

School of Education Strategic Plan Process

- August 2013 – New dean outlines five themes or pillars for the School of Education (SOE) at the back-to-school meeting; namely, professionalism, teaching, scholarship, collaboration/partnership, and service.
- August 2014 – Dean updates SOE community on the five pillars; community building exercises begin at the back to school retreat/meeting; we began with turn and talk exercises including what gives your professional life purpose and meaning, how does your work align to the mission of the University and School, and what mechanisms/strategies do you use to combat the stress and re-engage with our mission in order to promote our continuing work toward a healthy and collaborative environment; a survey was sent to all SOE members after this meeting to gather some data on the community building experience.
- September 2014 – Formal strategic planning process begins in Academic Year 2014-2015 when dean announces the task at hand at the September assembly meeting; SOE Assembly community building activity takes place via small groups and large group; namely, what is going well, what is energizing you, and what is your focus for this year?
- October 2014 – SOE Assembly community building activity takes place; namely, how do we find support, keep energized, determine what has to be done, and the process to get there; a survey was sent to all SOE members after this meeting to gather some data on the community building experiences thus far (e.g., large group, small group, leaders other than chairpersons).
- November 2014 – SOE Assembly community building exercise takes place; namely, how can we promote professional growth in ourselves and in our colleagues; Dean establishes a Strategic Plan Steering Committee; open to all SOE members; final composition: Vinny Alfonso, Rick Cole, Michael Dunn, Mike Dunn, Cari Johnson, Claire Laska, Deborah Nieding, Duane Schafer, Cynthia Smutny, Diane Tunnell, Jim Voiss, and Addy Wissel; the committee's first meeting takes place on November 25, 2014; three subsequent meetings take place.
- December 2014 – Dean and Associate Dean meet with program assistants to discuss vision of/for the SOE; SOE Assembly provides answers to four questions regarding what makes us unique and distinct from other institutions, what we aspire to be, and how we see ourselves; this activity took place using post-it stickers in order for everyone to participate; second meeting of the strategic plan steering committee takes place.

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- January 2015 – Council of Department Chairs (CDC) meets off campus for a half-day retreat to discuss SOE mission, vision, and goals and how the CDC can work together to help faculty, staff, school; they reviewed former goals of the SOE, which had been in place for some time, but had not been regularly reflected on; many of these goals are still applicable and thus, they may not be changed.
- February 2015 – SOE Assembly discusses in small groups how we display care, competence, and commitment with our students, colleagues, and ourselves; Dean and Associate Dean meet with staff members to discuss SOE vision.
- March 2015 – The Dean informs the CDC that he is scheduling three focus group meetings for faculty to discuss and submit ideas for the SOE Vision Statement; encourages chairpersons to have faculty to sign up for at least one session; Dean and Associate Dean meet with faculty in focus groups to discuss the vision for the SOE.
- June 2015 – CDC reviews 4 SOE vision statement options to be presented to the Strategic Plan Steering Committee; third meeting of the strategic plan steering committee takes place at which time additional vision statement options are discussed.
- July – CDC reviews suggested vision statements; it was decided that five suggested vision statements will go forward to the SOE Assembly at the August back-to-school meeting; the expectation is for the SOE Assembly to choose one statement from this group of five as the new vision statement.
- August 2015 – the SOE Assembly reviews five vision statements and offers feedback and preferences.
- September 2015 – Dean presents to the CDC the draft strategic plan and asks for CDC to review and come back with suggestions at the next meeting.

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- October 2015 – CDC reviews and provides feedback on the draft strategic plan; Dean and Associate Dean work on the vision statements and determine to provide two versions for the SOE Assembly to vote on.
- November 2015 – SOE Assembly adopts first-ever vision statement: **Shaped by the Jesuit, Catholic, humanistic tradition, the School of Education aspires to prepare transformational leaders who are committed to excellence and serve others in a diverse and global society;** CDC is provided with an updated draft strategic plan and asked to review and determine if we are ready to present to the SOE Assembly.
- December 2015 – CDC discusses the draft strategic plan and decides to share the plan with the SOE Assembly in January 2016.
- January 2016 – Dean’s staff provides feedback on the draft strategic plan; dean presents a state-of-the-school address to the SOE Assembly; SOE Assembly reviews and provides feedback on the draft strategic plan prepared by the CDC.
- February 2016 – The strategic plan is collated and presented to the CDC for review and feedback.
- March 2016 – The CDC continues to review and provide feedback on the draft strategic plan; the draft strategic plan is sent to all SOE members for final review and feedback at the SOE Assembly meeting.
- April 2016 – The SOE Assembly votes 41-0 in favor of the proposed strategic plan; 41/48 members voted for an 85% response rate.
- May 2016 – Fourth and final meeting of the strategic plan steering committee takes place; the process, adopted vision statement, and adopted strategic plan are reviewed; dean thanks committee for its work and closes the strategic plan process.

School of Education(SOE) Strategic Plan

Adopted by the SOE Spring 2016

Dean Vincent C. Alfonso

Vision Statement and Mission Statement

Mission Statement

The mission of the School of Education is to prepare socially responsive and discerning practitioners to serve their community and profession.

