

**COE Priorities
Strategic Planning Report - 2007-2008
End of Year Two Report**

Priority 1 - Assessment Initiative Committee Recommendations				
Renamed: Curricular Review and Assessment Committee				
Chair: Linda McCrea				
Committee Members: Susan Carson, Sue Clay, Rosemary Cleveland, Priscilla Hill Gregels, Wei Gu, Phil Helzer, Barbara La Beau, Jacque Melin, Dennis Schultz, Mary Starkweather, Liz Storey, Sherie Williams and Roger Wilson.				
Priority	Action Steps	Timeline	Indicator that goal is Achieved	Status of Goal Attainment
1. Nurture/cultivate a climate for a learning community within the <i>entire COE</i> at GVSU.	<ul style="list-style-type: none"> • Open dialogues to increase faculty understanding of one another's philosophical base(s). • Open invitation to all for active participants (i.e. faculty, AP, and COT) 	<ul style="list-style-type: none"> • Open and ongoing initiative 	<ul style="list-style-type: none"> • Annual summaries 	<ul style="list-style-type: none"> • Have met regularly to discuss an education major as an additional major along with content major and what would the major would look like. (i.e. contents, course configurations, etc.) • Agreed to five components of Social Responsibility: <ol style="list-style-type: none"> 1. Foundation 2. Assessment 3. Differentiation etal 4. Field 5. Capstone <p>The components address the Danielson domains and NCATE/state standards.</p> • Beginning the discussion of implementing INTASC standards.
2. Making the necessary structural and programmatic changes to enhance student learning and achievement	<ul style="list-style-type: none"> • No long requiring PSY 325 • Creating a new education course with contents including; assessment, differentiation, special education strategies and theory • Creating Blocks or Gateways First: technology, introduction to education or philosophy; 	<ul style="list-style-type: none"> • May 2007 • May 2007 • May 2008 	<ul style="list-style-type: none"> • Developing a strong rationale, including current research • Proposal prepared for COE and UCC • Creating a new educational course, including those contents listed. • Submitting proposal prepared for COE and then UCC • Realigning or reconfiguring all education courses 	<ul style="list-style-type: none"> • Discussed the role of the teacher, the student, and teacher preparation. • Now taking ideas and putting them into a workable structure. • Some models have been discussed including: reconfiguring the current 5 course pre-requisites (i.e. using 15 credits in a

	<p>Second: TA Third: ST</p> <ul style="list-style-type: none"> Students would complete ## of volunteer hours in ## different locations (i.e. different grade levels, districts, etc.); complete with answers to focused questions. 	<ul style="list-style-type: none"> May 2008 	<ul style="list-style-type: none"> Working with other initiative groups 	<p>different way) and an intervening semester between TA and ST. Incorporating a capstone course in conjunction with ST. Investigating integrating technology throughout courses. Also possibly reconfiguring the classroom management course.</p> <ul style="list-style-type: none"> Investigations of other state institutions have and are being conducted. The Initial Program revisions addressed this goal. All materials now submitted to UCC – March 2008.
3. Crafting cohesive graduate programs (i.e. based upon endorsement areas and /or degrees)	<ul style="list-style-type: none"> Open invitation to all for active participants (i.e. faculty, AP and COT) 	<ul style="list-style-type: none"> May 2008 	<ul style="list-style-type: none"> Working with those interested faculty members and/or program coordinators 	<p>On going</p> <p>Worked with Certification and other graduate advisors to develop common language for acceptable transfers, etc.</p>
4. Crafting a more cohesive curriculum (i.e. each course building on the preceding ones) incorporating the best of theory and practice.	<ul style="list-style-type: none"> Working collaboratively with all faculty and staff to align courses and their respective content (i.e. across two departments) 	<ul style="list-style-type: none"> May 2009 		<p>On going</p> <ul style="list-style-type: none"> The Initial Program revisions addressed this goal. All materials now submitted to UCC>

Priority 2 – Conceptual Frame Work

Chair: Nancy Patterson

Committee Members: Nancy Dausman, Paula Lancaster, Sean Lancaster, Barbara Lubic, Cynthia Mader, Sandra Miller, Jolanda Westerhof-Shultz, Sherie Williams

Priority	Action Steps	Timeline	Indicator that goal is Achieved	Status of Goal Attainment
1. Mission, Vision, and Values	•	•	•	Finished
2. Identify Student Dispositions	• Meet with committee	• End of December 2008	• Unit Approval, PTEAC approval	Finished
3. Align unit standards with INTASC	• Individual programs will align INTASC to state/national standards	• June 1	• Initial programs submit Materials of record	
4. Write support for updated mission, vision and values using	• Meet with committee	• End of December 2008	• Unit approval, PTEAC approval	

