



## **Strategic Plan 2018 – 2022**

### **Introduction**

The College of Education at the University of Iowa was created in 1872, and was the nation's first permanent college-level department of education. The College of Education has a rich legacy and is known for its founding of world-renowned Iowa Testing Programs, and for spinning off ACT and test scoring operations and equipment to Pearson Education. As part of a Big Ten research institution, the College of Education offers a personal, affordable, and top-ranked education for undergraduate and graduate students from all 50 states and 78 different countries. The College of Education is the top-ranked college of education in Iowa, its Secondary Teacher Education Preparation program is in the top 2% in the nation, its Elementary Education program is in the Top 6% in the nation, and its Rehabilitation Counseling and Student Counseling and Personnel Services are ranked in the Top 10 nationally.

The College of Education's 2018-2022 Strategic Plan was developed over an 18-month period with input from multiple stakeholders, including faculty, staff, students, employers, and the strategic planning committee.

The purpose of this strategic plan is support the College's pursuit of its mission and vision by enabling planning, action, and improvement at all levels across the College.

### **Mission Statement**

To deliver a personal, affordable, and top-ranked education for students who want to collaborate with renowned faculty to solve problems and effect change in the field of education in our community, our country, and around the world.

## Vision Statement

A world-class college of education: leading research, engaging our communities, and preparing education and mental health professionals for innovation and impact.

## Values

**Collaboration and Engagement:** We work with individuals, schools, and communities with respect, caring, and compassion.

**Commitment to Community:** We are committed to using evidence-based practices to improve the lives of individuals, the effectiveness of our schools, and the quality of life in our communities.

**Continuous Improvement:** We are committed to using data to continuously improve.

**Diversity and Inclusion:** We embrace the differences of others by fostering a welcoming community.

**Equity:** We believe in the value of each person and all deserve the opportunity to meet their full potential.

**Integrity:** We approach our work with honesty and empathy and hold ourselves accountable to the highest standards of professional behavior and ethics.

## College-Wide Strategic Pillars

**Excellence:** We pursue world-class outcomes in all we do.

**Innovation:** We create and implement new practices, processes, and products that improve learning, performance, productivity, and efficiency.

**Intercultural Competence and Equitable Action:** We seek effective interaction – including teaching, learning, and research – with members of our diverse society and support equitable action.

## Strategic Objectives

**Objective I. Intercultural Competence and Equitable Action: Build intercultural competence and support equitable action.**

*I.A:* Develop intercultural knowledge and competence in CoE community members.

Key Performance Measures	Current Performance	Short-term Performance Improvement Goal	Long-term Aspirational Goal
Students report “Diversity is important to me” (SERU survey, all UI students)	66% agree / strongly agree	Year-to-year improvements	100% agree / strongly agree
Participation in international or cross-cultural academic work for students (Senior Exit Survey, elementary education and science education data)	17.1%	Year-to-year improvements	50%
Intercultural competence survey (learning / knowledge) for students	In development	Year-to-year improvements	To be determined
Faculty / staff feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (climate survey)	95.7% faculty / 84.2% staff agree	Year-to-year improvements	100%
Faculty / staff are skilled at interrupting unconscious bias in work environments (climate survey)	91.5% faculty / 78.2% staff agree	Year-to-year improvements	100%
Work@Iowa: Supportive environment for diversity (faculty / staff)	71% agree / strongly agree	Year-to-year improvements	100% agree / strongly agree
Participation of CoE community members in professional development related to diversity, intercultural competence, and equity in education (climate survey)	70.8% faculty / 48.0% staff participation in diversity-related professional development in last 12 months	Year-to-year improvements	100% in at least one diversity-related professional development opportunity in last 12 months

I.B: Pursue equity in College performance.

<b>Key Performance Measures</b>	<b>Current Performance</b>	<b>Short-term Performance Improvement Goal</b>	<b>Long-term Aspirational Goal</b>
Diverse tenured and tenure track faculty, merit and professional and scientific staff, undergraduate students, and graduate students	25% TT faculty / 14% merit and P&S staff / 14% undergraduate students / 36% graduate students	Year-to-year improvements	30% TT faculty / 30% merit and P&S staff / 30% undergraduate students / 45% graduate students
Entering upper-division (junior / senior) ethnic minority undergraduate students or first generation undergraduate students graduate from TEP within six semesters	77% (2014-2015 and 2015-2016 cohorts combined)	Year-to-year improvements	92% (match the overall goal)
Climate survey: I am able to perform up to my full potential at the University (faculty / staff percent agree)	87.5% faculty / 83.2% staff	Year-to-year improvements	100%
Climate survey: My department has a collegial environment (faculty percent agree)	81.3%	Year-to-year improvements	100%
Climate survey: My department / unit has a respectful work environment (staff percent agree)	87.3%	Year-to-year improvements	100%
Involvement of CoE community members in committees and organizations that support equitable action	In development	Year-to-year improvements	To be determined

**Objective II. Engagement: Engage with state and local schools, community members, and organizations to improve the lives of Iowans and people around the world.**

*II.A:* Increase engagement with local, state, and regional schools.