- We model and promote leadership, scholarship and professional competence in multiple specializations.
- We support an environment that is challenging, inclusive, reflective, and collegial. We foster inquiry, intellectual creativity, and evidence-based decision making to accept the challenges facing a global society.
- We provide academic excellence in teaching, advising, service, and scholarship. We promote, support and respect diversity.
- The School of Education upholds the tradition of humanistic, Catholic, and Jesuit education.

The School of Education upholds the tradition of humanistic, Catholic, and Jesuit education and this tradition and mission are embodied in our theme statement: Preparing socially responsible professionals who serve with care, competence, and commitment.

Vision Statement: Shaped by the Jesuit, Catholic, humanistic tradition, the School of Education aspires to prepare transformational leaders who are committed to excellence and serve others in a diverse and global society.

Pillar #1: Collaboration

Definition: Establishing partnerships, building relationships, and fostering trust and goodwill

Goal 1: Build healthy working relationships

- *Objective 1:* Provide monthly activities to all SOE members to engage in interpersonal communication.
- *Objective 2:* Solicit feedback on monthly activities via electronic surveys.
- *Objective 3:* Recognize faculty, staff, and students in leadership.
- *Objective 4:* Model social responsibility and ethical practices in working with others.

Goal 2: Increase SOE engagement locally, regionally, nationally, and internationally

- *Objective 1:* Explore opportunities and collaborate with other agencies on conferences, professional development opportunities, and other common initiatives.
- *Objective 2:* Create an SOE Advisory Board to inform the administration and faculty on what opportunities may exist to increase productivity among faculty.
- *Objective 3:* Create a Center for Community and Educational Partnerships.

Pillar #2: Scholarship

Definition: Creating and fostering a school-wide culture where scholarly activities are valued

Goal 1: Establish a mentoring system for scholarship development

- *Objective 1:* Explore opportunities and systems for implementing a mentoring system.
- *Objective 2:* Identify and acquire resources to support a mentoring system.

Goal 2: Create opportunities to conduct and disseminate scholarship

- *Objective 1:* Provide opportunities for faculty and students to present scholarly work at local, regional, national, and international conferences.
- *Objective 2:* Include student participation in faculty presentations and publications.
- *Objective 3:* Develop a forum for SOE faculty and students to share scholarly activity (e.g.; SOE Assembly meetings, brown bag lunch, poster sessions, etc.).

Goal 3: Establish a mentoring system for all faculty and staff

- *Objective 1:* Provide ongoing opportunities for professional and personal skills enhancement.
- *Objective 2:* Provide funding for opportunities for professional development.
- *Objective 3:* Develop a clearinghouse for staff on available professional development opportunities.

Pillar #3: Service

Definition: Establish the SOE as a vital contributor and active participant in the community

Goal 1: Establish the SOE as a servant leadership school

- *Objective 1:* Create a Center for Catholic Education.
- *Objective 2:* Recognize individuals' contributions to their profession/discipline/field of study
- *Objective 3:* Provide specific services to underserved populations.

Goal 2: Create a culture of servant leadership

- *Objective 1:* Provide SOE members with literature on servant leadership and create time for the discussion of such literature.
- *Objective 2:* Establish an open door policy in the Dean's Office to encourage interpersonal communication.
- *Objective 3:* Provide opportunities to engage one-on-one with the Dean in conversation.
- *Objective 4:* Encourage SOE members to serve via multiple ways and to share their service with others.

Pillar #4: Teaching and Advising

Definition: Seeking resources and opportunities for academic growth

Goal 1: Increase instructional delivery avenues and methodology to improve teaching

- *Objective 1:* Provide professional development opportunities in delivering instruction electronically.
- *Objective 2:* Develop online and hybrid courses and programs.
- *Objective 3:* Review and modify curricula to include instruction for culturally different learners.
- *Objective 4:* Share research best practices in teaching and methods to evaluate our own teaching.
- *Objective 5:* Explore different teaching paradigms (e.g.; departmental cross-teaching).
- *Objective 6:* Use strength-based approaches to teach diversity and culture.

Goal 2: Enhance the consistency of academic advising with care, competence, and commitment

- *Objective 1:* Engage students in conversations for academic and professional success.
- *Objective 2:* Engage students in active conversations about professional dispositional behavior.

Goal 3: Have a positive impact on decreasing the achievement gap in K-12 education

- *Objective 1:* Assist schools in developing family-community partnerships.
- *Objective 2:* Provide development opportunities for professionals in the workforce.
- *Objective 3:* Work with various educational agencies (e.g., other schools of education, PESB) to influence policy and education laws in Washington State.
- *Objective 4:* Engage in systematic research to determine what disparities exist among marginalized groups and how to address such disparities.

Pillar #5: Capital Stewardship

Definition: Providing capital resources for optimal operations within the School of Education

Goal 1: Enhance Rosauer Center for Education Physical Working Environment

- *Objective 1:* Develop a resource replenishment plan that encompasses technology and furniture in order to maintain a professional environment for faculty, staff, and students.
- *Objective 2:* Enhance lighting and increase open spaces.
- *Objective 3:* Increase instructional and meeting space.
- *Objective 4:* Redesign current computer lab to be a collaborative learning lab for students, faculty & staff.