Priority 3 – Social Responsibility

Chair: Jay Cooper

Committee Members: Michele Beede, Wei Gu, Dori Helder, Loretta Konecki, Tom Kruihoff, Liz Margulus, Pam Page, Randy Remenap, Claudia Sowa Wojciakowski, Larry Spencer

Priority	Action Steps	Timeline	Indicator that goal is Achieved	Status of Goal Attainment
<p>1. To foster a sense of social responsibility among COE students, faculty and staff</p>	<ul style="list-style-type: none"> • Gather data related to COE social responsibility activities <ul style="list-style-type: none"> a. Obtain a copy of 2005-06 COE Annual Report to review major activities related to social responsibility b. Identify and contact faculty/staff liaisons for COE student groups (MTEC, CEC, FTT) c. Develop a survey to disseminate to COE faculty/staff to collect data on curricular activities/initiatives related to social responsibility. d. Disseminate survey to all COE faculty and staff e. Identify curricular issues/resources related to social responsibility from annual report and survey data. 	<ul style="list-style-type: none"> • January 07 • January 07 • Winter 07 • Fall 07 • Fall 07 	<ul style="list-style-type: none"> • Summary list printed • Summary list printed • Survey developed, printed and ready to disseminate • Data gathered • Summary report developed 	<p>List obtained/summary in progress</p> <p>In progress</p> <p>Survey developed, printed and disseminated</p>
	<ul style="list-style-type: none"> • Analyze data related to social responsibility collected during Winter 2007 <ul style="list-style-type: none"> a. Obtain and analyze survey results b. Obtain and analyze results of annual report 	<ul style="list-style-type: none"> • Fall 07 • Fall 07 	<ul style="list-style-type: none"> • Summary report printed • Summary report printed 	
	<ul style="list-style-type: none"> • Develop a 2007-08 plan to address COE social responsibility <ul style="list-style-type: none"> a. Consider ways to 	<ul style="list-style-type: none"> • Winter 08/on-going 		

	<p>strengthen collaboration with on-going social responsibility projects sponsored by individual faculty, staff, community outreach, and COE student groups</p> <p>b. Conduct a series of focus groups with faculty and staff to explore what we have done and need to do in the area of social responsibility</p>	<ul style="list-style-type: none"> • Fall 07 	<ul style="list-style-type: none"> • Summary report of focus groups written 	<p>Need to consider next steps with support from all work groups in COE.</p>
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Priority 4 – Diversity
Chair: Joseph Blythe – Co chair: Clay Pelon
Committee Members: David Bair, Karen Barnes, Shawn Bultsma, Sue Carson, Diane Clark, Shawn Evans, Roger Finlan, Barbara Fournier, Sally Hipp, Bill O’Neill, Kathleen Olthof, Tom Owens, Annukka Thelen

Priority Action Plan – The Diversity Committee will examine the composition and experiences of personnel and students. Where appropriate and possible, the committee will implement or assist in creating solution to issues identified.

Priority	Action Steps	Timeline	Indicator that goal is Achieved	Status of Goal Attainment
1. Improve the cultural and institutional climate of the College of Education	<ul style="list-style-type: none"> • Support of Ciudad de los Ninos de Matamoros orphanage in Mexico and Education for Humanity International in Thailand will further our initiative. It is our intention to design a pamphlet/brochure along the lines of Heifer International. The focus will be on creating opportunities for affordable support through memorial, birthday, and graduation gifts. • Encourage attendance to the Healing Racism Workshop • Develop speaker series that highlights diversity on the Pew Campus for COE students, faculty, staff • Develop a student input mechanism that steps outside 	<ul style="list-style-type: none"> • Ongoing • Now through February 		Members participated in the K-12 Initiative (also called Reach to Teach) which was charged with the mission, “To Increase the number of qualified teachers of color in the Greater Grand Rapids Area & Community.”

