



## 2011-2016 COLLEGE OF EDUCATION ACTION PLAN

### GOAL 1 ADVANCE SCHOLARLY PRODUCTIVITY

**Objective a. Increase the capacity of the faculty in departments, centers, clinics and the UITE to conduct research and obtain extramural funding.**

#### Initiatives

1. Develop a college-level mentorship program that creates incentives for faculty with expertise in the areas of grant writing, research design and methods, and statistics to provide support and mentorship to other faculty members in research and extramural funding.
2. Establish a College of Education training program focused on orienting faculty to the human subject approval and grant submission processes.
3. Establish a program to support faculty relationship-building activities with project/grant officers in federal agencies and foundations.
4. Examine strategies to foster private/public partnerships, including linkages with the University's offices of Technology Commercialization and Tech Ventures.
5. Organize on-going exploratory events between faculty in the College of Education and staff from local school districts and the state office of education to identify shared research interests.

**Objective b. Develop internal support strategies that allow faculty opportunities to increase the proportion of their Full Time Equivalent (FTE) dedicated to research.**

#### Initiatives

1. Revise the College of Education Grant Policy to give departments the option to redefine the minimum academic year two course load teaching requirement to include an option to combine and count independent study classes, capstone projects/thesis/dissertation advising, and/or capstone projects/thesis/dissertation hours as one course assignment.
2. Each department will develop guidelines that address the number of new course preparations required of faculty in the probationary period.
3. Each department will develop criteria for evaluating workloads for faculty assigned to department, college, and university service assignments. These criteria should be used to inform RPT and merit pay decisions. [and community engagement

activities based on actual work loads.]<sup>1</sup>

4. Departments will examine RPT and merit pay policies and procedures to ensure that research and scholarship activities are emphasized.

**Objective c. Improve the College of Education infrastructure to support research and extramural funding for departments, centers, clinics, and the UITE.**

**Initiatives**

1. Develop a system to screen potential funding sources for faculty.
2. Establish a system to bring faculty teams together to work on Requests for Applications that match the College of Education mission and goals.
3. Establish a system to provide methodological and statistical support to faculty.
4. Maintain current pre-award technical assistance support to faculty in submitting proposals for extramural funding.
5. Conduct a study that examines PI needs and organizational alternatives for providing post-award budget management for grants/contracts.

**Objective d. Increase fiscal resources to support faculty research and extramural funding.**

**Initiatives**

1. Coordinate with the College of Education Development Director to establish a pool of funds that can be used to compete for agency/foundation grants/contracts that require cash matches.
2. Increase departmental and research center funding support for doctoral students.
3. Create department/college matching funds to support release time for faculty to write during the mid-probationary period.
4. Increase the maximum amount of the New Faculty Research Awards.
5. Establish a “gap” funding program for faculty members whose extramural funding is ending.
6. Consider establishing a College of Education matching fund for faculty who receive University Research Committee awards.
7. Provide funds to support work study students to serve as research assistants for faculty in the probationary period.

**Objective e. Reorganize and increase College of Education research space.**

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<sup>1</sup> Recommendations regarding workload criteria for community engagement activities and how they should be evaluated within the RPT and merit process are being temporarily tabled until the University task force on community engagement completes its work.

### **Initiatives**

1. Conduct a space analysis in order to establish a plan to:
  - \*Allow research groups to share contiguous space.
  - \*Increase lab space.
  - \*Increase office space for paid grant staff.
  - \*Increase office space for doctoral students.

## **GOAL 2 ENHANCE INSTRUCTIONAL QUALITY AND PRODUCTIVITY**

**Objective a. Provide a listing of college-wide research courses that apply to programs throughout the college.**

### **Initiatives**

1. The Dean's Office will generate a list of current qualitative and quantitative research courses offered in the College of Education. The list will be posted on the College website, and kept updated from year to year to increase student access to these courses.

**Objective b. Develop a college-wide plan for the effective use of technology in teaching. This includes distance learning, hybrid classes, and classroom technologies to be used in face-to-face teaching, etc.**

### **Initiatives**

1. Create infrastructure at the College level to support departmental development of distance learning courses and program. This support includes classroom space that is developed for this purpose, technical support, and training.
2. Provide incentives for faculty who are willing to incorporate technology into their teaching, which could include financial incentives, course reductions, funding and time for training, or graduate assistant support.
3. Develop a statement from the Dean's Office stating the College's support for utilizing technology in courses, including the recognition that these technologies can take the place of physical presence in the classroom, and that being "out" of the classroom constitutes a legitimate form of teaching.
4. Develop a college-wide instructional technology support initiative in collaboration with CATE by hiring graduate assistants to provide technical support and training for faculty who are interested in incorporating technology into their classroom practice.

**GOAL 3 INCREASE FACULTY AND STUDENT DIVERSITY IN ORDER TO DEVELOP A MORE SUPPORTIVE, MULTICULTURAL, AND INTEGRATED LEARNING ENVIRONMENT WITHIN THE COLLEGE.**

The college of education views the primary areas of diversity as age, race, culture, ethnicity, gender, religion, disabilities and sexual orientation intentionally using outcome-based measures and best practices to:

**Objective a.** Cultivate a climate that is conducive to the academic achievement, faculty development, and services for diverse communities locally, nationally, and abroad.