<b>Key Performance Measures</b>	<b>Current Performance</b>	<b>Short-term Performance Improvement Goal</b>	<b>Long-term Aspirational Goal</b>
Number of unique participants in professional development for current teachers	155	Year-to-year improvements	200
Survey on engagement of state and local school leaders with the CoE	In development	Year-to-year improvements	To be determined
Research dollars spent on community-engaged research projects	In development	Year-to-year improvements	To be determined

*II.B:* Increase engagement with the University of Iowa, with professional associations, with CoE Alumni, and with national and international organizations.

<b>Key Performance Measures</b>	<b>Current Performance</b>	<b>Short-term Performance Improvement Goal</b>	<b>Long-term Aspirational Goal</b>
Number of CoE community members holding leadership positions in professional associations	In development	Year-to-year improvements	To be determined
Number of CoE community members serving in leadership roles on University of Iowa committees	In development	Year-to-year improvements	To be determined
Number of CoE community members holding leadership positions in national and international organizations	In development	Year-to-year improvements	To be determined
CoE workplace engagement survey (Modern Think survey)	75% Job Satisfaction / Support and 5 categories below 55%	80% Job Satisfaction / Support and 0 categories below 55%	100% Job Satisfaction / Support and 0 categories below 55%
Alumni survey	In development	Year-to-year improvements	To be determined

**Objective III. Student Success: Deliver world-class academic programs.**

*III.A:* Produce high-quality, innovative instruction in a rich educational environment.

<b>Key Performance Measures</b>	<b>Current Performance</b>	<b>Short-term Performance Improvement Goal</b>	<b>Long-term Aspirational Goal</b>
Satisfaction survey of graduate students (Core Academic Experiences scale)	73.6%	Year-to-year improvements	90% scoring '5' or higher
Satisfaction survey of undergraduate students (Core Program Experiences scale)	71.4%	Year-to-year improvements	90% scoring '5' or higher
ACE response rate	43.7% (fall 2017) 43.4% (spring 2018)	Year-to-year improvements	80%
ACE average (Overall, this instructor is an effective teacher)	5.47 (fall 2017) 5.50 (spring 2018)	Year-to-year improvements	6.00
Evidence of student learning (outcomes assessment)	In development	Year-to-year improvements	To be determined
Enrollment goals for degree programs	In development	Year-to-year improvements	To be determined

*III.B:* Graduate students in a timely manner and prepare them for their lives and work after college.

<b>Key Performance Measures</b>	<b>Current Performance</b>	<b>Short-term Performance Improvement Goal</b>	<b>Long-term Aspirational Goal</b>
Entering upper-division (junior / senior) undergraduate students graduate from TEP within six semesters	85% (2014-2015 cohort)	Year-to-year improvement	100%
Newly enrolled master's students graduate within six semesters	81% (2015-2016 cohort)	Year-to-year improvement	85%
Newly enrolled doctoral students earn PhD within twelve semesters	46% (2012-2013 cohort)	Year-to-year improvement	75%
Employer survey	In development	Year-to-year improvement	To be determined
Alumni survey	In development	Year-to-year improvement	To be determined

**Objective IV. Research and Discovery: Produce high-quality, impactful research.**

*IV.A:* Increase the College’s research productivity and impact.

<b>Key Performance Measures</b>	<b>Current Performance</b>	<b>Short-term Performance Improvement Goal</b>	<b>Long-term Aspirational Goal</b>
Research productivity across 225 Journals in InCites – number of documents published in the calendar year	18 <sup>th</sup> (AAU Public Institutions), 107 documents	Year-to-year improvements	10 <sup>th</sup> (AAU Public Institutions)
Research impact across 225 Journals in InCites – number of citations of documents in last two calendar years	23 <sup>rd</sup> (AAU Public Institutions), 179 citations	Year-to-year improvements	10 <sup>th</sup> (AAU Public Institutions)
Total research activities analyzed within each department	Reported and tracked within each department	Year-to-year improvements	Annual increase at the department level

*IV.B:* Improve the College’s ranking on research funding and expenditures.

<b>Key Performance Measures</b>	<b>Current Performance</b>	<b>Short-term Performance Improvement Goal</b>	<b>Long-term Aspirational Goal</b>
Ranking on total research expenditure (Graduate Education Colleges)	57 <sup>th</sup> (US News) 22 <sup>nd</sup> (AAU Public Institutions)	Year-to-year improvements	50 <sup>th</sup> or better (US News) 20 <sup>th</sup> or better (AAU Public Institutions)
Ranking on average research expenditures per faculty member (Graduate Education Colleges)	70 <sup>th</sup> (US News) 24 <sup>th</sup> (AAU Public Institutions)	Year-to-year improvements	50 <sup>th</sup> or better (US News) 20 <sup>th</sup> or better (AAU Public Institutions)
Number of grant applications submitted	91	Year-to-year improvements	95
Percent of tenure or tenure-track faculty who submitted one or more grant applications	58.3%	Year-to-year improvements	75%
Number of research assistantships (counted as number of 20-hour assistantships) supported by grant funding in the College	18.5	Year-to-year improvements	30