<p>2. Incorporate cultural programming more effectively into our teaching and service activities and create an environment for success</p>	<p>direct course reviews</p> <ul style="list-style-type: none"> • Proposition 2 White Paper • Student driven video media presentation to address diversity • Increase number of placements in GRPS • Develop working relationship with GRPS administration, specifically Dr. Bernard Taylor • Develop curriculum ties to diverse experiences • Develop 25 hours prerequisite into a more intensive and valuable experience <ul style="list-style-type: none"> a. Campfire b. Rubric c. Increase hours • Assist with Colleagues special issue on Race/Poverty • Support the creation of a COE recruitment person for SISC 			<p>The Diversity Committee met with different Teacher Academy and Cadet Teaching programs and made presentations to the high school students in those programs which was for the purpose of recruiting future students into the College of Education.</p> <p>We are pursuing the possibility of adding a recruitment coordinator or modifying current responsibilities to fulfill the description of the following position that has been proposed:</p> <p>This position involves further developing and administering a student support system within the College of Education to include recruiting, advising, maintaining student records, evaluation of previous coursework and transfer credit assessment in collaboration with the College of Education program directors and GVSU admissions, registration and financial aid offices. Will ensure representation at recruitment events and career fairs, act as resource to current</p>
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				education students in program planning and progression issues and interact with prospective students and their families. Will implement the guidelines of the COE for the recruitment, retention and representation of diverse populations. Will act as liaison to the K-12 Implementation Committee, College of Education Mentoring Project, Office of Multicultural Affairs, and the Admissions Office.
3. Increase the ethnic diversity of faculty and staff of the College of Education	<ul style="list-style-type: none"> • Work with admissions to develop a better recruiting model • Obtain relevant data from admissions • Work with community colleges to assist in increasing diversity in the COE • Have chairs address adjunct diversity and set a meeting to discuss possible solutions • Support the creation of the Urban Education Initiative 			<p>We encouraged the staff to attend a healing racism seminar at the fall assembly and via email.</p> <p>We encouraged the staff to attend the various speaker series starting with Jonathan Kozol last October. We also assisted in the implementation of this series through volunteer work.</p> <p>We assisted in the production of the <i>Race and Poverty Special Issue</i> for the <i>Colleagues Magazine</i>. The magazine was nominated for several industry awards based on the issue.</p>
2008 2009 Goals: 1. Plan a Healing Racism retreat for the 2008-09 school year.				

<p>2. Plan and implement a speaker series for the upcoming year.</p> <p>3. Work closely with the Curriculum Initiative to address the fact that our primarily white suburban female graduates will be teaching in schools that are increasingly divers.</p> <p>4. Assist the Community Outreach Office in planning and execution of upcoming urban focused programming.</p> <p>5. Meet with and support the new Vice President for Inclusion Equity Jeanne J. Arnold.</p>				
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Priority 5 – Academic Learning Community

Chair: Stephen Worst

Committee Members: Glenda Eikenberry, Rick Geisel, Caryn King, Don Pottorff, John Shinsky

Our fifth priority will seek to create a vibrant college culture that fosters an atmosphere of inquiry and learning. As part of this priority, we will be working to increase collaboration with students, faculty and staff, to promote disciplinary and interdisciplinary collegiality, to increase connections between learning, work and scholarship and to develop effective connections between academic programs and service units within the college.

Priority	Action Steps	Timeline	Indicator that goal is Achieved	Status of Goal Attainment
<p>1. To create a vibrant college culture that fosters an atmosphere of inquiry and learning.</p>	<ul style="list-style-type: none"> • Document current initiatives that foster a culture of inquiry and learning • Gather data that already exist as well as obtain data that are not yet available • Use a survey to conduct COE Self-Analysis data reflecting what faculty/staff are currently doing AND what faculty/staff consider important in enhancing an academic culture 	<ul style="list-style-type: none"> • Year One 	<ul style="list-style-type: none"> • Having determined by analysis of data specific goals in each of the 3 areas of the overall charge 	<ul style="list-style-type: none"> • The planning group has implemented its 1st year goal of gathering data that will be helpful in identifying the current work/interest of COE faculty/staff. The online survey will be accessible until May 5th. The survey will inform the Priority Team what the COE faculty and staff are currently involved with and identify the university's use of his/her