**Initiatives**

1. Review the College of Education (COE) climate survey results and identify the top three concerns as areas for improvement.
2. At least one faculty member and graduate student will be selected to represent each department/unit on the College's Diversity Action Task Force (DATF). This group will be required to meet at least twice a semester and provide an ongoing and annual report of their respective department's/unit's agendas, goals, and activities to the Associate Dean for Diversity, Access, & Equity. These meetings will be chaired by the Associate Dean for Diversity, Access, & Equity.
3. Provide ongoing COE climate assessments and disseminate results to each Department's DATF representative every four to five years.
4. Require all students in the College of Education to take at least one course related to multicultural competence/diversity issues. This course does not absolve each department from providing an increased offering of diversity courses or integration within current syllabi for undergraduate and graduate students.
5. Provide one major programming event (e.g., speaker) each year that addresses diversity issues related to Tribal, urban, or rural education that is sponsored by the DATF, with support from the Dean's office.
6. Create an on-going speaker and/or book series wherein issues (research – publications – guest presenters) related to diversity and education may be presented and discussed.

**Objective b.** Intensify recruitment and retention initiatives for faculty of color.

**Initiatives**

1. Ensure that appropriate efforts are in place so that each faculty search pool will, more than likely, be comprised of at least one candidate of color.

2. Require that all faculty candidates meet with the Associate Dean for Diversity, Access, & Equity.
3. Require that all faculty candidates meet with the College's Diversity Action Task Force who will then provide a short diversity assessment to the respective department chair and the Associate Dean for Diversity Access, & Equity.
4. Provide supplemental salary or additional non-accruable research money from the Dean's office or Central Administration to recruit high quality faculty of color who might go elsewhere.
5. The College's Diversity Action Task Force (DATF) will create a list of diverse networking resources (i.e., alumni, national professional organizations, etc.) for use in faculty searches. This list is maintained in the Dean's office.
6. Ensure that the Associate Dean for Diversity, Access, & Equity will be able to conduct exit interviews for all faculty but especially faculty of color when they leave their position.
7. Assess the "Message" delivered by Realtors to faculty candidates and develop list of reliable people who can meet the needs of these individuals.

**Objective c. Increase recruitment and retention initiatives for students of color.**

**Initiatives**

1. Enhance local and in-state recruitment efforts for students of color by hosting an annual College of Education Fair for prospective students and their parents to learn more about College of Education programs and meet current faculty and students.
2. Maintain a close working relationship with the Graduate School's Office of the Assistant Dean for Diversity as well as the Office of Equity & Diversity in order to develop and align recruitment and retention strategies and initiatives.
3. Stay in close contact with College alumni and ask them to provide contact information for prospective College of Education students. Reach out to prospective students and invite them to the University for a tour.
4. Survey students of underrepresented groups who are admitted but do not enroll.
5. Initiate focus groups following cohorts of underrepresented groups of students.
6. Institute a voluntary mentoring program for students of color.
7. Conduct exit interviews of underrepresented student groups upon completion of their degree.

8. Review and update the College of Education, department, UITE, center, and clinic websites to ensure they are welcoming for prospective students and features pictures/video clips of diverse alumni, students, and faculty.
9. Assess (and address) perceptions of majority students regarding abilities of students of color.
10. Critically identify - examine institutional barriers for students of color.

**Objective d.** Develop curriculum and pedagogical practices (or strategies) relative to community-based experiences with a commitment to learner diversity that includes, but not limited to, language, ethnicity, sexuality, culture, and ability.

#### **Initiatives**

1. Examine current curriculum to see where it is aligned with culturally relevant theory and practices.
2. Create learning opportunities for faculty to increase knowledge and practice of culturally relevant theory.

### **GOAL 4 INCREASE AND BROADEN FISCAL RESOURCES ACROSS MULTIPLE FUNDING SOURCES**

**Objective a.** Raise funds to complete construction of the Beverley Taylor Sorenson Arts and Education Complex.

#### **Initiatives**

1. In conjunction with the College of Fine Arts/Tanner Dance, raise remaining funds to complete construction of the new Beverley Taylor Sorenson Arts and Education Complex.
2. Establish and initiate activities for College Advancement Advisory Boards (one external board of alumni/friends; one internal board of faculty/students) to help achieve all targets, including the two proposed new buildings, program endowments, scholarship endowments, and endowed chairs.
3. Faculty involvement will include initiatives to increase faculty giving to 100% participation.

**Objective b.** As a college partner in the Together We Reach (TWR) Campaign, develop fundraising initiatives to build the new College of Education Faculty Building adjacent to the Arts and Education Complex.

### **Initiatives**

1. Develop written strategic plan; coordinate with campus planning, university administration, and Utah State Legislature; and initiate fundraising activities.

**Objective c. As a partner within the Together We Reach Campaign, increase the number of student scholarships college-wide.**

### **Initiatives**

1. Develop strategic plan and initiate fundraising to secure at least 2-3 new scholarships per department and the UITE.
2. Coordinate scholarship fundraising and stewardship under the management of the College Development Director. Coordinate all College scholarships into a single electronic document and location and streamline the application and review process.

**Objective d. Develop fundraising initiatives to raise funds for College of Education programs, as well as the first-ever College of Education Endowed Faculty Chair.**

### **Initiatives**

1. Develop strategic plan and initiate fundraising to endow College programs and first-ever endowed faculty chair. Strategic plan to include: 1) the creation of one-page program briefs/talking points for use with potential funders; 2) ways to target both major gifts and planned gifts; and 3) ways to train and incentivize faculty.

## **GOAL 5 INCREASE FACULTY AND STUDENT PARTICIPATION IN COMMUNITY-ENGAGED ACTIVITIES, INCLUDING CIVICALLY FOCUSED SERVICE LEARNING OPPORTUNITIES, CONTRIBUTIONS TO THE PROFESSION AND THE FIELD OF EDUCATION AND VOLUNTEER EXPERIENCES.**

*Proposed College Action Plan Goal 5 and initiatives as recommended by the College Task Force are being temporarily put on hold until the University Task Force on Community Engagement completes its work. This goal and initiatives will be developed in the 2011-2012 academic year in conjunction with proposed university activities.*