholarship related to those models
- Enhance, support, and evaluate the impact of the P-12 engagement work of College of Education centers such as the James F. Ackerman Center for Democratic Citizenship, the Center for Literacy Education and Research (CLEAR), the Center for Advancing the Teaching and Learning of STEM (CATALYST), the Counseling and Guidance Center, and the Gifted Education Resource Institute (GERI)

Goal: Model the inclusiveness of diverse ideas, cultures, and people

The College of Education will lead the way in developing and implementing research-based strategies that focus on diversity and issues of social justice.

Possible Strategies:

- Investigate and engage in data driven decision making about the experiences of faculty and students participating in international engagement activities and/or study abroad
- Create and maintain partnerships with national and international universities that enhance the discovery, learning, and engagement missions of both institutions
- Provide opportunities for students to gain knowledge and skills in global studies
- Explore opportunities for establishing semester-long study abroad experiences for students
- Model excellence in preparing P-20 students to live and work in a multicultural and global society
- Continue the development of international distance-learning opportunities
- Investigate strategies for closing achievement gaps in P-20 education
- Recruit, support, and retain an undergraduate student population that reflects the diversity of the state and diversifies the teaching profession in Indiana
- Recruit, support, and retain a graduate student population that reflects the diversity of cultures in the nation and the world
- Benchmark diversity efforts with other units on campus and with peer institutions nationwide
- Include a demonstrated commitment to diversity as part of the criteria in searches for faculty positions.
- Work to ensure that College of Education faculty, staff, and students reflect the diversity of the nation and support success for all

Goal: Improve faculty and staff development, retention, and support

The College of Education will sustain a positive work environment where outstanding faculty and staff strive for excellence, while feeling supported and valued.

Possible Strategies:

- Conduct targeted searches for talented faculty who complement existing faculty strengths and have outstanding potential and/or demonstrated research track records
- Sustain existing and create new endowed professorships
- Provide competitive start up packages for newly hired faculty
- Offer competitive retention packages
- Sustain systems of incentives and awards for faculty who apply for and receive high impact grants
- Sustain a system of incentives and awards for faculty who demonstrate excellence in the scholarship of discovery, learning, and/or engagement
- Continue the faculty mentoring program
- Align merit and tenure/promotion policies
- Expand the promotion/tenure model to include the scholarship of engagement
- Review salary ranges and averages for each faculty/staff category every five years, in comparison to internal and/or external peers
- Increase the diversity of faculty and staff in the College of Education
- Support key staff to facilitate the accomplishment of strategic plan goals
- Establish a system of incentives and awards for staff who demonstrate excellence
- Encourage staff to take advantage of professional development opportunities offered by the university

BENCHMARK PEERS

Comparable and aspirational peer institutions were selected by examining the 2015 US News and World Report Rankings to screen for institutions that met initial selection criteria, with follow-up web-based research for institutions that met those criteria.

Criteria for both sets of peers included: public institution with undergraduate and graduate professional preparation programs, similar in faculty size (45-95) and university size (>25,000), with a preference for land grant institutions. Comparable peers were ranked + or – 10 from Purdue University (28-48) with external funding per faculty full-time equivalent (FTE) comparable to Purdue University College of Education. Aspirational peers were ranked 17-33 (5-21 places higher than Purdue) with external funding/faculty FTE higher than that of Purdue University College of Education.

Comparable Peers

- University of Florida
- George Mason University
- University of Iowa
- University of Connecticut

Aspirational Peers

- Indiana University – Bloomington
- University of Illinois – Urbana-Champaign
- University of Kansas
- University of Maryland - College Park
- University of North Carolina –Chapel Hill
- University of Virginia

RESOURCING THE PLAN

The plan will be resourced by a combination of strategies focused on increasing revenue streams, quality and efficiencies.

Sample Strategies

- Expand and diversify existing funding streams
- Create new cost centers through entrepreneurial activities
- Integrate new technologies for educational delivery to enhance learning among students and the public, particularly in underserved communities
- Develop and expand distance learning offerings and provide support for faculty to develop such offerings
- Build and maintain a strong web presence and use social media to promote the mission and activities of the College of Education
- Identify and engage donors to become long-term supporters
- Periodically review resource allocation policies

KEY METRICS

Overarching

- Total funds generated each year by type (sponsored programs, giving, cost centers, etc.)
- *U.S. News & World Report* ranking
- Resource allocation reviews

Goal 1: Foster research and scholarship

- Academic profile of incoming doctoral students
- External funding/faculty FTE
- Federal and state grant expenditures
- Total graduate student support funding
- Doctoral student time to degree and employment
- Exemplars of the impact of faculty research on theory, policy, and practice
- Number of publications/faculty FTE by type
- Scholarship related to discovery

Goal 2: Strengthen educational programs

- Academic profile of incoming freshmen for the College of Education and teacher education at Purdue University
- Student credit hours generated per faculty FTE
- Number of courses with experiential learning components (field experiences, service learning, problem-based learning, undergraduate research, etc.)
- Number of online courses and total enrollment in those courses
- Undergraduate and graduate retention and graduation rates for the College of Education and teacher education at Purdue University
- Number of MS degrees and certificates granted
- Program and unit accreditation reports
- Scholarship related to learning

Goal 3: Build P-12 partnerships

- Number of faculty and students involved in engagement initiatives
- Number and type of partnerships
- Number of teachers and students involved in P-12 partnerships
- External dollars generated by engagement
- Exemplars of engagement initiatives and partnerships
- Impact reports from engagement initiatives
- Scholarship related to engagement

Goal 4: Model inclusiveness

- Student, faculty, and staff diversity (ethnic, gender, international)
- Courses related to globalization, multiculturalism, and/or diversity
- Course syllabi infused with relevant multicultural, global content
- Percentage of seniors who ~~have~~ participated in study abroad in the College of Education and teacher education at Purdue University
- Scholarship related to globalization, multiculturalism, and/or diversity

Goal 5: Faculty and staff

- Number of endowed professorships
- Exemplars of incentive/award systems
- Faculty and staff retention
- Faculty and staff recognition