	<p>Year Two</p> <ul style="list-style-type: none"> • Working with an interdisciplinary committee to sponsor events in the university-wide discussion for the 2007 – 2008 AY. COE was responsible for sponsoring a panel of local experts on “The Intersection of Education & Poverty” (January 17, 2008) 	<p>Year Two</p>	<p>Year Two</p> <ul style="list-style-type: none"> • Active participation by COE faculty and at least 150 students. 	<p>time outside the classroom or beyond the stated responsibilities of staff.</p> <ul style="list-style-type: none"> • Preliminary analysis of data that are gathered from the survey will take place just prior to the summer recess. <p>Year Two The planning group considers this involvement in the interdisciplinary committee as confirmation of the validity of priority #1. Over 300 people attended the panel, including 3 COE classes whose instructors encouraged attendance.</p>
<p>2. To increase collaborations with students, faculty and staff, to promote disciplinary and interdisciplinary collegiality.</p>	<ul style="list-style-type: none"> • Document current collaborative initiatives by students, faculty and staff • Generate possibilities for intra and inter-disciplinary initiatives to be undertaken by students, faculty, or staff • Promote the undertaking of intra and inter-disciplinary initiatives by students, faculty and staff 	<ul style="list-style-type: none"> • Year Two 	<ul style="list-style-type: none"> • Compared to baseline data collected during Year One, there is an increased number of collaborative initiatives being implemented by students, faculty and staff 	<p>Year Two</p> <ul style="list-style-type: none"> • Planning group considers the COE co-sponsorship (initiated by the Dean) of Jonathan Kozol’s visit on campus to be consistent with this goal • Likewise, the participation of the COE with cross-disciplinary representatives to sponsor the January 17, 2008 panel on education and poverty to be a concrete expression of this goal.
<p>3. To increase connections between learning, work and scholarship and to develop effective connections between academic programs and service units within the college.</p>	<ul style="list-style-type: none"> • Implement a structure in which intra and inter-disciplinary initiatives are regularly communicated with COE faculty/staff • Establish a forum in which COE faculty/staff regularly present their own work 	<ul style="list-style-type: none"> • Year Two 	<ul style="list-style-type: none"> • Compared to baseline data collected during Year One, there is an increase in connections between learning, work and scholarship; effective connections between academic programs and 	<p>Year Two</p> <ul style="list-style-type: none"> • Although not initiated by the planning group, the activity at the closing assembly meeting demonstrated the interest generated from COE faculty/staff sharing their

	<ul style="list-style-type: none"> • Sponsor events that showcase the research and publications of COE students, faculty and staff • Develop closer relationship with Community Outreach • Understand the local initiatives undertaken by faculty/staff • Understand individual faculty/staff members' own community service projects 		service units within the college are clearly evident	individual attempts to connect learning, work and scholarships, and effective connections between academic programs and service units.
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Priority 6 – Resources

Chair: Liz Storey

Committee Members: Doug Busman, Bob Cross, Amy Dunn, Joe Fisher, Suzanne Gilfillan, Kristy Martin, Carol McIntyre, Elyse Reese, Claudia Sowa Wojciakowski

Overall Goal: To continue to identify and secure resources.

Priority	Action Steps	Timeline	Indicator that goal is Achieved	Status of Goal Attainment
1. Continue building a culture of grant writing. <ul style="list-style-type: none"> • Review accomplishments of previous Resources Initiative Group in the area of grant writing • Communicate results to COE faculty and staff • Build awareness of GVSU Grant Writing Resources • Develop and recommend to faculty and staff incentives for continuing the grant writing culture • Develop and recommend to the Dean a comprehensive plan for supporting the grant writing culture 	<ul style="list-style-type: none"> • Consult with Loretta Konecki, Suzanne Gilfillan and others involved with past committee and current grants, continue building awareness • Publicize grant lists, wants, needs and available resources, present meeting “money munchers” • Meet with Christine Chamberlain, new GVSU Grants Director • Have Christine present to faculty • Determine related faculty and staff personnel issues and policies, determine support 	Fall 06, Winter 07 Winter 07 an ongoing Fall 06 Fall 07 Fall 07		The grant culture is still being explored. Committee members have met to assign roles for communicating grant information at regularly scheduled COE faculty meetings. Communication with the GVSU grants office is being re-established. Support from the Dean has been expressed and a formal plan will come out of meeting during 2008 Spring/Summer and Fall semesters.
2. To build in the development of Alumni <ul style="list-style-type: none"> • Continue and deepen our relationship with Alumni 	<ul style="list-style-type: none"> • Collaborate with Community Outreach *Alumni resource web site, organized around alumni areas of involvement and interest *Colleagues 	Spring 07, Fall 07		Committee member has been assigned to facilitate this relationship. Meetings scheduled for Spring/Summer/Fall 08

<p>3. To work with local foundations on areas of interest to college and specific donors</p> <ul style="list-style-type: none"> • Identify areas of interest to the college and match these interests to foundations and donors 	<ul style="list-style-type: none"> • Meet with university foundations and development office • Survey faculty and staff to determine areas of interest. Develop a matrix to cross reference COE interest to foundation and donor interest 	<p>Spring 07</p> <p>Fall 07, Winter 08</p>		<p>Committee members will designate a representative to lead the work on this priority for the 08 – 09 academic year.</p>
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